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| --- | --- | --- | --- | --- |
| Describe the setting of the story using 3 complete sentences or more.The setting was \_\_\_\_\_.I know this because I saw/I read \_\_\_\_\_\_. | Find adverbs in a story you’ve read and list them.Adverbs are words that describe a verb (an action or something you do). Example: *The silly dragon in the story* ***quickly*** *flew above the town.* | Read a non-fiction book. Create a main idea web and include the main idea and provide supporting details. http://www.lyvemedia.com/delta/grade/website_files/images/program/dsm_sc_nb_08.gif | Compare how the characters in the story act or feel using a Venn diagram (not what they look like). You can also compare what they do in the story.*A Venn diagram compares and contrasts two things*. http://www.learnnc.org/lp/media/authors/walbert/venn/animals-01.png | Describe the problem of the story using 3 complete sentences or more.The problem in the story was \_\_\_\_\_\_.I know this because I saw/I read \_\_\_\_\_\_\_. |
| Write a different ending to your book. Use 5 sentences and include the characters talking or saying something to each other (dialogue). | Stop and check. Read a couple of pages, stop and write a sentence or two about what happened. Repeat 3 times. | **Reading****Homework** | Write about the solution to your book. Give 3 pieces of evidence.The solution was \_\_\_\_\_. I know this because I read/I saw \_\_\_\_\_. | Did the character(s) learn a lesson in the story? What was it?Give 3 pieces of evidence to support your statement. |
| Create a comic strip summarizing what you have read. Make sure to include dialogue. | Write down the theme and message of your fiction story. Tell 3 pieces of evidence that support your idea. | Choose a fiction or non-fiction book. Write down some examples of the cause and the effect.Example. The animals are disappearing and becoming endangered because of all of the pollution in the air and water. | Use this as an example to show how you thought about a part of the text.  | Pick one character to tell about. Give 3 pieces of evidence about what they did/how they felt/how they acted.Charlotte was a very smart spider because I read that she spelled a lot of smart words. She was a good friend to Wilbur because I read she helped him stay safe from being eaten. She was very brave because I read that she didn’t care what the farmers and other animals thought about her trying to save Wilbur. |
| Create a magazine article for one of your characters. Write down information you know about them (their favorites/what they like/information about them or their friends/family) or if you don’t know, infer what you think they may like. | Retell a story you have read. Use the words first, next, then and last. You can also use other transition words you have learned. | Read a non-fiction book. Create an FQR chart with 3 columns. Facts - Question (you have about the fact) - Response (what is the answer to your question, if no answer, what do you think it could be). | Read a non-fiction book and give examples of what you learned from the different text features:

|  |  |
| --- | --- |
| caption | ….. |
| index | ….. |
| bolded word | …... |
| Heading | ….. |
| Table of Contents | …. |
| Glossary | …. |
| Diagram/Map/Graph | …. |

 | Describe how the character’s feelings changed throughout the story from the beginning to the end of the story. Remember to tell why. Sam felt \_\_\_\_\_ because I saw/I read \_\_\_\_\_. |

\*Choose a book of your choice and choose 1 option each night (students may use one book per week and do 4 sdifferent homework activities with one book.) Record in your homework journal. You should have 4 activities per week. Please do not forget to record your books in your reading log.

\*HW Journals are due every **Monday** and they are returned to the students on **Tuesday.**

\* Allow your child to choose a choice from the Tic Tac Toe that is at the student’s comfort level. They may challenge themselves if they like.