3-5 READING

PART 1

Suggested Remote Learning Activities

Expect great things.

Pittsburgh Public Schools
Suggested Remote Learning Activities Information

Below is a list of resources that your student can utilize to practice reading skills while schools are closed. The activities are designed to reinforce the learning already facilitated during the 2019-2020 school year. This packet includes a list of Most Common Words. You can utilize this list to create flash cards to practice fluency and accuracy with your student. The second activity in the packet is the Sleuth Reading passages. Students can read the passages, complete the comprehension questions, gather evidence, and write a brief summary of each passage. Again, select the activities just right for your student. The third activity includes Science and Social Studies passages. The table below also includes additional online resources through the Clever portal and general online resources for additional reading and writing practice. These activities are optional for students.

| Activity 1 | Most Common Word List |
| Activity 2 | Sleuth Readings with Activities |
| Activity 3 | Science and Social Studies Readings with Activities |

Additional Online Resources through Clever

- ABC Mouse through
- Starfall through Clever
- Time Kids through Clever
- iLit (if you normally utilize this program at school)
  - In addition to the Interactive Readers, students can access the digital library to read for enjoyment.
- Reading Horizons Software (if you normally utilize this program at school)

Common Lit: commonlit.org

Online resources for additional reading practice:

- Chatterpix by Duck Duck Moose (App)
- Outdoor Family Fun with Plum by PBS Kids (App)
- Peg + Cat Big Gig by PBS Kids (App)
- Scholastic Learn at Home: https://classroommagazines.scholastic.com/support/learnathome.html
- Storyline Online: https://www.storylineonline.net/
- Fun Brain: funbrain.com
- Highlights: Highlightskids.com
- Edmentum: https://info.edmentum.com/Worksheet-Bundles_Download.html
## MOST COMMON WORD LISTS

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SUPER SLEUTH STEPS

Gather Evidence
• Look back at the pictures and reread the text. What do the clues tell you?
• Record the evidence. Write or draw what you find.
• Organize the important ideas. Try to put the clues together.

Ask Questions
• Great questions can be the key to solving a mystery.
• A sleuth is always curious.
• Keep asking questions. Questions can help you learn something amazing.

Make Your Case
• Look at all the clues. What conclusion can you make?
• State your position clearly. Be ready to convince others.
• Give good reasons to explain your thinking.

Prove It!
• Show what you have learned. This is your chance to shine!
• You may be working with others. Be certain that everyone has a chance to share the work and the fun!
Gather Evidence
Where do sleuths find clues?
• Sleuths look for clues as they read. Sometimes clues are easy to find, but other times they are hidden.
• Sleuths look for clues in the pictures. Not all clues are written in the text.

Ask Questions
What kinds of questions do sleuths ask?
• Sleuths ask many interesting and important questions to find clues!
• Sleuths ask when, where, why, and how something happened.

Make Your Case
How do sleuths decide on an answer?
• Sleuths look back and reread. Then they think about what they already know.
• Sleuths put the clues together. Clues help them decide on the best answer.

Prove It!
What do sleuths do to prove what they know?
• Sleuths think about all they have learned and decide which clues are important to share with others.
• Sleuths plan what they will write, draw, or explain. Sleuths check their work to make sure it is clear.
Mrs. Rodríguez asked her students to turn in their homework. Cora’s stomach sank because she didn’t have her homework. She remembered to do it, but she forgot to put it in her backpack. It was still sitting on the kitchen table.

“Cora,” Mrs. Rodríguez said, “did you forget to do your homework again?”

“No,” Cora looked down at her feet. “I did the homework, but I left it at home.”

“I’m sorry to hear that, Cora,” Mrs. Rodríguez said. “Bring it in tomorrow, but you will lose five points.”

That night the phone rang. “Hello, Mrs. Rodríguez,” Cora heard her mother answer. *This cannot be good,* Cora thought.

“Of course, I will talk to Cora.”

“Cora,” Mama said, “Mrs. Rodríguez says your missing and late assignments are going to affect your grade. That’s a problem.”
“I’m sorry,” Cora said. “I’m always in such a rush in the morning. It’s hard to remember everything.”

“Cora, rather than being sorry,” Mama said, “I want you to solve this problem. You’re too smart to let a lack of organization get in the way of good grades.”

“What can I do, Mama?” Cora asked.

“Let’s think of some ways you can be more organized,” Mama said.

Cora came up with three solutions to her problem:
1. Write down my assignments.
2. Get ready for school the night before.
3. Have Mama double-check my homework.

Three weeks later, Cora brought home her report card. Mama gave her a hug. Cora’s solutions had worked!

Sleuth Work

Gather Evidence  Cora has been disorganized for a while. Write two details from the story that let you know about this problem.

Ask Questions  What questions might the teacher have asked Cora to help understand why Cora’s homework wasn’t turned in on time? Write two questions.

Make Your Case  How do you think Cora’s decision to change her habits changes what happens in the rest of story?
Getting Organized

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Three weeks later, Cora brought home her report card. Mama gave her a hug. Cora’s solutions had worked!
Gather Evidence  Underline 3–4 details about Cora's problem in the text on p. 8. In another color, box the 2 that are most important. Write them below.

Gather Evidence: Extend Your Ideas  Work with a partner, and discuss how changing just one of these details would affect the story.

Ask Questions  Write two questions that the teacher might have asked Cora about why Cora's homework wasn't turned in on time. Bracket the words in the text that could answer the questions.

Ask Questions: Extend Your Ideas  Write an additional question that the teacher could have asked Cora that is answered in the text. Circle the answer in the text.

Make Your Case  Draw an arrow from Cora's decision (a cause) about changing her habits to what happens (the effect) at the end of the story.

Make Your Case: Extend Your Ideas  Identify other causes that lead to other effects. Discuss your results with a partner.
“You know you’re not supposed to bring food downstairs,” Mom said to Lin. She was walking up the stairs from Lin’s bedroom holding a plate of dried-up sandwich. “When you leave food out, bugs come, and I can’t stand bugs. If you want a snack, eat it upstairs.”

“Yes, Mom,” Lin said, only half paying attention. He didn’t see what the big deal was and why she was so worried about bugs. The few he’d seen in his room were harmless little ants. Sometimes when he was drawing, he got so preoccupied that he forgot about the snacks he had brought downstairs.

The next morning, Lin woke up to a strange sensation. He opened his eyes and saw ants crawling over his arm. Lin bolted out of bed. Ants were crawling on the floor and in and out of the pretzel bag that was open on his desk. Lin ran upstairs, where he found his mom drinking her morning cup of tea.
“Mom!” Lin howled. “There are ants all over my room, even in my bed! I never thought this would happen!”

“Oh, Lin,” Mom replied, “that’s why we have rules—to avoid just this kind of thing. I’ll have to call the exterminator, and you’ll have to save your allowance and pay me back. Got it?”

“Yes, Mom. I’m really sorry.” Lin had learned his lesson the hard way! He would have to use his own money to pay to get the ants removed.

Sleuth Work

Gather Evidence  Choose either Lin or his mother. What details does the writer include to show how the person felt?

Ask Questions  Write three questions you think Lin and his mom would ask each other about this experience a week after it happened.

Make Your Case  Do you think Lin learned a lesson? Write three details from the text that support your answer.
Lin’s Lesson

“You know you’re not supposed to bring food downstairs,” Mom said to Lin. She was walking up the stairs from Lin’s bedroom holding a plate of dried-up sandwich. “When you leave food out, bugs come, and I can’t stand bugs. If you want a snack, eat it upstairs.”

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“Yes, Mom. I’m really sorry.” Lin had learned his lesson the hard way! He would have to use his own money to pay to get the ants removed.
Lesson 13

Name ____________________________

Gather Evidence  Circle 3 details from "Lin's Lesson" to support whether or not Lin learns his lesson. In another color, circle the detail that best supports whether Lin learns his lesson.

Gather Evidence: Extend Your Ideas  Briefly explain why the circled details are important to the story. Then work with a partner, and discuss how changing just one of these details would affect the story.

Ask Questions  Write two questions you think Lin and his mother would ask each other about this experience a week after it happened. Underline any words that could help answer the first question. Underline twice any words that could help answer the second question.

Ask Questions: Extend Your Ideas  Did you underline any answers in the text? If the answer is yes, explain. If the answer is no, write another question that the text answers and the answer from the text below.

Make Your Case  Choose either Lin or his mother. Circle 3–4 details the writer includes to show how the character feels.

Make Your Case: Extend Your Ideas  Write 1–2 sentences explaining how essential Lin’s or his mother’s feelings are to the story. How would the story be different if their feelings were exchanged?

Students read text closely to determine what the text says.
Imagine walking along the beach and stopping now and then to pick up an interesting shell. You see something at the water’s edge. You realize it’s a whale—a whale stranded on the beach.

Some animals, such as seals, often come out of the water onto the shore. But for whales, dolphins, and porpoises, this behavior usually means that something is wrong. Sometimes the animal is sick, but sometimes it has just lost its way. Swimming in stormy seas can exhaust some animals. Their exhaustion will make them disoriented. Others get stuck in shallow waters when the tide is outgoing.

One time, in February 2011, not just one whale, but 82 were stranded! For reasons unknown, 82 pilot whales became stranded on a beach in New Zealand.

The Department of Conservation of New Zealand, along with over 100 volunteers, came to the rescue. They worked all weekend long to get the animals back into the water. All but 17 whales made it.

Then, just days later, 65 whales were stranded again! This time, the volunteers didn’t try to move the whales back into the water. “New evidence suggests that moving stranded whales causes them a lot of stress and pain,” Department of Conservation ranger Simon Walls told a local newspaper. Instead, the volunteers cared for the whales on shore while waiting for the high tides to return.

All 65 of the newly stranded whales were successfully returned to the water. The plan had worked!
Gather Evidence  What evidence can you find in the text to explain why whales might become stranded on the beach?

Ask Questions  After reading the text, write three questions about the stranded pilot whales and the people who tried to help them.

Make Your Case  What words does the author use to compare and contrast the two events? Do you think the events are more alike or more different?
Lesson 3

Name

A Whale of a Rescue

Imagine walking along the beach and stopping now and then to pick up an interesting shell. You see something at the water’s edge. You realize it’s a whale—a whale stranded on the beach.

Some animals, such as seals, often come out of the water onto the shore. But for whales, dolphins, and porpoises, this behavior usually means that something is wrong. Sometimes the animal is sick, but sometimes it has just lost its way. Swimming in stormy seas can exhaust some animals. Their exhaustion will make them disoriented. Others get stuck in shallow waters when the tide is outgoing.

One time, in February 2011, not just one whale, but 82 were stranded! For reasons unknown, 82 pilot whales became stranded on a beach in New Zealand.

The Department of Conservation of New Zealand, along with over 100 volunteers, came to the rescue. They worked all weekend long to get the animals back into the water. All but 17 whales made it.

Then, just days later, 65 whales were stranded again! This time, the volunteers didn’t try to move the whales back into the water. “New evidence suggests that moving stranded whales causes them a lot of stress and pain,” Department of Conservation ranger Simon Walls told a local newspaper. Instead, the volunteers cared for the whales on shore while waiting for the high tides to return.

All 65 of the newly stranded whales were successfully returned to the water. The plan had worked!
Lesson 3

Name

Gather Evidence  Underline 3–4 details in the text that explain why whales might become stranded on the beach.

Gather Evidence: Extend Your Ideas  Work with a partner, and discuss how changing just one of these details would affect the text.

Ask Questions  Write three questions about the stranded pilot whales and the people who tried to help them. Highlight words in the text that could help answer your first question. Bracket any words that could help answer your second question. Draw a box around any words that could help answer your third question.

Ask Questions: Extend Your Ideas  Did you mark any words in the text that would answer your questions? If the answer is yes, explain. If the answer is no, write another question that the text answers and the answer from the text below.

Make Your Case  Circle words in the text that the author uses to compare and contrast the two events in the text.

Make Your Case: Extend Your Ideas  Write 2–3 sentences comparing and contrasting the two events.
Because I live in the city, I rarely see animals that I read about in school. When Dad takes me to the park, I see pigeons and squirrels. Boring! I want to see snakes and rabbits.

Last weekend I stayed with Aunt Marie in the country. Instead of going to the park, I played in Aunt Marie’s backyard.

When we arrived at Aunt Marie’s, I found her fixing breakfast and wearing a strange hat. “What’s that on your head?” I asked.

“It’s my safari hat!” She held up a smaller one and tossed it to me. Aunt Marie explained that we were going on a backyard safari.

I inhaled my breakfast. Then we set out toward the yard with binoculars and a magnifying glass.

“Do you hear that?” Aunt Marie asked.

I heard what sounded like a tiny jackhammer. She handed me the binoculars and told me to look high up in the
tree. I soon found the source of the noise. It was a woodpecker with a red head.

Aunt Marie said that rabbits love to rest under her rose bushes. We lay in the grass and waited. As we waited, she told me all about the critters that call her backyard home—opossum, raccoons, chipmunks, and snakes. Some like to come out early in the morning, others at night.

Then something caught my eye. It was a ball of fur with a nose that was wiggling. “A rabbit,” I whispered, even though I wanted to yell. Who knew I could see so much wildlife on a backyard safari!

Gather Evidence Write two clues that show the narrator was excited about the backyard safari.

Ask Questions After reading the text, write two questions you would ask an expert about animals that live near humans.

Make Your Case Use words from the text to compare and contrast where the narrator lived and where his aunt lived.
Backyard Safari

Because I live in the city, I rarely see animals that I read about in school. When Dad takes me to the park, I see pigeons and squirrels. Boring! I want to see snakes and rabbits.

Last weekend I stayed with Aunt Marie in the country. Instead of going to the park, I played in Aunt Marie’s backyard.

When we arrived at Aunt Marie’s, I found her fixing breakfast and wearing a strange hat. “What’s that on your head?” I asked.

“It’s my safari hat!” She held up a smaller one and tossed it to me. Aunt Marie explained that we were going on a backyard safari.

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Then something caught my eye. It was a ball of fur with a nose that was wiggling. “A rabbit,” I whispered, even though I wanted to yell. Who knew I could see so much wildlife on a backyard safari!
Gather Evidence  Circle two details in the text that show the narrator was excited about the backyard safari.

Gather Evidence: Extend Your Ideas  Work with a partner, and discuss how changing just one of these details would affect the story.

Ask Questions  Write two questions you would ask an expert about animals that live near humans. Underline any words in the text that could help answer the first question. Underline twice any words in the text that could help answer the second question.

Ask Questions: Extend Your Ideas  Did you underline any words in the text that would answer your questions? If the answer is yes, explain. If the answer is no, write an additional question that is answered in the text, and include that answer with your new question on the lines below.

Make Your Case  Circle words in the story that show how the narrator’s home and Aunt Marie’s home are alike and different.

Make Your Case: Extend Your Ideas  Write a sentence or two explaining why the differences between their homes are important in the story.
Benjamin’s family left Vietnam when he was just a baby. Benjamin’s dad had gotten a better job in Seattle, Washington. Every couple of years his family went back to Vietnam to visit. This summer they were going for their longest visit yet—all summer!

After a long flight, their plane finally landed in Ho Chi Minh City. Benjamin couldn’t wait to get to his grandparents’ house. After his family picked up their luggage, they took a taxi through the busy streets. Benjamin had forgotten how many motorcycles and scooters zipped around the city.

The cab drove them past markets and street vendors. Benjamin licked his lips. He loved the fresh fruit and other delicious food in Vietnam.

Benjamin also loved looking at the different kinds of buildings. In one block, there were buildings that were hundreds of years old. Then, just a few blocks away, there were new shopping centers. Some of the stores and restaurants were the same ones Benjamin’s family went to in Seattle.
Benjamin couldn’t wait to see his grandparents. He loved pho, the special noodle soup his grandmother made. He liked sitting in the shady courtyard with his grandfather, who told stories about growing up in Vietnam.

His grandparents had also promised to take him to the beach this summer. Benjamin couldn’t wait to go swimming in the South China Sea! There was so much he wanted to see and do. This was going to be the best summer ever!

**Sleuth Work**

**Gather Evidence** How does Benjamin feel about his trip to Vietnam? Make a list of words and phrases from the story that support your answer.

**Ask Questions** After reading this text, write three questions you have about Vietnam. Where could you find the answer to one of your questions?

**Make Your Case** What is the main idea the writer wants to share? What details support that main idea?
A Visit to Vietnam

Benjamin's family left Vietnam when he was just a baby. Benjamin's dad had gotten a better job in Seattle, Washington. Every couple of years, his family went back to Vietnam to visit. This summer they were going for their longest visit yet—all summer!

After a long flight, their plane finally landed in Ho Chi Minh City. Benjamin couldn't wait to get to his grandparents' house. After his family picked up their luggage, they took a taxi through the busy streets. Benjamin had forgotten how many motorcycles and scooters zipped around the city.

The cab drove them past markets and street vendors. Benjamin licked his lips. He loved the fresh fruit and other delicious food in Vietnam.

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Benjamin couldn't wait to see his grandparents. He loved pho, the special noodle soup his grandmother made. He liked sitting in the shady courtyard with his grandfather, who told stories about growing up in Vietnam.

His grandparents had also promised to take him to the beach this summer. Benjamin couldn't wait to go swimming in the South China Sea! There was so much he wanted to see and do. This was going to be the best summer ever!
Lesson 3

Name ____________________________

Gather Evidence  How does Benjamin feel about his trip to Vietnam? Circle 5 words and phrases from the story that support your answer.

_________________________________

_________________________________

_________________________________

Ask Questions  Write 2–3 questions you have about Vietnam that can be answered from the text.

_________________________________

_________________________________

_________________________________

Make Your Case  What do you think is the main idea that the writer wants to share? Underline 2–3 key details that support the main idea.

_________________________________

_________________________________

_________________________________
Our noses are a treat for our senses. They inhale the delicious smells of baking cookies and sizzling bacon. They also alert us to danger, such as toast burning in a toaster.

Animals also use their noses to smell. However, some animals are capable of using their noses in quite different ways. Have you ever wondered why some animals sport odd-shaped noses?

Elephants have a very familiar odd-shaped nose. An elephant’s nose, or trunk, is used for touching, tasting, breathing, and drinking. Did you know that an elephant can use its nose to keep cool in the blazing hot sun? The elephant also uses its nose to reach food that is inaccessible otherwise.

You would think by its name that the elephant nose fish has something special or fascinating about its nose. Indeed, an elephant nose fish is much smaller than a large elephant. However, its “nose” is pretty prominent. Elephant nose fish can be found in muddy waters in Africa. This fish actually uses its long “nose” to seek food in the thick, sticky mud.

The hammerhead shark uses its nose to search for food, too, but in this case, its prey. On the menu for this shark’s favorite meal: stingrays. A hammerhead maneuvers its snout to dig

Elephant Nose Fish

Nosing Around
stingrays out of their hiding places in the sand. So much for getting buried in the sand to avoid capture!

Then there’s the star-nosed mole. This animal has one strange nose! Its nose is covered with 22 tentacles. These tentacles do not have sting cells on them like those of a jellyfish. Still, they help the mole to find food quickly. Insects and worms make favorite main courses for moles. Nosing around could not be more important when it comes to finding these delights.

What all of these animals have in common is an extension that sits somewhere on or near their face. How they use their noses may seem funny to humans, but is the difference between death and survival in the wild.

Sleuth Work

Gather Evidence Explain how the writer organized the information in this article. Cite words from the text in your answer.

Ask Questions What questions would you want to research to discover more about one of these animals? Write three questions.

Make Your Case Which of these animals has the most interesting nose? Support your answer by listing details from the article.
Gather Evidence  Circle evidence from the text that shows how the writer organizes the information in this article. Briefly explain how the text is organized.

Gather Evidence: Extend Your Ideas  List additional ways informational texts organize information. Then explain how authors organize information in a text to support a reader’s understanding of a text.

Ask Questions  Underline the names of three animals mentioned in the text. Write three questions you want to research to discover more about one of these animals.

Ask Questions: Extend Your Ideas  Write additional questions you could ask about how the animals you identified use their noses differently depending on the habitat in which they live in.

Make Your Case  Circle the name of the animal that has the most interesting nose. Underline text evidence that supports your reason for choosing this animal.

Make Your Case: Extend Your Ideas  Identify additional reasons that support your opinion. Explain your reasons to a partner.
Nosing Around

Our noses are a treat for our senses. They inhale the delicious smells of baking cookies and sizzling bacon. They also alert us to danger, such as toast burning in a toaster.

Animals also use their noses to smell. However, some animals are capable of using their noses in quite different ways. Have you ever wondered why some animals sport odd-shaped noses?

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