Suggested Remote Learning Activities Information

Below is a list of resources that you can utilize to practice your reading skills 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 is the Foundational Skill Practice Book Pages. Review the pages included and select the activities just right for your student. The third 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 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.

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Most Common Word List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2</td>
<td>Foundational Skill Practice Book Pages</td>
</tr>
<tr>
<td>Activity 3</td>
<td>Sleuth Readings</td>
</tr>
</tbody>
</table>

Additional Online Resources through Clever:
- Pearson Easybridge through Clever (Link to ReadyGen)
- ABC Mouse through Clever
- Starfall through Clever
- Time Kids through Clever
- iRead (if you normally utilize this program at school)
- 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
From: The Super Sleuths
Subject: Mysteries

Dear Junior Sleuthhound,

You can do many things to solve mysteries. Ask interesting questions. Put the clues together. Prove your answers. Use the Super Sleuth Steps to help you, and have fun!

Good luck!
SUPER SLEUTH STEPS

Look for Clues
• Look back at the words and pictures. What clues do you see?
• Write or draw what you learn. This will help you remember.
• Look for important ideas. Try to put clues together.

Ask Questions
• Great sleuths ask great questions.
• Be curious.
• Try to learn more.

Make Your Case
• Look at the clues.
• Use what you learn.
• Think of your own ideas.
• Tell what you think.

Prove It!
• Show what you learned.
• Work with others. Share the fun!
Sleuth Tips

Look for Clues
Where do sleuths find clues?
• Sleuths read the words. They look for small and big clues.
• Sleuths look carefully for clues in pictures.

Ask Questions
What kinds of questions do sleuths ask?
• Sleuths ask what happened.
• Sleuths ask when, where, how, and why something happened.

Make Your Case
How do sleuths decide on an answer?
• Sleuths reread. They look at the clues.
• Sleuths think about what they already know.

Prove It!
How do sleuths prove what they know?
• Sleuths think about what they have learned. What is important to share?
• Sleuths plan and check what they will write, draw, or tell.
Polar bears live where it is cold. There is ice all around. They have thick fur. They stay warm. They hunt to live. They walk on ice. They look for seals to eat.

Polar bears use clues to hunt. They look for cracks in the ice. Seals swim under water. They come up for air through the cracks. Seals like the sun. They like the heat. Polar bears can find seals in the sun.

Polar bears can slip on the ice. SPLASH! They can fall into the cold water. Polar bears can swim.
Mama bears teach their cubs how to hunt. Cubs learn that hunting is hard work. They must hunt to grow big and strong.

**Look for Clues** What clues tell about the place where the polar bears live?

**Ask Questions** What questions could you ask a polar bear expert?

**Make Your Case** Do polar bear cubs need their mothers? Use information from the text to explain your answer.
How Polar Bears Hunt

Polar bears live where it is cold. There is ice all around. They have thick fur. They stay warm. They hunt to live. They walk on ice. They look for seals to eat.

Polar bears use clues to hunt. They look for cracks in the ice. Seals swim under water. They come up for air through the cracks. Seals like the sun. They like the heat. Polar bears can find seals in the sun.

Polar bears can slip on the ice. SPLASH! They can fall into the cold water. Polar bears can swim.

Mama bears teach their cubs how to hunt. Cubs learn that hunting is hard work. They must hunt to grow big and strong.
Look for Clues
On page 8, circle all the clues that tell about where the polar bears live.

What is it like where polar bears live? Discuss with a partner how the polar bears can live there.

Ask Questions
Write two questions about polar bears.

1. 

2. 

Make Your Case
On page 8, draw a box around *Mama bears* and underline the words that tell what mother polar bears do for their cubs.

On page 8, find other things that polar bears do. Discuss them with a partner.
One March day, Ben and Dad went into the garage. Ben saw something odd. It was high up, on the garage door motor.

“A bird’s nest!” Ben cried.

It was made of sticks, grass, and feathers. A mother robin flew out. Dad got a ladder. He saw three tiny blue eggs inside the nest.

“What a funny place for a nest!” Ben said.

“It is warm and safe,” Dad said. “We’ll park the car outside. We’ll leave the garage door open so the robin can get food.” Dad moved the car.
Ben checked the nest every day. The mother was often there. After two weeks, the eggs hatched. The tiny birds had no feathers. Every day the mother bird brought worms, and the babies got bigger. Soon they had feathers. One day Ben looked in the nest. The baby birds were gone! Ben was glad he had gotten to know the bird family.

**Be a Sleuth**

**Look for Clues** How do the pictures and arrows help you learn more?

**Ask Questions** After reading this text, what questions would you ask Ben about what he saw?

**Make Your Case** Do the pictures or the words tell you more? Explain your answer.
A New Family

One March day, Ben and Dad went into the garage. Ben saw something odd. It was high up, on the garage door motor.

“A bird’s nest!” Ben cried.

It was made of sticks, grass, and feathers. A mother robin flew out. Dad got a ladder. He saw three tiny blue eggs inside the nest.

“What a funny place for a nest!” Ben said.

“It is warm and safe,” Dad said. “We’ll park the car outside. We’ll leave the garage door open so the robin can get food.” Dad moved the car.

Ben checked the nest every day. The mother was often there. After two weeks, the eggs hatched. The tiny birds had no feathers. Every day the mother bird brought worms, and the babies got bigger. Soon they had feathers. One day Ben looked in the nest. The baby birds were gone! Ben was glad he had gotten to know the bird family.
Look for Clues
Draw your own pictures of bird eggs in a nest, baby birds, and an adult bird. Add arrows to show the order of events.

Ask Questions
Write a question you have for Ben or Dad about the birds.

Make Your Case
On page 37, draw two circles around something you learned from the story.

Do you think the story is better with or without the pictures? Tell a partner what you think and why you think so.
Once there was a baby bird. He grew up with a family of ducks. He didn’t look like them, though. He was fuzzy and gray. The other ducks called him ugly. One day the ducks got a big surprise. The baby bird had grown up. He had turned beautiful. His feathers were as white as snow. He was really a swan!

That is the tale of the ugly duckling.
Ducks are different from swans.
Grown-up swans often have bright white feathers. They have long, curved necks. Baby swans look different.

A mother swan lays from three to nine eggs. After five weeks, the eggs hatch. A baby swan has gray feathers and a short neck.
Just as in the story, the baby swan has a happy ending. As the baby grows, it changes. After a year, its feathers become white. Its neck gets long. The “ugly” baby becomes a graceful swan!

Be a Sleuth

Look for Clues  How do the pictures help show the differences between ducks and swans?

Ask Questions  After reading the text, what do you still wonder about ducks and swans?

Make Your Case  What can people learn from the story about the ugly duckling? Use examples from the text to explain.
A Happy Ending

Once there was a baby bird. He grew up with a family of ducks. He didn’t look like them, though. He was fuzzy and gray. The other ducks called him ugly. One day the ducks got a big surprise. The baby bird had grown up. He had turned beautiful. His feathers were as white as snow. He was really a swan!

That is the tale of the ugly duckling. Ducks are different from swans. Grown-up swans often have bright white feathers. They have long, curved necks. Baby swans look different.

A mother swan lays from three to nine eggs. After five weeks, the eggs hatch. A baby swan has gray feathers and a short neck.

Just as in the story, the baby swan has a happy ending. As the baby grows, it changes. After a year, its feathers become white. Its neck gets long. The “ugly” baby becomes a graceful swan!
Look for Clues
Draw a picture of a duck and a swan. Draw arrows to show two ways ducks and swans are different.

Ask Questions
On page 61, underline a sentence in the text that you would like to know more about.

Make Your Case
At the beginning of page 61, draw a box around something you learned from the story about the ugly duckling.
Have you ever seen a bucking bronco? How about a cowboy roping a calf? Come to the rodeo!

Rodeo cowboys and cowgirls show their skills. Cowboys on a ranch have these skills. First is the Grand Entry. The cowboys and cowgirls gallop into the arena on their horses. They carry American flags. It is exciting!

Next, the cowboys rope calves. A cowboy on a horse twirls his lariat. A lariat is a long rope with a loop on the end. He must quickly catch a calf with the rope. Real cowboys do this job on a ranch.

Then rodeo clowns come out. They wear Western clothes and clown makeup. They’re funny!
Next is bronc riding. The bronc is chosen because it acts like a wild horse. The cowboy holds onto the horse with one strap. He tries to stay on. The cowboy who stays on longest wins.

Rodeos started long ago. Cowboys were the biggest stars in the West. Rodeos are still fun!

Be a Sleuth

Look for Clues What details tell you that rodeo performers must practice long and hard?

Ask Questions After reading this text, what would you ask a rodeo cowboy or cowgirl?

Make Your Case What clues tell you that the writer has an opinion about the rodeo?
At the Rodeo

Have you ever seen a bucking bronco? How about a cowboy roping a calf? Come to the rodeo!

Rodeo cowboys and cowgirls show their skills. Cowboys on a ranch have these skills. First is the Grand Entry. The cowboys and cowgirls gallop into the arena on their horses. They carry American flags. It is exciting!

Next, the cowboys rope calves. A cowboy on a horse twirls his lariat. A lariat is a long rope with a loop on the end. He must quickly catch a calf with the rope. Real cowboys do this job on a ranch.

Then rodeo clowns come out. They wear Western clothes and clown makeup. They’re funny! Next is bronc riding. The bronc is chosen because it acts like a wild horse. The cowboy holds on to the horse with one strap. He tries to stay on. The cowboy who stays on longest wins.

Rodeos started long ago. Cowboys were the biggest stars in the West. Rodeos are still fun!
Look for Clues

On page 83, circle the action words that show what cowboys and cowgirls are able to do.

Ask Questions

On page 83, find the rodeo event that you have questions about. Underline it.

Make Your Case

Circle the word in this sentence that tells how the writer feels about the rodeo: The rodeo is scary/fun.

Make Your Case: Extend Your Ideas

Write how you feel about the rodeo. Finish the sentence:

The rodeo is ____________________________ .

Does your answer show you agree with the writer? Why or why not?
Today is May 5. It is Children’s Day! This is the best holiday.

I put on a kimono. It is like a robe. My sisters and I are lucky. My father works at a kimono factory. We have a lot of kimonos!

The smell of iris flowers fills the air. Today my brother uses the leaves of this plant as a sword. He is dressed like a Japanese warrior called a samurai.
I am excited to help hang paper carp outside. A carp is a kind of fish. Carp are strong. Our parents want us to be strong like carp.

Be a Sleuth

**Look for Clues** What clues can you find that show these parents care about Children’s Day?

**Ask Questions** After reading this text, what questions would you ask someone about Children’s Day?

**Make Your Case** What reasons does the girl give for liking Children’s Day? Which reason makes you most interested in the holiday?
Children’s Day

Today is May 5. It is Children’s Day! This is the best holiday.

I put on a kimono. It is like a robe. My sisters and I are lucky. My father works at a kimono factory. We have a lot of kimonos!

The smell of iris flowers fills the air. Today my brother uses the leaves of this plant as a sword. He is dressed like a Japanese warrior called a samurai.

I am excited to help hang paper carp outside. A carp is a kind of fish. Carp are strong. Our parents want us to be strong like carp.

I cannot wait to see my cousins. We go to their house and play games. Then we eat mochi (MOH-chee) rice. It is sweet.

My parents make Children’s Day special. They want us to be strong. They have hopes for us. Children’s Day is fun and makes me feel proud.
Name ____________________________

Look for Clues

Circle the sentence that tells what the parents do for Children’s Day.

What do the parents want their children to be like?

Ask Questions

On page 112, find the part that you would like to know more about. Draw a box around it.

Make Your Case

On page 112, underline sentences that tell why the girl likes Children’s Day.

Would you like to have Children’s Day here? Tell a partner what you think and why.
Do you like to eat pizza? I sure do! Pizza is the most interesting food ever!

In America many people like cheese on pizza. I like to eat pepperoni on pizza too. I have eaten pizza all around the world. Not everyone likes the same toppings. I thought some toppings were strange. I found out that they were yummy!

In India, I tried sheep and tofu on pizza. In France, I ate bacon on pizza. In Australia, I tried
shrimp and pineapple. In Costa Rica, I had coconut pizza. Are you looking for a new way to eat peas? Then go to Brazil. Many people like peas on their pizza there. I can’t wait to try more toppings on pizza!

Think about the toppings the next time you want pizza. Try something new. Enjoy!

**Sleuth Work**

**Look for Clues** What clues can you find that the writer thinks pizza is interesting?

**Ask Questions** What are two questions you still have about pizza?

**Make Your Case** Does the writer do a good job of making pizza seem interesting? Use information from the text to help you.
Pizza, Pizza Everywhere

Do you like to eat pizza? I sure do! Pizza is the most interesting food ever!

In America many people like cheese on pizza. I like to eat pepperoni on pizza too. I have eaten pizza all around the world. Not everyone likes the same toppings. I thought some toppings were strange. I found out that they were yummy!

In India, I tried sheep and tofu on pizza. In France, I ate bacon on pizza. In Australia, I tried shrimp and pineapple. In Costa Rica, I had coconut pizza. Are you looking for a new way to eat peas? Then go to Brazil. Many people like peas on their pizza there. I can’t wait to try more toppings on pizza!

Think about the toppings the next time you want pizza. Try something new. Enjoy!
Look for Clues

On page 136, circle the sentence that tells you the writer thinks pizza is interesting.

Ask Questions

Write two questions you might ask the author about pizza.

Make Your Case

On page 136, draw a box around something you learned from the text that you think is interesting.

Prove It!

If you could try one of the pizza toppings described in the text, which would you try? Tell a partner which topping you picked and why.