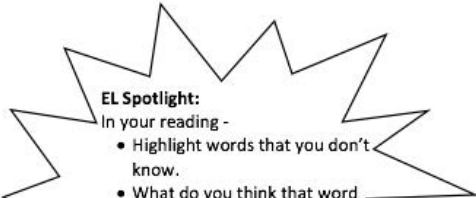


# May 2020 Reading and Writing Challenge

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	1	2
					Walk through your neighborhood. Write down 10 words that you see. With a family member, discuss their purpose.	
3	4	5	6	7	8	9
	Write about your weekend in your journal. What did you do? How did you spend your time?	Reread a book that you have at home. Choose your favorite sentence. Write about how it makes you feel.	Pick up your favorite book. Create a new character that adds some spunk to the plot.	Write or draw about something you have created. What made you create that item? How were you creative?	Go outside and get the mail. What words can you read? Write a note to someone in your house and leave them "mail" in a special spot.	
10	11	12	13	14	15	16
	Write about your weekend. What did you use that someone else invented? Make a list and circle which one is your favorite. Explain.	Reread a book that you have at home. Choose your favorite character. Write about how you connect to them.	Pick up your favorite book. What items or ideas in the book show a creation, creativity or invention? Draw or list the items.	Write or draw about an invention you've learned about this week. Why did you choose that invention?	Write or draw about an invention that, in your opinion, would make your life easier. Talk to a family member about your ideas.	
17	18	19	20	21	22	23
	Write about your weekend. How was the weather? How did that impact your activities? What was your favorite part?	Read a newspaper or app about the weather. What does it tell you? How do we use the information to plan our week?	Pick up your favorite book. Choose 10 words that make you feel something inside. Write down your feelings.	Draw our earth. Include water, land, the north pole, south pole and the equator. Label them.	Write or draw about the weather today. How does it influence your mood and choices today?	
24	25	26	27	28	29	30
	<b>Memorial Day</b>	Write about your weekend. Look back at your last 7 entries. What is similar? different? In your opinion, what was the best moment?	Pick up your favorite book. Describe the character using as many senses as you can.	Write or draw about your favorite kind of weather. Be sure to include what you might do in that type of weather.	If you could be anywhere on Earth, where would it be? Write or draw the location, and describe why you want to go there.	
31	1	2	3			6
		Find the interactive calendar <a href="https://docs.google.com/presentation/d/1y9NymDL7qNHvUbuBDQvCV3-r8L9zxfhqRW5jOhPJz7s/edit?usp=sharing">here</a> : <a href="https://docs.google.com/presentation/d/1y9NymDL7qNHvUbuBDQvCV3-r8L9zxfhqRW5jOhPJz7s/edit?usp=sharing">https://docs.google.com/presentation/d/1y9NymDL7qNHvUbuBDQvCV3-r8L9zxfhqRW5jOhPJz7s/edit?usp=sharing</a>		 <p><b>EL Spotlight:</b> In your reading -</p> <ul style="list-style-type: none"> <li>• Highlight words that you don't know.</li> <li>• What do you think that word might mean based on the languages you know?</li> </ul>		

Name \_\_\_\_\_

warmth	globe	surface	solar system
support	temperature	amount	astronomy

Finish each sentence using the vocabulary word provided.

1. **(support)** I depend on \_\_\_\_\_  
\_\_\_\_\_
2. **(amount)** The sign above the oranges \_\_\_\_\_  
\_\_\_\_\_
3. **(solar system)** The Sun and the planets \_\_\_\_\_  
\_\_\_\_\_
4. **(surface)** Digging deep below \_\_\_\_\_  
\_\_\_\_\_
5. **(temperature)** In order for the water to boil, \_\_\_\_\_  
\_\_\_\_\_
6. **(globe)** If you want to see \_\_\_\_\_  
\_\_\_\_\_
7. **(astronomy)** If you like to look at the night sky, \_\_\_\_\_  
\_\_\_\_\_
8. **(warmth)** Most plants need \_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

Read the passage. Use the summarize strategy to check your understanding of important details of the passage.

## Seeing Red

12 You have probably seen stars in the sky. Maybe you even saw  
23 a planet. Have you wondered what other planets are like? Others  
34 have, too. In the search to answer this question, scientists have  
45 learned a lot about Mars. Scientists will do everything they can  
to learn even more about Mars.

### 51 Fourth Place

53 Mars is the fourth planet from the sun. Earth is the third  
65 planet. Mars has a reddish color. It is called the Red Planet. It is  
79 about half the size of Earth. Earth has different types of climates.  
91 There are cold, hot, dry, and wet places. Mars is just a cold  
104 desert. Water is not a liquid there. It is frozen in the cold. Is it  
119 believable that Mars was once warm?

### 125 Red Rover

127 Scientists wanted to know what Mars was once like. They  
137 sent machines called rovers to find out. The first one landed on  
149 Mars in 1997. It sent images of Mars back to Earth. It let us know  
164 about the rocks and soil. These useful facts led to an answer.  
176 Scientists say Mars was once warm and wet like Earth is today.

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#### EL Spotlight:

In your reading -

- Highlight words that you don't know.
- What do you think that word might mean based on the languages you know?

Name \_\_\_\_\_

## Red Planet Plants

The rovers helped us learn about Mars. Scientists now want to send people to Mars to learn more. It would take nearly a year and a half to go there and back. This is a long way to go. People would need to bring food and water. It would be hard to go so far with enough supplies. Researchers at NASA have a solution. They want to make special plants. These plants could live on cold and icy Mars. They could be carefully grown in a greenhouse there. The plants could grow food for researchers on Mars.



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**Rovers like this one conduct science experiments on Mars.**

If plants are grown for food on Mars, people would have to bring less food. They could have enough supplies to stay longer if food is grown there. How is this helpful? The longer researchers stay, the more they can learn about the Red Planet.

The surface of Mars is cold, rocky, and empty. It is not full of life like Earth. However, evidence shows that Mars's climate was once like that of Earth. Research has helped us learn a lot about Mars. People might be going to Mars to learn more. Growing plants on Mars can provide food for people who are there to study the Red Planet. This could help them stay longer to learn more. Advances like these can help us truly unlock more mysteries of Mars.

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### EL Spotlight:

In your reading -

- Highlight words that you don't know.
- What do you think that word might mean based on the languages you know?

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What are the key details in the third paragraph?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. How are these key details connected?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. What is the main idea in the fifth paragraph?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Comprehension: Main Idea and Key Details Graphic Organizer

Name \_\_\_\_\_

Read the selection. Complete the main idea and key details graphic organizer.

<b>Main Idea</b>
<b>Detail</b>
<b>Detail</b>
<b>Detail</b>

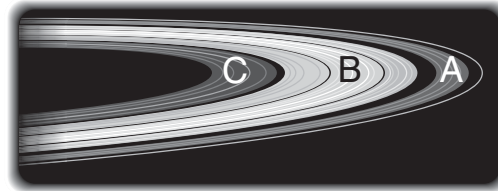
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Name \_\_\_\_\_

## The Rings of Saturn

Saturn is a planet with rings around it. You can see its rings through a telescope. They look solid, but they are made of pieces of rock and ice. Some pieces are very small. Others are as big as mountains. How were the rings made? Scientists are not sure. The rocks and ice could be pieces of an old moon that crashed into Saturn.

Name of Ring	Width of Ring
Ring C	17,500 km
Ring B	25,500 km
Ring A	14,600 km



Answer the questions about the text.

1. An expository text gives information about a topic. How can you tell this is expository text?

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2. What text features does the text include?

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3. What information does the chart give you?

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4. How does the heading help you understand the text?

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### EL Spotlight:

In your reading -

- Highlight words that you don't know.
- What do you think that word might mean based on the languages you know?

Name \_\_\_\_\_

**Suffixes** are word parts added to the ends of words. Adding a suffix creates a new word with its own meaning.

Suffix	Meaning	Example	Meaning
<b>-able</b>	can be	breakable	can be smashed
<b>-ful</b>	full of	joyful	full of happiness
<b>-ly</b>	in a certain manner or way; like	quickly	in a fast way
<b>-y</b>	full of	honesty	full of truth and fairness

Choose a word from the box below to match the meaning of each underlined phrase.

believable      useful      icy      truly      helpful

1. During winter the streets are sometimes full of ice. \_\_\_\_\_
2. That movie told a story that can be believed. \_\_\_\_\_
3. Her directions to the cafeteria were full of help when I was lost today.  
\_\_\_\_\_
4. When building a house, a hammer is a tool that is full of use.  
\_\_\_\_\_
5. She knew in a true way that they would be friends for a long time.  
\_\_\_\_\_



Name \_\_\_\_\_

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The /âr/ sound can be spelled *air*, *are*, *ear*, and *ere*. The /îr/ sound can be spelled *ear*, *ere*, and *eer*.

**A. Read each sentence. Underline the word with the /âr/ or /îr/ sound. Write the word on the line and circle the letters that make the sound. The first one has been done for you.**

1. Would you care to feed my puppy? care
2. He will help me sweep the stairs. \_\_\_\_\_
3. Did you see a deer in the woods? \_\_\_\_\_
4. I have a pear in my lunch box today. \_\_\_\_\_
5. Where is the new skating rink? \_\_\_\_\_

A suffix is a word part added to the end of a base word. It forms a new word and changes the meaning of the base word. The suffix *-y* means "full of" or "having." The suffix *-ly* means "in a certain way."

**B. Circle the suffix in each word. Write the root or base word on the line. The first one has been done for you.**

- |            |            |           |       |
|------------|------------|-----------|-------|
| 1. sadly   | <u>sad</u> | 4. lucky  | _____ |
| 2. squeaky | _____      | 5. chilly | _____ |
| 3. slowly  | _____      | 6. boldly | _____ |

Name \_\_\_\_\_

**A. Read the draft model. Use questions that follow the draft to help you think about how to strengthen the topic sentence and related ideas.**

## Draft Model

I once saw a comet in the night sky at my brother's baseball game. The comet had a long, glowing tail. It flew across the sky and then was gone.

1. What is the topic of the draft model? What details could be added or rearranged to make the topic clearer?
2. In what ways could supporting details be strengthened?
3. What other details could be added to help support the topic?

**B. Now revise the draft by revising sentences and adding details to create a strong topic sentence and strong supporting sentences.**

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Name \_\_\_\_\_

The student who wrote the paragraphs below used text evidence from two different sources to answer the prompt: *How can we learn about space by reading expository text and legends?*

An expository text can tell facts, such as Earth is part of a solar system made up of eight planets and the Sun. The planets orbit around the Sun. It takes Earth about 365 days, or one year, to move around the Sun. But planets like Earth also spin as they move. It takes Earth 24 hours, or one day, to spin in a complete circle.

Legends can tell us how people long ago tried to explain what they saw in the sky. One Native American legend tells how the stars got in the sky. A coyote watched a man arrange stars in the sky in shapes called constellations. Then the coyote tripped on the man's jar of stars, and the rest of the stars flew up into the sky, landing everywhere. This legend explains why the stars are arranged in shapes, while others are just scattered throughout the night sky.

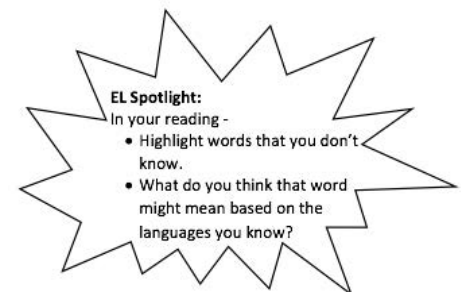
Both texts tell about space. The expository text is based on facts only. The legend combines facts about the world with a story that explains the facts. The expository text may give us more information about space, but the legend tells us how some people thought about space.

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Reread the passage. Follow the directions below.

1. Draw a box around one of the main ideas.
2. Underline facts and ideas that support the main idea.
3. Circle the conclusion that sums things up.
4. Write one of the past-tense verbs the student uses on the line.

\_\_\_\_\_







Name \_\_\_\_\_

forecast	relief	forbidding	stranded
argue	astonished	conditions	complained

Finish each sentence using the vocabulary word provided.

1. (stranded) When the bus wouldn't start, \_\_\_\_\_  
\_\_\_\_\_.
2. (conditions) During the winter months \_\_\_\_\_  
\_\_\_\_\_.
3. (argue) It is not polite \_\_\_\_\_  
\_\_\_\_\_.
4. (forbidding) There was a large sign \_\_\_\_\_  
\_\_\_\_\_.
5. (complained) After the terrible movie \_\_\_\_\_  
\_\_\_\_\_.
6. (relief) When the long race ended \_\_\_\_\_  
\_\_\_\_\_.
7. (astonished) My classmates \_\_\_\_\_  
\_\_\_\_\_.
8. (forecast) This week \_\_\_\_\_  
\_\_\_\_\_.

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Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to check your understanding as you read.

## Warm Enough for Wheat

### Paragraph 1

12 I live on a farm in the Middle Colonies. Living here is  
 25 what I have always known. I was the first of my family born  
 35 here. My parents and two sisters came here from England,  
 48 though. I often ask Father what life was like before I was born.  
 61 He's always so proud to tell me. My family was brave to leave  
 74 all they knew to start a new life here. Strangely enough, it was  
 85 the weather that helped my family decide where they would live  
 in this new land.

89 My father likes adventure. Mother says that if he isn't  
 99 exploring, Father is at sixes and sevens and he doesn't know  
 110 what to do with himself! So when my Uncle Charles moved to  
 122 New England, Father knew it was time for a change, too. Moving  
 134 to New England would mean adventure and a new life.

144 When my family came to New England, they lived with Uncle  
 155 Charles for a few months. Uncle Charles had become a fisherman  
 166 in New England. Since it was so cold in the winter, it was hard  
 180 to have a farm. Many people there were fishermen because it  
 191 was more reliable for them to fish than to grow food. They could  
 204 trade the fish for other food. Trying to grow crops in the rocky  
 217 soil that was covered in snow for months at a time was difficult.

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#### EL Spotlight:

In your reading -

- Highlight words that you don't know.
- What do you think that word might mean based on the languages you know?

Name \_\_\_\_\_

Father tried his hand at fishing, but he wasn't much of a success. He found that he didn't like being on the boat! He must not have had sea legs. The more he thought about it, the more he knew he wanted to be a farmer. He had heard people from the Middle Colonies speak of their farms. It sounded like the life he had dreamt of.

After sleeping on it and giving it a lot of thought, my parents bought a farm in the Middle Colonies. The Middle Colonies had a warmer climate than New England. Because of the milder weather, farming was less difficult. For the next three years, they grew grains on the farm. In fact, the Middle



Colonies are called the Bread Basket. That is because of all the grains grown here. Having a successful grain farm north in New England would not have been possible. Thanks to the warmer weather farther south, my family had found the life they wanted.

The farm did quite well. My mother even opened a bakery in town. Not long after that, I was born. I've been helping on the farm and in the bakery ever since I can remember. The weather sure had an effect on where my family decided to live. We couldn't have had the same life farther north. My family found adventure, a new home, and a family business. Our life is the best life I can think of—it takes the cake! I know my parents made the right choice.

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**EL Spotlight:**

In your reading -

- Highlight words that you don't know.
- What do you think that word might mean based on the languages you know?



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. In paragraph 1, what does the narrator say helped the family decide where they would move?

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2. What are two reasons the family moved from New England to the Middle Colonies?

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3. What is the theme of this story?

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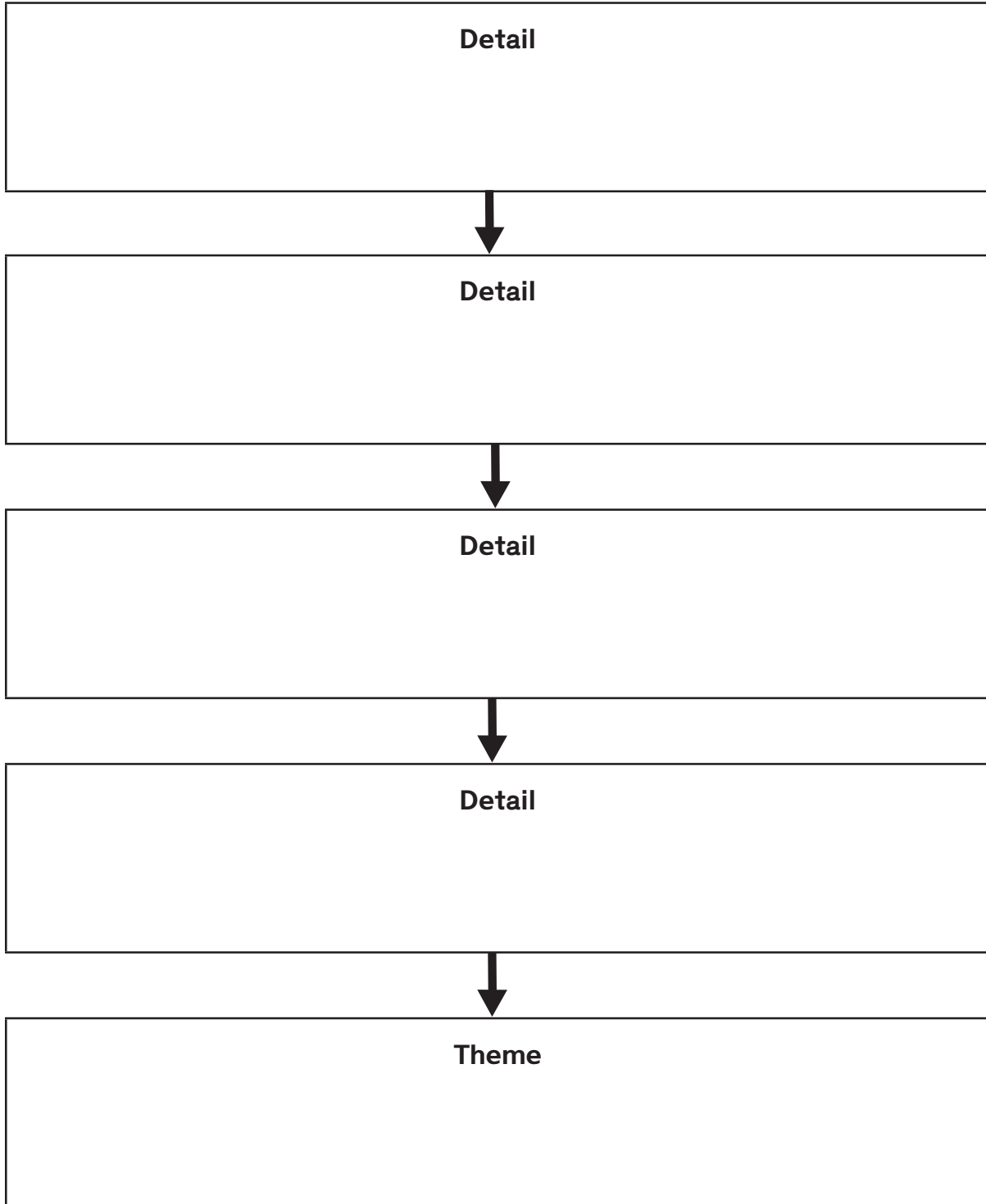
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**B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

Read the selection. Complete the theme graphic organizer.



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Name \_\_\_\_\_

## Tigris River Valley Boy

The sun was shining over the dry valley. Ilulu had been digging for a long time. He was very tired. He stopped to rest. He looked at the canals that stretched across the valley. Work was going well, but there was still much to do. The rainy season was coming soon, and the canals had to be finished on time. The people of the valley needed the water to grow crops. If the canals were not finished, the river would flood and wash away the crops.



**Answer the questions about the text.**

- 1. Historical fiction tells a made-up story set in a real time and place. Where is this story set?**

\_\_\_\_\_

- 2. What text feature is included in the text?**

\_\_\_\_\_

- 3. How does the illustration show you that the story is not set in the present?**

\_\_\_\_\_

- 4. What will happen if the canals are not finished on time?**

\_\_\_\_\_

Name \_\_\_\_\_

**Idioms** are phrases that have a meaning different from the meaning of each word in them. To understand the meaning of an idiom, you need to use context clues, the words and phrases around the idiom. The underlined words below explain what *could eat a horse* means.

She was so hungry she **could eat a horse**.

**Underline the context clues in the sentences below that help you understand each idiom in bold. Then circle the letter of the best definition for each idiom.**

1. My father likes to try new things. Mother says Father is **at sixes and sevens** if he isn't trying something new. He doesn't know what to do with himself!
  - a. Father is good at counting.
  - b. Father is frustrated and confused.
  - c. Father is good at relaxing.
  
2. Father **tried his hand** at fishing. He did not have much luck.
  - a. to give up on an activity
  - b. to help someone with something
  - c. to attempt a task
  
3. After **sleeping on it** and giving it a lot of thought, my parents bought a farm in the Middle Colonies.
  - a. thinking carefully before making a choice
  - b. becoming bored and falling asleep
  - c. making a big purchase

Name \_\_\_\_\_

When a word ends in *le*, the consonant before it plus the letters *le* usually form the last syllable. This is also true for consonant + *e/* and consonant + *al*.

table = ta / ble

camel = ca / mel

metal = me / tal

**A. Read each word below. Circle the letter that shows the word correctly divided into syllables. The first one is done for you.**

1. able    **a.** a / ble    **b.** abl / e    3. global    **a.** glo / bal    **b.** glob / al

2. eagle    **a.** eag / le    **b.** ea / gle    4. travel    **a.** tra / vel    **b.** tr / avel

A suffix is a word part added to the end of a base word to make a new word. The suffix *-able* means “able to,” the suffix *-ous* means “full of,” and the suffix *-y* means “having the quality of.”

**B. Match each word in the box to the correct meaning below. Write the word on the line. The first one is done for you.**

likable

funny

washable

poisonous

1. able to be washed                      washable

2. full of poison                              \_\_\_\_\_

3. having the quality of fun              \_\_\_\_\_

4. able to be liked                          \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can use linking words to connect ideas.**

## Draft Model

It was the middle of July. Summer is tornado season in Michigan. It was supposed to be a nice day. The sky started getting dark. Tornadoes can form quickly. My brother was surprised at how fast it appeared.

1. What linking word might connect the first two ideas?
2. What linking word might show how the third and fourth ideas are different?
3. What linking word might show the relationship between the last two ideas?

**B. Now revise the draft by adding linking words to show how ideas are connected.**

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Name \_\_\_\_\_

The student who wrote the letter below used text evidence from two different sources to respond to the prompt: *Write a letter from Wren to a friend living in another state, explaining how the flood affected her family. Use details from both texts.*

Dear Anna,

Don't worry, we're all OK! I'm sure you heard about the horrible floods that hit Vermont last month. Until then, I never realized how much the weather affects us. Now I understand it's one of the strongest forces we know! The weather decides how we dress and feel. It affects the food we grow, the animals we raise, and even where we live. Thank goodness Grandpa had been building Grandma a new house high above the river. We are living there now because our old house and barn washed away. There is mud everywhere. It's very sad to find dead animals and people's photos and books lying in strange places, but we are working hard to get back to normal again. As long as the sun stays out and the rain stays away, I think we'll get there soon. Stay dry!

Your Cousin,  
Wren

**EL Spotlight:**

In your reading -

- Highlight words that you don't know.
- What do you think that word might mean based on the languages you know?

**Reread the passage. Follow the directions below.**

1. **Draw a box** around the student's strong opening sentence.
2. **Underline** an example of a linking word that was used to connect two ideas.
3. **Circle** a supporting detail or description from the text.
4. **Write** an example of an adjective that compares on the line.

\_\_\_\_\_