

Bus color _____ Teacher _____

Child's Name _____ / _____

Last First Middle Nickname

Home Phone Number () _____ Birth date _____

Mothers or Father's Cell Phone () _____

Student lives with: Mother and Father _____ Mother and Stepfather _____
Mother only _____ Father and Stepmother _____
Father only _____ Other _____

Mother's Name _____ (first and last)
Mother's Occupation _____ Phone _____
Mother's Email Address _____

Father's Name _____ (first and last)
Father's Occupation _____ Phone _____
Father's Email Address _____

Brothers and Sisters	Grade	Teacher
_____	_____	_____
_____	_____	_____
_____	_____	_____

Medical Problems (Asthma, allergies, etc.)

In case of Emergency, please Call in this order
Name _____

Number _____

1. _____
2. _____
3. _____

In case of discipline problems at school during school hours, please Call:

Name _____ Phone _____

I prefer to have our parent conferences: At school _____ By Phone _____

Crafting a Theme Statement

Theme is the **central message or lesson** that the author wants you to learn from the story. The theme is often about life or people. The theme is like the MAIN IDEA of the WHOLE story. As a reader, we can find evidence of the theme throughout the text in the Beginning, Middle, and End.

THE MESSAGE

Common Theme Topics in Literature

- | | | |
|----------------|------------------|-----------------------|
| • friendship | • kindness | • challenges |
| • honesty | • fears | • never give up |
| • courage | • peace | • differences |
| • equality | • hope | • believe in yourself |
| • freedom | • helping others | • sense of belonging |
| • independence | • justice | • persistence |
| • growing up | • loyalty | • teamwork |

Think!

- What **lesson** did the characters learn?
- How did the characters **grow or change**?
- What is this story **REALLY** about?

Theme Topic

friendship

Theme Statement

Friends can help you get through the tough parts of life.

TOPIC + POINT (What the author is saying about the topic)

Find the evidence:

- What **passages or sentences** support your thinking?
- Can you find evidence in the **Beginning, Middle, and End**?
- Mark these places and use them to support your thinking.

Make a Statement

The theme of this story is _____.

I know this because _____.

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Common Theme Statements in Literature

Differences - You can't judge a book by its cover. - Beware of strangers. - People from other cultures are not that different. - Look before you leap. - Share our similarities, celebrate our differences.	Change - Things are not usually as bad as you think they are. - People are afraid of change but things always change. - It is impossible to be sure of what will come in the future.
Good vs. Evil - Good triumphs over evil. - Evil is punished and good is rewarded. - Power corrupts and absolute power corrupts absolutely. - Bullies can be overcome. - Good manners have positive results. - Greed leads to disaster. - Jealousy leads to loneliness. - Good and evil coexist.	Love & Friendship - Treat others as you want to be treated. - Act kind without expecting something in return. - Love is blind. - Love rules all: hate, selfishness, cruelty, death. - Love one another. - Friends can help you get through the tough parts of life. - Animals and nature have rights and deserve protection. - Friends are the most valuable possession.
Growing Up - Growing up is a challenge for everyone. - It takes a village to raise a child.	Rules - Follow the rules. - Rules are there to help and protect us. - Freedom is worth fighting for.
Goals and Dreams - Hard work pays off. - You can reach your goals by working hard. - Dream big.	Bravery and Fear - Face your fears. - Being brave does not mean you are fearless, it means you face your fears.

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Mrs. Benton's BOOK SURVEY



YOUR NAME: _____
TODAY'S DATE: _____

1) Think of a book that you read in the last year that you had a lot of fun reading.
What is its title? _____

2) Think of another book that you read on your own last year that really made you think (in a good way) what is its title? _____

3) Our classroom library this year has over 2,000 books in it for you to choose from! To help me get books ready for you, I'd like to know the types of books that you most enjoy reading. Look at the list below and check the genres that you find most interesting:

- | | |
|--|---|
| ☐ Sci-Fi | ☐ History and Social Studies |
| ☐ Fantasy | ☐ Science |
| ☐ Time Travel | ☐ Math |
| ☐ Mythology | ☐ Biographies |
| ☐ Historical Fiction | ☐ Mystery and Suspense |
| ☐ Realistic Fiction | ☐ Talking Animals |
| ☐ Graphic Novels | ☐ Humans and Animals |
| ☐ Sports | ☐ Poetry |
| ☐ books about Florida | ☐ Adventure Stories |

I am...

(a poem)

Name: _____
Period: _____

I am _____ and _____
(Two characteristics that are unique to you)

I hear _____
(Your favorite sound ... or an imaginary sound)

I see _____
(The best sight you've ever seen)

I wonder _____
(Something that you're really curious about)

I pretend _____
(Something that you pretend to do)

I just want _____
(A desire you have)

I feel _____
(A really good feeling that you have)

I feel _____
(A really bad feeling that you have)

I worry _____
(Something that really bothers you)

I fear _____
(Something that makes you scared)

I cry _____
(Something that makes you very sad)

I fight for _____
(Something that really matters to you)

I say _____
(Something you believe in)

I understand _____
(Something you know is true)

I dream _____
(Something you dream about)

I try _____
(Something you make an effort at)

I hope _____
(Something you hope for)

I am _____ and _____
(Two characteristics that are unique to you)

I am more like _____

Possible Synonyms Words

active	easy-going	necessary	unrealistic
adventurous	educational	obedient	unselfish
aggravating	forceful	odd	unusual
adjusting	friendly	old-fashioned	usable
athletic	harmful	passionate	useless
-attentive	harsh	peaceful	valuable
beneficial	hateful	pointless	wasteful
brave	helpful	powerful	weak
brilliant	honest	productive	wealthy
burdensome	humble	proud	well-informed
carefree	illegal	pussy	
careless	incredible	relaxing	
cautious	inexperienced	reliable	
clever	irresponsible	remotable	
clueless	kind	responsible	
compassionate	knowledgeable	safe	
cooperative	lazy	supportive	
dangerous	lonely	suspicious	
decent	loveable	thorough	
determined	loyal	trustworthy	
devoted	magnificent	truthful	
dishonest	injure	unacceptable	
disobedient	memorable	unfortunate	
difficult	miserable	unhappy	
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Character Traits and Feelings

adventurous	disappointed	innocent	safe
afraid	discouraged	intelligent	satisfied
angry	disrespectful	jealous	scared
anxious	dull	kind	selfish
bold	eager	lazy	serious
bored	embarrassed	leader	sharp
bossy	encouraging	lively	shy
brainy	evil	lonely	silly
brave	excited	loving	sly
bright	expert	loyal	smart
brilliant	fair	lucky	sneaky
busy	faithful	mean	sorry
calm	fierce	messy	spoiled
careful	foolish	miserable	strange
careless	fortunate	mysterious	stubborn
cautious	friendly	naughty	sweet
charming	funny	nervous	talented
cheerful	gentle	noisy	thankful
childish	giving	obedient	thoughtful
clever	gloomy	peaceful	thoughtless
clumsy	graceful	picky	tired
concerned	grateful	pleasant	trusting
confident	greedy	polite	trustworthy
confused	grouchy	poor	unfriendly
cowardly	grumpy	popular	unhappy
cross	hateful	proper	upset
cruel	healthy	proud	useful
curious	helpful	quiet	warm
daring	honest	respectful	weak
demanding	hopeful	responsible	wicked
dependable	humorous	rich	wise
determined	impatient	rude	worried

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clumsy	graceful	picky	tired
concerned	grateful	pleasant	trusting
confident	greedy	polite	trustworthy
confused	grouchy	poor	unfriendly
cowardly	grumpy	popular	unhappy
cross	hateful	proper	upset
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Comparing Story Elements Across Multiple Realistic Fiction Stories

Step 1: Read the first text and reflect: What do I know about the characters, setting, problem, and possible themes in *this* text? Discuss and jot your thinking.

Step 2: Read the second text with the first text in mind asking yourself:

- What similarities do I notice between characters?
- How are the settings similar?
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Guiding Question to Grow Sophisticated Ideas about Stories Anchor Chart:

- What ideas do you have about [Character 1] and [Character 2]? Similarities? Differences?
- How are the settings important to the story? Impact?
- What problems/challenges/issues must each character overcome?
- What is the most important issue/topic this book will deal with (i.e., poverty, friendship, loyalty, bullying)?
- Are there theme statements explicitly stated (i.e., a heartwarming story about courage and friendship)? Can you infer possible themes based on the details given?

Character(s) What do you know about [Character 1] and [Character 2]?	Setting(s) What do you know about the settings? How are they important to the story?
Problem(s)/Real-World Issues What obstacles/challenges do the characters face?	Possible Themes Theme topics? What does the author seem to be saying about the issues?

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Predictable Patterns in Complex Realistic Fiction Stories:

- Characters will struggle/face a challenge that could exist in real life
- Other characters may help or harm the main character to get what he/she wants
- The realistic settings will tell us something about the character and may expose/add to the problem
- Things may get worse before they get better
- Characters reveal their inner thoughts to the reader, but not to the characters around them (just like people tend to do in real life—we appear one way in front of others, but may feel or think differently)

Common/Universal Themes: Acceptance, Bravery, Fear, Perseverance, Friendship, Freedom, Resilience, Self-worth, Power

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Readers talk back to their books and jot their ideas on a post-it: • I'm thinking... • I'm noticing... • I'm wondering... • I can't believe... • This reminds me of... • This confuses me because... • Why... • I like this part because... • I think the character is feeling ___ because... • I think ___ will happen next because...	Reading partners have book chats about their ideas and wonderings by starting the chat with: • Talk about the main characters... • Tell me more about that... • My idea changed when... • This part reminded me of... • This is my favorite part because... • Retell big things that happened to character... • Retell big events in story... • Why do you think that... • I think the main idea is...
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Colkins/Tohon

Colkins/Tohon
K. Lewis 2011

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Scientific Method

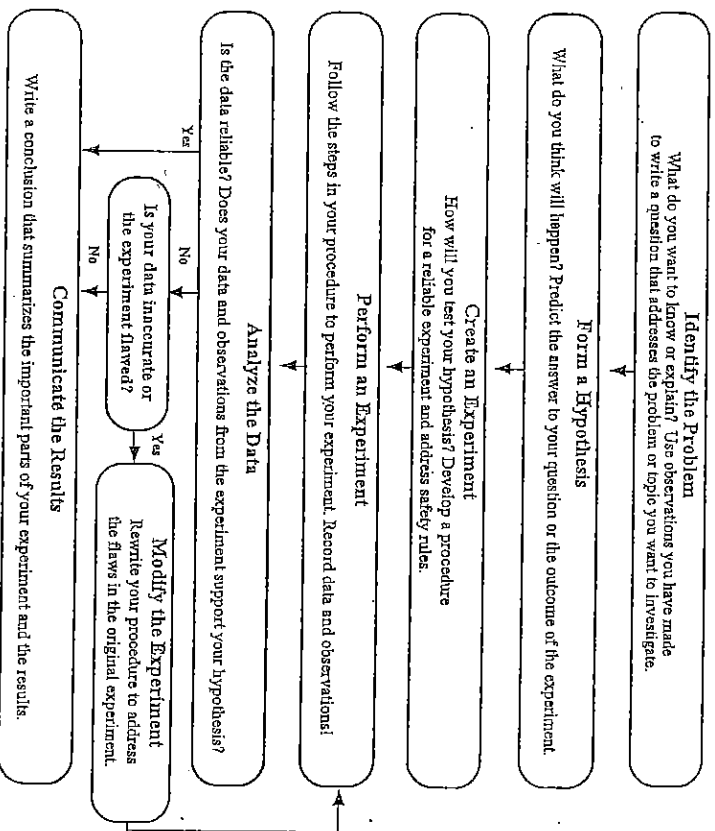
Overhead Key

What is the scientific method? It is a process that is used to find answers to questions about the world around us.

Is there only one "scientific method"? No, there are several versions of the scientific method. Some versions have more steps, while others may have only a few. However, they all begin with the identification of a problem or a question to be answered based on observations of the world around us and provide an organized method for conducting and analyzing an experiment.

What is a hypothesis? It is an educated guess based on observations and your knowledge of the topic.

What is data? It is information gathered during an experiment.



T. Trimpe 2003 <http://sciencepot.net/>

Scientific Method

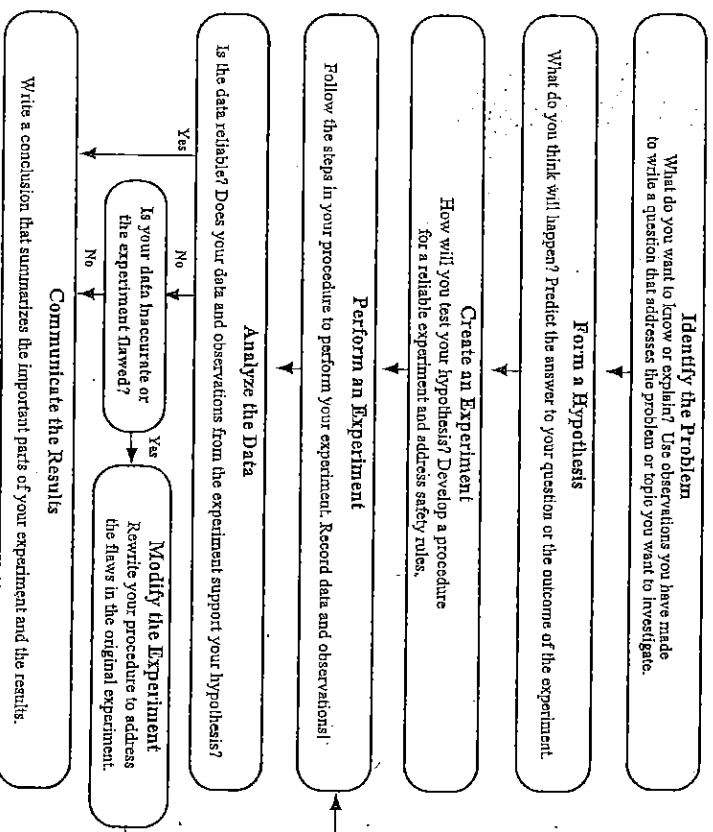
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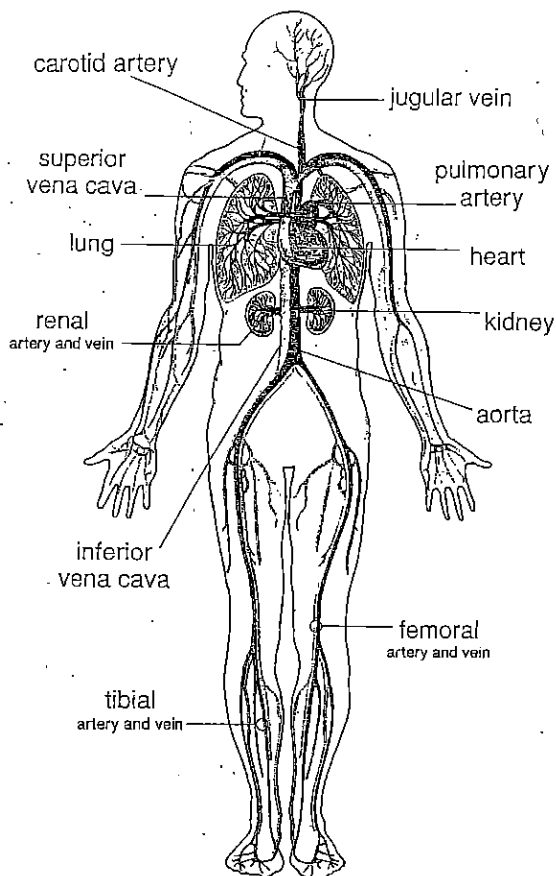
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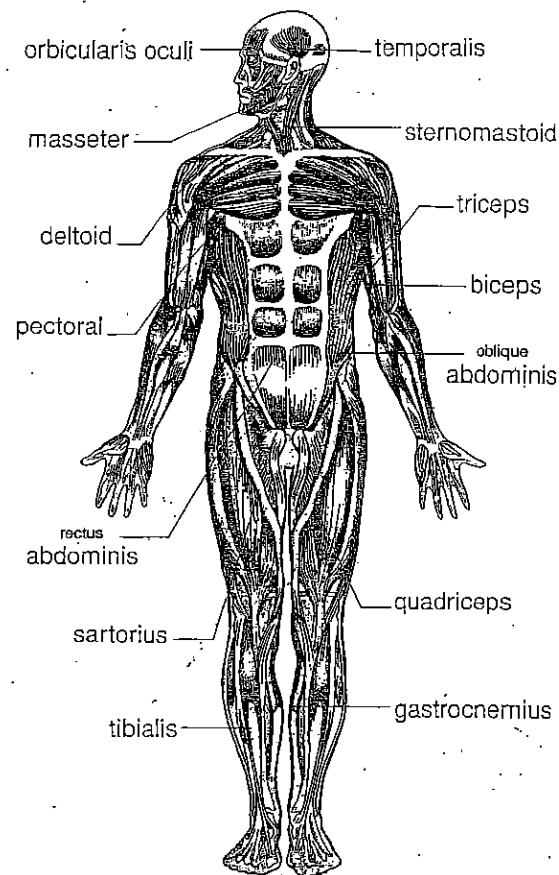


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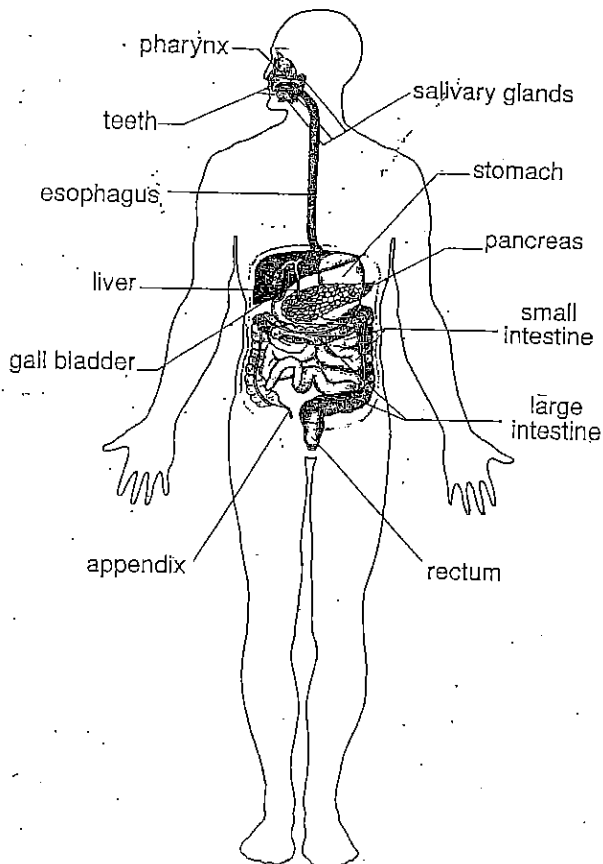
The Circulatory System



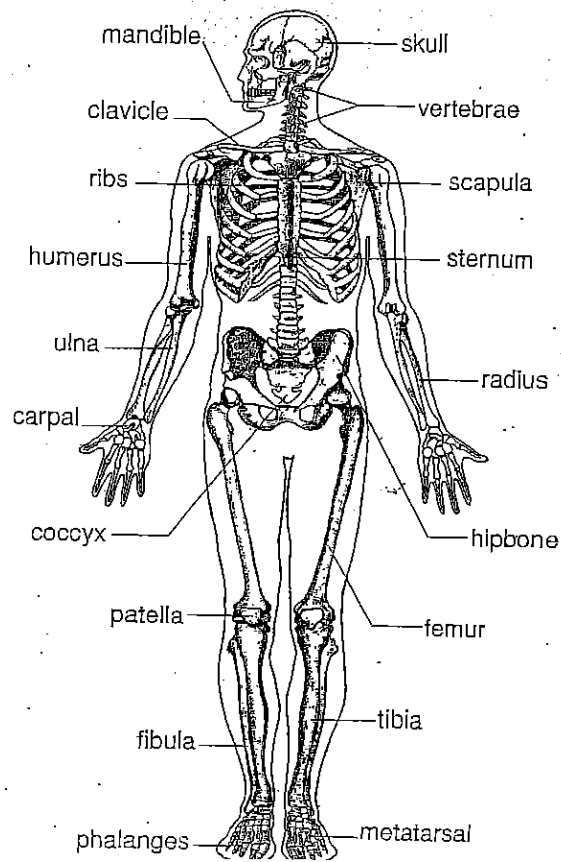
The Muscular System



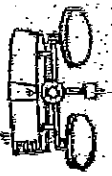
The Digestive System



The Skeletal System



Tools of Science



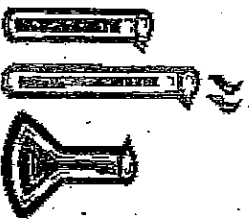
pan balance scale
triple beam balance
gram weights



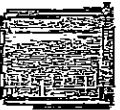
spring scale



- stop watch
- clock
- calendar



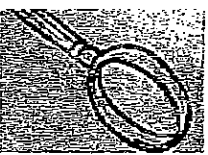
graduated
cylinders
flasks



beaker



- ruler
- meter stick
- tape measure



and lens



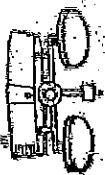
microscope



thermometer

These tools are used to compare and measure.

Tools of Science



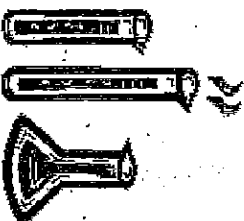
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- gram weights



spring scale



- stop watch
- clock
- calendar



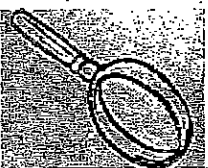
- graduated
cylinders
- flasks



beaker



- ruler
- meter stick
- tape measure



hand lens



microscope



thermometer

These tools are used to compare and measure.

Word	Short Student Friendly Phrases
Trace	Follow, track outline, list in steps
Analyze	Think through, break apart, break into pieces.
Infer	Figure out, read between the lines, predict, what are they trying to say
Evaluate	Judge, value of, meaning, examine, solve, test for the truth of, tell one good and one bad
Formulate	Come up with, make a plan, develop, make, create
Describe	Tell about, show me, list details
Support	Provide reasons, tell reasons, give examples, back it up
Explain	Tell all about, tell what and why, tell how, teach to someone else
Summarize	Tell main parts, bottom line, main ideas
Compare	List all the ways they are alike
Contrast	List differences, all the ways they are different
Predict	Educated guess, tell what could or may happen, look into the future

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Thinking Stems
Being an Active Reader

A. Making Connections: 1. This reminds me of... 2. An experience I have had like that... 3. This reminds me of the book because... 4. How can I live differently because this book has been a part of my life?	B. Asking Questions: 1. I wonder... 2. How come... 3. Why... 4. I'm confused... 5. What if... 6. I don't understand...
C. Visualizing/Sensory Images: 1. In my mind I picture _____ when I read _____ 2. I visualized _____ 3. I can see _____ 4. I can taste/hear/smell/feel...	D. Inferring/Predicting: 1. I think... 2. Maybe this means... 3. I'm guessing... 4. This allows me to assume... 5. I predict _____ because...
E. Summarizing: 1. So far this book is mostly about... 2. The main ideas in this book are... 3. Some important events are _____ because... 4. First.....Next.....Then.....Finally	F. Synthesizing: 1. I'm thinking that... 2. At first I thought _____ but now I'm thinking _____ because... 3. I'm changing my thinking again because... 4. I think the lesson or theme is _____ because... 5. These events have caused me to believe...
G. Author's Message: 1. What is this story really about? 2. What does this story say about the world? 3. Whose story is being told? 4. What are the themes I have been identifying so far? 5. What is the lesson of this book?	H. Evaluating: 1. I agree with _____ because... 2. I don't think ... 3. _____ 4. _____
I. Setting (Time and Place): 1. This story takes place... 2. Something I noticed about the setting... 3. I would/would not like to live during this time period/in this place because... 4. The author used _____ to describe the setting...	J. Characters: 1. If I were (character's name) I would... 2. The character that interests me most is _____ because... 3. A character that really changed in the story was _____ because he/she ... 4. I like/don't like (character's name) because...

K. Plot: 1. I think a problem in this story is... 2. I think (character's name) will try to solve this problem by... 3. An event that I think might happen next is... 4. Another way this story could have ended is... 5. Predict how the character might overcome an obstacle.	L. Language: 1. I like the way the author described... 2. _____ is a new word for me. I think it might mean _____ because... 3. An interesting (word, phrase, or sentence) that I noticed ... 4. _____ is one of my favorite passages because... *Record page numbers where you noticed language!
M. Author: 1. I think the author wrote this book because... 2. It's interesting how the author... 3. Something I noticed about the author's style... 4. I'd like to read another book by this author because... 5. I do/don't like this author's writing style because...	N. Illustrator: 1. If I were the illustrator of this book I would change/draw... as a symbol for _____ because... 2. Illustrations would/wouldn't make this story more interesting because...
O. Non-Fiction Prompts: 1. Something that interests me about this topic is... 2. Something new I learned... 3. I want to learn more about... 4. Some questions I still have about the topic... 5. The author made the topic interesting by... 6. An illustration or picture that interested me the most was _____ because... 7. Something I don't understand...	P. Open – ended Prompts: 1. If I could change one part of the selection, I would change _____ because... 2. I wish... 3. Something that surprised me was... 4. As I read this selection, I felt _____ because... 5. I liked/didn't like when _____ because... 6. My favorite part was when _____ because... 7. I noticed... 8. I think the genre of this selection is _____ because...

Narrative Leads

Foreshadowing (A hint of something to come):

It was the time of year Farmer Bailey liked best, when summer turned to fall. He whistled as he drove along. A cool breeze blew across his face through the truck's open window. Then it happened. There was a loud thump.

-The Stranger

Action:

A storm was approaching, but Peter crawled through the strange little hole in the fence anyway.

-Time Traveler

Dialogue:

"Bet you can't jump over that rille, Runt," Vern challenged.

Gary Kandel hated it when his brother called him Runt.

"Watch me, Runt," Vern taunted. "I'll show you how to do it."

-Moonwalk

Character Description:

Reba Jo loved to twang her guitar and sing while the prairie wind whistled through the thirsty sagebrush.

-The Horned Prince

Setting Description:

As they entered the camp, the longest shadows Marven had ever seen stretched across the snow, and he realized with a start that the shadows were the lumberjacks walking in the moonlight. He could smell hay and manure and saw silhouettes of horses stomping in a snowy corral.

-Marven of the Great North Woods

Personal Narrative Endings

Strong Feelings

"I think I know my grandfather now. I miss him very much."

-Grandfather's Journey

Strong Images.

"Every afternoon Adelina continues to gaze across the water. Sometimes now, when she closes her eyes, she can still see the whales swimming by. And if she listens *really* closely, she can hear their breathing."

-Adelina's Whales

Strong Action

"The man stood and picked up his ax. He swung back his arm as though to strike the tree. Suddenly he stopped. He turned and looked at the animals and the child. He hesitated. Then he dropped the ax and walked out of the forest."

-The Great Kapok Tree

Strong Image

"And that night, while his wife and son slept downstairs and the attic shadows vanished in the pale, blue fall of moonlight, Victor locked himself inside his grandmother's trunk and escaped in under twenty seconds."

-The Houdini Box

Personal Narrative Revision Checklist

• Lead

What type of lead to use?

Do you think this is the best lead for your personal narrative?

• Character Development

Find places you described your characters. You can develop characters by telling what they look like, how they act and what they say.

• Setting Description

Writers describe setting with sensory details. Find places in your narrative that you describe your setting.

• Satisfying Ending

Writers pay attention to how their personal narratives end.

Reread your ending. Are you okay with it? If not, take some time to change it now.

• Word Choice

Writers use the best words they can think of when they are writing. Take another look at your writing and check these types of words.

Verbs and Transitions

- Writers use powerful verbs.

- Highlight all your verbs again and change a few to more powerful ones.

- Make sure you used transition words, 3-4 transitions, to connect the ideas and events in your personal narrative.

Personal Narrative Editing Checklist

Good writers use a variety of sentences

- ☐ Count the number of words in each sentence. Make sure you have some short and some long.
- ☐ Look at your sentence beginnings. Make sure your sentences start in different ways.

Good writers use appropriate capital letters

- ☐ Highlight all your capital letters
- ☐ Make sure you have all the capitals you need.
- ☐ Get rid of any extra capitals.

Good writers use correct spelling

- ☐ Read your writing backwards.
- ☐ Circle any words that look misspelled
- ☐ Check the spelling for those words.

Good writers break their writing into paragraphs.

- ☐ Break for a paragraph when you introduce a new person or place.
- ☐ Break for a new paragraph when someone talks.
- ☐ Break for a paragraph when you change an action.

Personal Narrative Elements Chart

Character Description

Setting Description

Dialogue

Interesting Details

Narrow Focus

Strong Leads

Transitions to move a story forward

Powerful Endings

Strong Verbs/Figurative Language

Varied sentence lengths and types

Transition List

After all
Finally
Next
After that
First
Again
Gradually
Another time
In the first place
Once
Also
Instead
One reason
As soon as
After
Since
Another
Just before
Suddenly
Before
Later
The next day
Most of all
Yesterday

Name: _____ Date: _____

WRITING INTEREST SURVEY

Directions: Check the box that applies to you.

1. How do you feel about writing?

- ☐ I love writing!
- ☐ I like writing.
- ☐ I like it but I don't think I am good at it.
- ☐ I don't really care about it.
- ☐ I hate it!

2. What do you like to write? (Check all that apply)

- ☐ Poems
- ☐ Fictional Stories
- ☐ Non-fictional stories
- ☐ Journaling
- ☐ Diaries
- ☐ Reports
- ☐ Songs

3. Would you rather write on paper or type on the computer?

- ☐ Paper
- ☐ Computer
- ☐ I like both!

4. What is the hardest part of writing for you?

- ☐ Thinking of what to write
- ☐ Spelling
- ☐ Writing enough
- ☐ My handwriting
- ☐ It's boring
- ☐ My teacher tells me what to write and I want to write about other things
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Name _____

Multiples of 10

Find each product.

A. $90 \times 90 =$ 8,100

B. $50 \times 60 =$ _____

C. $60 \times 800 =$ _____

D. $90 \times 30 =$ _____

E. $50 \times 300 =$ _____

F. $50 \times 200 =$ _____

G. $300 \times 200 =$ _____

H. $80 \times 700 =$ _____

I. $200 \times 80 =$ _____

J. $90 \times 900 =$ _____

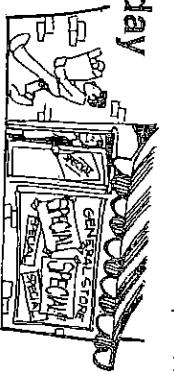
K. $600 \times 500 =$ _____

L. $800 \times 500 =$ _____

M. $900 \times 200 =$ _____

N. $40 \times 500 =$ _____

O. Describe how you could find the product of 700 and 900.

On Sale Today

$40 \times 700 =$ _____

$80 \times 50 =$ _____

$100 \times 60 =$ _____

$90 \times 70 =$ _____

$600 \times 40 =$ _____

$400 \times 40 =$ _____

$500 \times 300 =$ _____

$300 \times 800 =$ _____

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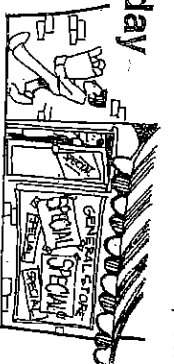
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Place Value, Comparing Numbers, Problem Solving

1. Write the number 8,345,093 in...

a. Standard form

b. Word form

c. Expanded form

2. Write the number 12,400,006 in...

a. Standard form

b. Word form

c. Expanded form

Compare Numbers through Millions

Compare the numbers below indicating if they are greater than, less than, or equal to ($<$, $>$, $=$):

3. 2,867,456 $\underline{\hspace{1cm}}$ 2,856,456

4. 10,030,782 $\underline{\hspace{1cm}}$ 10,030,782

5. 895,231 $\underline{\hspace{1cm}}$ 900,000

6. 3,003,498 $\underline{\hspace{1cm}}$ 3,003,497

7. 14,376,326 $\underline{\hspace{1cm}}$ 4,376,326

8. 700,000 $\underline{\hspace{1cm}}$ 699,999

9. 24,896,099 $\underline{\hspace{1cm}}$ 24,896,099

10. 7,211,890 $\underline{\hspace{1cm}}$ 7,212,890

Word Problem

11. John has 7 five dollar bills. He wants to buy a baseball bat that costs \$38.

a. How much money does he have? $\underline{\hspace{2cm}}$

b. Does he have enough money to buy the baseball bat? $\underline{\hspace{2cm}}$

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