

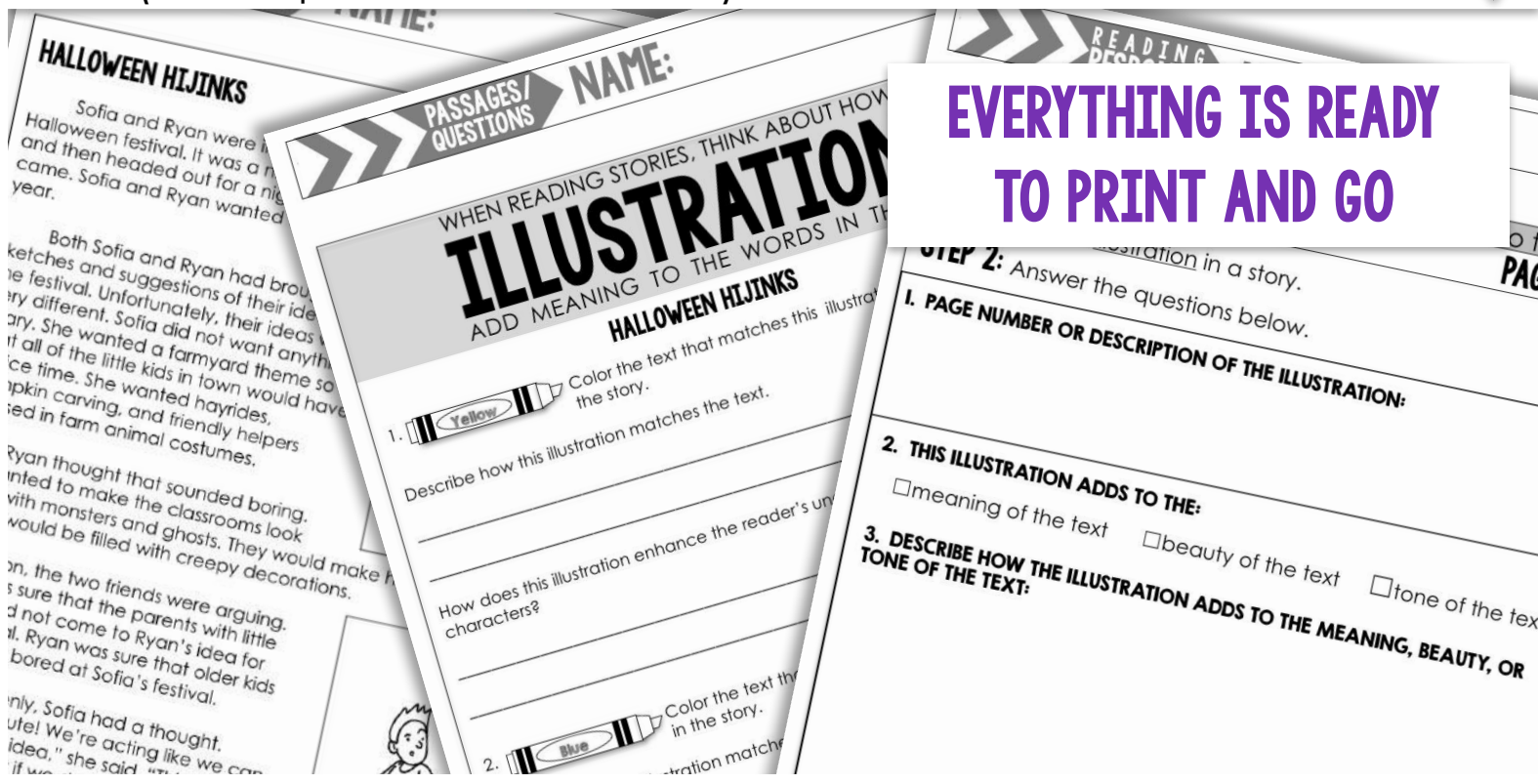
EVERYTHING IS MADE TO FIT IN A NOTEBOOK

CHOOSE

NOTEBOOK STYLE
OR
PRINTABLE STYLE



(both options are included)



EVERYTHING IS READY TO PRINT AND GO

WHAT IS IN HERE?

MENTOR TEXT LIST: This list of suggested books works great for student texts or using in an Interactive Read Aloud.

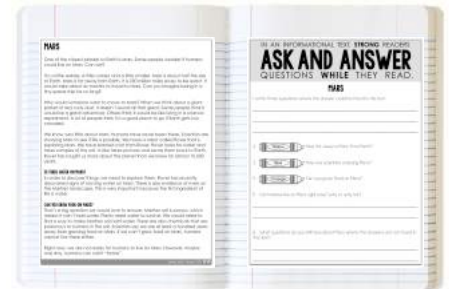
NOTEBOOK SUPPLIES: The notebook cover, tabs, chapter covers, and pockets are all included. Everything here fits perfectly into a notebook. It is all minimal prep and minimal cutting and pasting. You also have the option of print-and-go instead of notebook style.

READING BOOKMARKS: The bookmarks are a reminder to the student of how to apply the skills they are learning. It includes sentence prompts and questions they should think about while reading.

DIFFERENTIATED PASSAGES:

There are three texts included. Each text is written at two differentiated levels for a total of six passages.

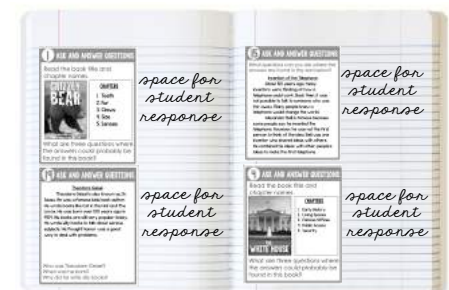
There are two question page options included. One is closely aligned to the 4th grade standards. The other is more closely aligned to the 5th grade standards. With both options, students must color text evidence to support their responses.



DIFFERENTIATED TASK CARDS:

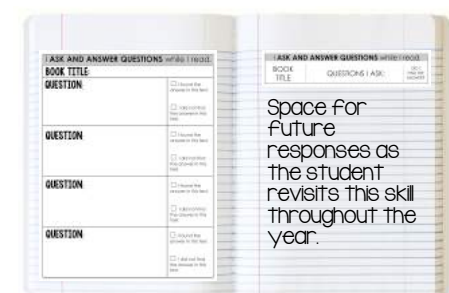
There are 24 task cards included. They are all tasks that include short texts or pairs of texts to practice the skills. These work great in whole group lessons, partner work, or for individual student notebook responses.

The tasks are differentiated. The reading level and question prompts get more complex as you move from Task 1 to Task 24.



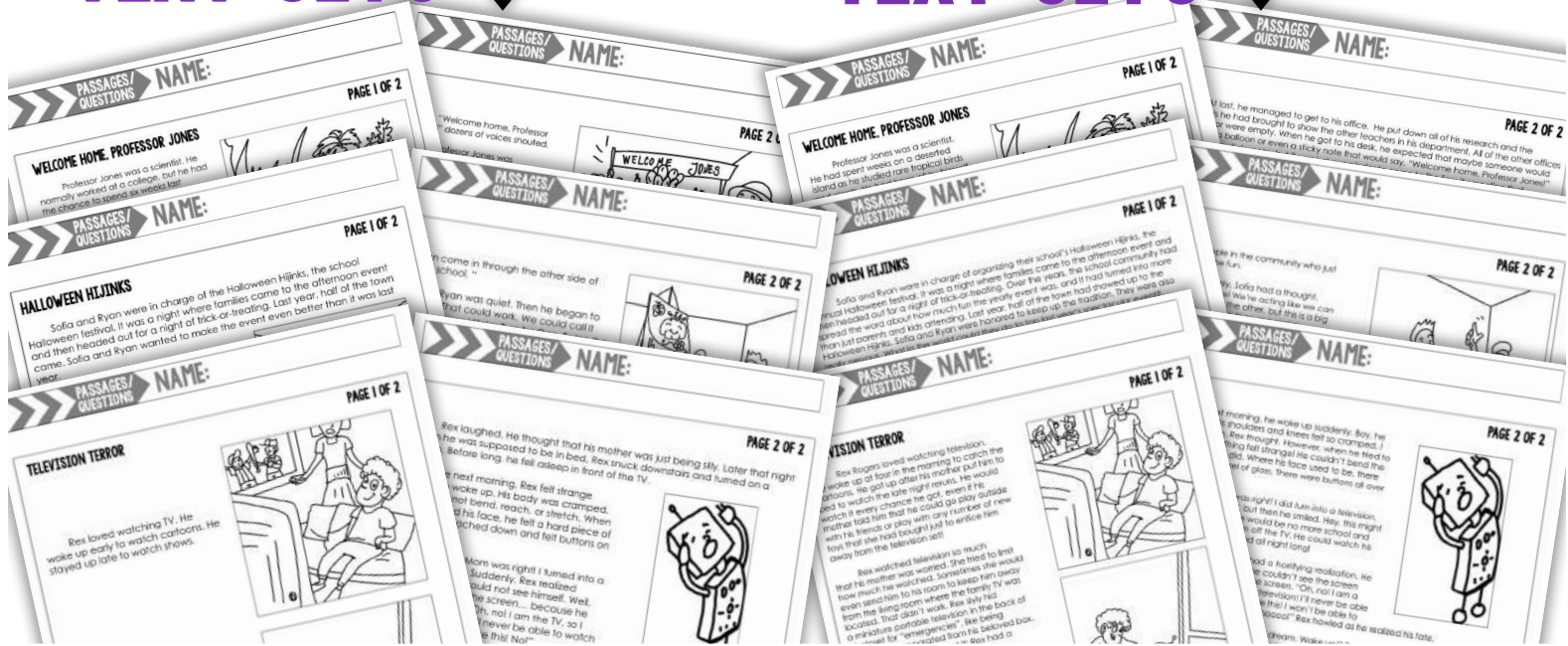
READING RESPONSE SHEETS:

There are multiple structured reading response sheets included. Everything can fit perfectly into a reading notebook. There are additional quick prompts that fit on top of a notebook page. I recommend putting these in at the end of your unit and then asking students to return to these prompts throughout the year.



**SIMPLIFIED
TEXT SETS**

**GRADE LEVEL
TEXT SETS**



DIFFERENTIATED PASSAGES

THERE PAIRS OF PASSAGES, CHOICE OF TWO READING LEVELS

DIFFERENTIATED QUESTIONS

CHOOSE A QUESTION PAGE ALIGNED TO EITHER 4th OR 5th GRADE STANDARDS

WHEN READING STORIES, THINK ABOUT HOW AN ILLUSTRATION CAN ADD MEANING TO THE WORDS IN THE TEXT

ILLUSTRATIONS

HALLOWEEN HIJINKS

Color the text that matches this illustration in the story.

How does this illustration enhance the reader's understanding of the story?

OR

WHEN READING STORIES, THINK ABOUT HOW AN ILLUSTRATION CAN ADD MEANING TO THE WORDS IN THE TEXT

ILLUSTRATION

THE WISE LITTLE HEN

Activity, you will need access to the Internet so that you can watch a cartoon video of THE WISE LITTLE HEN. You can find this video at <http://www.teachingandtopos.com/p/video> using the search terms "The Wise Little Hen 1934".

Watch the video, look for three places where the tone of the story is evident. Explain how each element contributes to the tone of the story. Use phrases such as, "The video...", "The music...", "The visual shows...", etc.

How does this contribute to the TONE of the story?

UP CLOSE

SIMPLIFIED READING PASSAGE

PASSAGES/QUESTIONS NAME: _____

PAGE 1 OF 2

WELCOME HOME, PROFESSOR JONES

Professor Jones was a scientist. He normally worked at a college, but he had the chance to spend six weeks last summer on an island to study rare birds and plants. He was all by himself with only his computer and the animals.

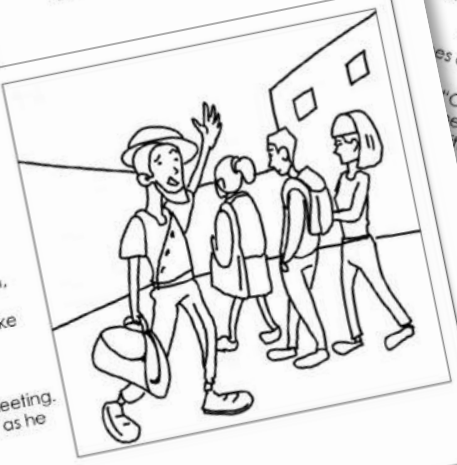

Every day, he emailed photos and reports to his friends from work. They sent back notes that made him smile. Everyone seemed to miss him.

When the six weeks on the island were over, Professor Jones went back to the college. He was excited to see everyone again. However, no one seemed to notice him. He was surprised that no one said hi or stopped to ask about the trip.

He walked to his office. When he got to his desk, he thought that maybe there would be a balloon or even just a "welcome back" note from a friend. All he saw was a reminder about the afternoon meeting.

Professor Jones looked sad. He sighed. "I've been gone for over a month, and nobody missed me," he said to himself. "I know I'm home, but I still feel like I'm alone on an island. All of my friends have forgotten me."

Professor Jones walked to the meeting. His face was glum. He slumped down as he pushed the door open.



Lexile 500-600L, Words 291

ILLUSTRATIONS: RL7

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PASSAGES/QUESTIONS NAME: _____

"Welcome home, Professor Jones!" dozens of voices shouted.

Professor Jones was shocked. All of his friends were there. There was a big cake and bright balloons.

"You missed me?" Professor Jones asked.

"Of course we did!" he said. "This place was without you. We gave you a party to let you know we are to have you here."

Professor Jones smiled as he realized he could reach home!



Lexile 500-600L, Words 291

ILLUSTRATIONS: RL7

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(HINT: Look in the lower right corner to see the Lexile information. ● = simplified ●● = grade level **)**

UP CLOSE GRADE LEVEL READING PASSAGE

PASSAGES/QUESTIONS NAME: _____

PAGE 1 OF 2

HOME, PROFESSOR JONES

Professor Jones was a scientist. He spent weeks on a deserted island where he studied rare tropical birds and insects. He had been all by himself with his laptop and the island was his only company.

Every day, he emailed reports to the college where he taught most of his time. He sent research and photos to his students and colleagues. They sent back encouraging notes that made him smile. Everyone missed him, but they were all proud and excited to hear about his amazing discoveries.

Finally, Professor Jones sent an email saying that he would be picked up by a helicopter on Sunday and arrive back at the college on Monday afternoon. He didn't receive his usual flood of responses from eager colleagues and students. Instead, only his secretary sent a note that said he would be expected at a faculty meeting Monday evening.

When Professor Jones got back to campus, he had to admit that he was disappointed. He came back with a deep suntan, hauling crates and bags, and carrying a collection of bright feathers from all of the tropical birds he had studied. However, no one seemed to give him a second glance. He walked into the coffee shop and ordered his daily mug of tea, but hardly anyone seemed to notice him. He stopped by the college library to see his librarian friends. They gave him a quick wave, but they didn't stop to chat.



Lexile: 800-900 Words: 520

ILLUSTRATIONS: RL.7
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PASSAGES/QUESTIONS NAME: _____

At last, he managed to get to his office. He put down all of his research and materials he had brought to show the other teachers in his department. All of the chairs on his floor were empty. When he got to his desk, he expected that maybe someone would have left a balloon or even a sticky note that would say, "Welcome home, Professor Jones." There was a sticky note, but it was just a reminder to come to the faculty meeting that evening.

Professor Jones looked glum. He sighed deeply. "I've been gone for over a month and like they didn't even miss me. I know I'm home, but I still feel like I'm all alone on a deserted island. All of my friends seem to have forgotten about me."

After tidying up his office and putting away his treasures, Professor Jones went down to the faculty meeting. He looked sad. It was like his colleagues at the college didn't care that they were too busy to even say hello.

Professor Jones opened the door to the faculty room with a scowl on his face. The room was empty. Professor Jones was shocked. All of the chairs were standing in front of him. There was a cake and bright balloons.

"Did I miss me?"

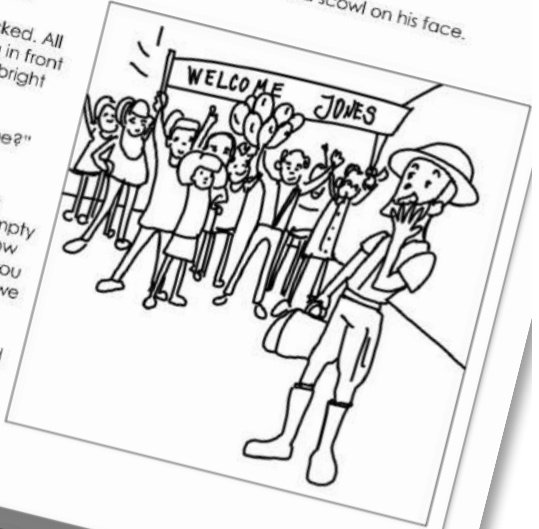
"Someone couldn't wait to throw an surprise party to welcome you home and to let you know how glad we are to have you back!"

Immediately, Professor Jones' bad mood disappeared. He hugged everyone he could reach. It was good to be home!

ILLUSTRATIONS: RL.7

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Lexile: 800-900 Words: 643



(HINT: Look in the lower right corner to see the Lexile information. ● = simplified ●● = grade level **)**

ILLUSTRATIONS ADD MEANING TO THE TEXT

1 Stephen stood before the tall mirror in the tailor shop. He twisted and turned to look at his new uniform. There were still threads that needed snipping on the coat, but the pants were finished. His mother gazed at him from across the room. A small tear escaped down her cheek. Stephen rushed over with a tissue. He knew that it would be hard on his family when his regiment left the city. He did not know when he would be home again. Regardless, he knew that he needed to do his part.



How does the illustration match the text?

ILLUSTRATIONS ADD MEANING TO THE TEXT

2 Washington surveyed his men. Winter had hivered around them. They did not have blankets and their feet as cold as ice. Washington knew they had to move. Last night, they had spent the night digging a path to the river. Staying meant certain death, but going forward was also dangerous.



How does the illustration match the tone of the story?

DIFFERENTIATED TASK CARDS

24 TASK CARDS

EVERY CARD is text based, which means the **TASK AND TEXT** is included on the card. The reading level and question prompts get more complex as you move from Task 1 to Task 24.

ILLUSTRATIONS in a story add meaning to the text.

BOOK TITLE: _____ **PAGE:** _____

STEP 1: Find an illustration in a story.

STEP 2: Answer the questions below.

1. PAGE NUMBER OR DESCRIPTION OF THE ILLUSTRATION:

2. THIS ILLUSTRATION ADDS TO THE:

meaning of the text beauty of the text tone of the text

3. DESCRIBE HOW THE ILLUSTRATION ADDS TO THE MEANING, BEAUTY, OR TONE OF THE TEXT:

READING RESPONSE PAGES

There are six blank reading response pages included. A list of **SUGGESTED MENTOR TEXTS** is also included in the unit. These mentor texts work well with the reading response pages.

DO YOU LIKE WHAT YOU SEE?

Find this product in my Teachers Pay Teachers store:

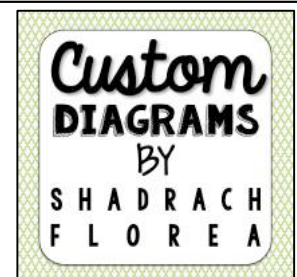
<http://www.teacherspayteachers.com/Store/Teaching-And-Tapas>

Check out my teaching **BLOG** for more tips and ideas:

www.TeachingAndTapas.com

If you have any questions or if you notice any errors, I would be happy to help you right away. Just send an **EMAIL** to:

TeachingAndTapas@gmail.com



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