

# SUMMER Scholars

## Language Arts

### Lessons and Activities

Rising 4th Grade

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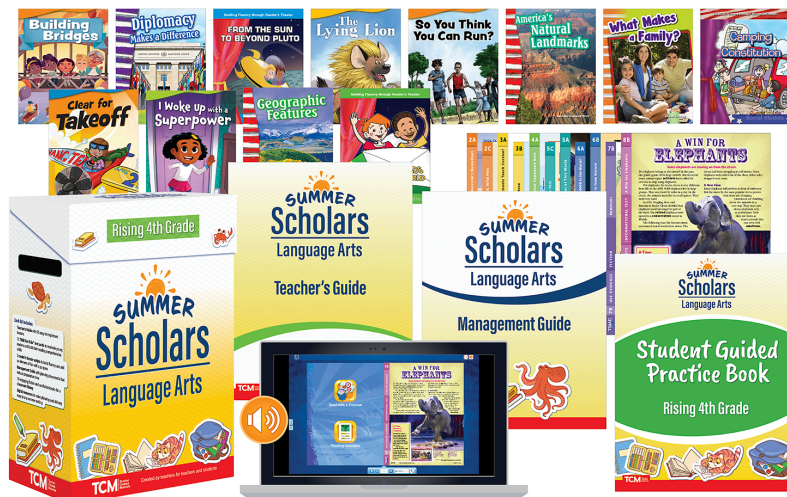
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SUMMER  
**Scholars**

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Language Arts

**Management Guide**



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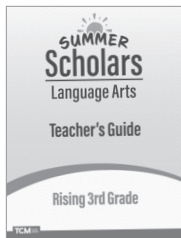
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# How to Use This Resource

The *Summer Scholars: Language Arts* curriculum has been designed to meet the needs of summer learning programs. Reading comprehension lessons, phonics and word study activities, and fluency practice are presented in a flexible format to make learning (and teaching) fun for everyone.

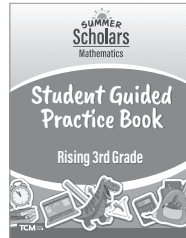
## What's Included?

### Teacher's Guide



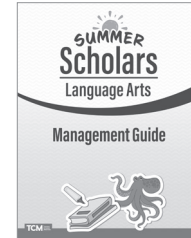
The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

### Student Guided Practice Book



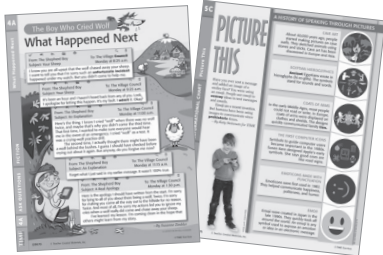
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

### Management Guide



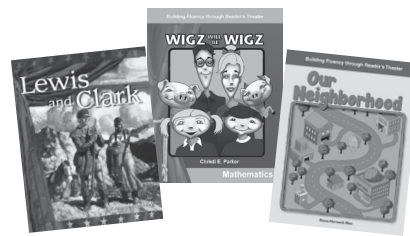
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

### 12 Reading Comprehension Text Cards



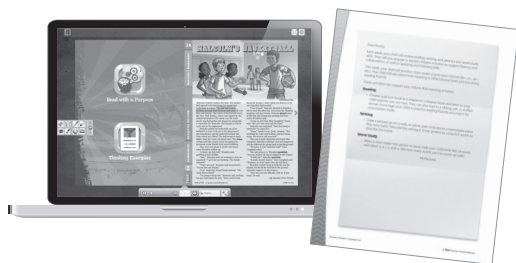
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

### Reader's Theater Scripts



Excite students about reading and performing with fun reader's theater stories. The scripts are provided in the student books for their easy reference, as well as in the digital resources.

### Digital Resources



These resources increase student engagement and enhance instruction. Family Engagement Letters are provided for a strong school-to-home connection.

### Classroom Library with 10 Books



Inspire curiosity and a love of reading with a variety of fiction and nonfiction books for independent reading.

# How to Use This Resource *(cont.)*


## Reading Comprehension

The Gradual Release of Responsibility model is embedded into each of the 12 text card lessons. As you progress through every two-day lesson, there is less emphasis on the teacher (I Do) and more ownership given to the student (You Do).

- On the first day, students preview the text, are introduced to new words, and engage with the text as the teacher models the reading strategy. Students practice reading the text together and are given prompts to write about their learning. Rubrics to assess student writing are available in the digital resources. See page 91 for details.
- On the second day, students use the reading strategy they are learning as they reread the text and discuss the text structure and big idea. Helpful strategies enable teachers to support language learners as they listen, speak, read, and write.

### TIME FOR KIDS™ Text Cards

**3A**  
Mr. Crenshaw's Day  
REALISTIC FICTION  
USE TEXT FEATURES  
**3A**



**MR. CRENSHAW'S DAY**  
Mr. Crenshaw liked to stick to a **schedule**. Every morning, his alarm went off at 6:00 on the dot. He read the newspaper while eating two scrambled eggs. Then he went to the park with his dog, Juniper.

For lunch, he had a tuna fish sandwich. Then he rode the bus to the library. In the evening, he ate chicken potpie while watching TV. By 10:00, he was ready for bed.

Every day was the same. That was how Mr. Crenshaw wanted it to be. But on a cloudy day in April, something **interrupted** his **routine**.


Mr. Crenshaw had just sat down for dinner when he heard music playing outside. He peeked out the window. On the bench across the street was a young man playing a saxophone.

Mr. Crenshaw was about to return to his dinner. Then he changed his mind. He pulled out his old trumpet. He walked outside and **joined** the saxophone player.

For the next hour, the two men played music together. Mr. Crenshaw remembered how he used to love to play. He realized that he still loved to play.

That day was not the same as the one before it. Mr. Crenshaw decided that the next day would be different, too.

—By Suzanne Zimbler



Key words are bolded within the text and defined on the back of each text card.

Be sure you introduce the Essential Question with the first reading of the card.

Comprehension strategy and genre are clearly noted.

Additional activities are included for easy reference.

**3A ESSENTIAL QUESTION** How do patterns help you?

**KEY WORDS**

- interrupt:** to cause something to stop happening for a time  
*Our card game was interrupted.*
- join:** to go somewhere in order to be with a person or group  
*Sam joined his friends for lunch.*
- routine:** activities always done the same way and in the same order  
*Brushing his teeth is the first step in Jeremy's morning routine.*
- schedule:** a plan of things that will be done and when they will be done  
*Greg has a busy schedule.*

**STORY MAP**  
Character

BEGINNING	END
THINKS	THINKS
FEELS	FEELS
DOES	DOES

**TALK ABOUT IT**

- Why do you think Mr. Crenshaw chose to have the same routine every day?
- How did Mr. Crenshaw change at the end of the story? What caused the change?
- Do you think it is good to have a daily routine? Explain.

**WORK TOGETHER**

Think about your routine.

- **Discuss** what you do each morning, afternoon, and evening.
- **Write** down the activities you do on a typical weekday. Include what time you do each thing.
- **Compare** your daily routine with your classmates' routines.



# How to Use This Resource (cont.)

## Reading Comprehension (cont.)

### Lesson Plans

**Day 5**  
The Test Features



### Mr. Crenshaw's Day

**Look Before You Leap**  

- Discuss the questions below using the "Shout Out" classroom protocol. Students will shout out responses for every question.
  - What character is named in the title? What will we learn about the character by reading the text?
  - What do you notice about the time of day on the right side of the illustration versus the left side of the illustration? What are the various settings shown in the photograph? The same character is shown five times in the illustration. Why? How does this illustration relate to the title of the text?
  - What other character is in the illustration with Mr. Crenshaw? Describe what they are doing.
- Have students review the key words list from page xx in the Student Guided Practice Book. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that sometimes in fiction text, authors use different crafts as they write. Say, "The main character in 'Mr. Crenshaw's Day' changes throughout the story."
- Guide students by saying, "Authors often use details such as what the character does, says and thinks, to show that a character is changing."
- What details show how the character changes in 'Mr. Crenshaw's Day'? Give students an opportunity to discuss their thinking.

**Support for Language Learners:** Review the terms morning and evening that are used in the text. Provide examples of events that occur during each time of day.

**Technology:** A digital copy of the text card, 'Mr. Crenshaw's Day' can be accessed in the digital resources and displayed for the group.

**Read and Think**  



- Explain to students that they will practice the strategy of using text features to preview the text.

Icons indicate student groupings: whole group, collaborative, and independent.

Stopwatch icons indicate suggested durations.

**Mr. Crenshaw's Day**



Place students into two groups. Work with one group on the Talk About It activity and the Quick Check while the other group is completing the Practice activity described below. Rotate after 15 minutes.

**Talk About It**  



- Read the text card, 'Mr. Crenshaw's Day'.
- Lead a discussion using the following prompts.
  - How do patterns help you?
  - Why do you think Mr. Crenshaw chose to have the same routine every day?
  - How did Mr. Crenshaw change at the end of the story? What caused the change?
  - Do you think it is good to have a daily routine? Explain.
- Have students get in pairs or small groups to share their responses, creating lists of their supporting details.
- Allow time for students to combine into larger groups to share their ideas and come up with one agreed-upon answer.

**Support for Language Learners:** Provide discussion response frames, such as these:

- A daily routine is a pattern because \_\_\_\_\_.
- Mr. Crenshaw had the same routine every day because \_\_\_\_\_.
- At the end, Mr. Crenshaw \_\_\_\_\_ He changed because \_\_\_\_\_.
- A daily routine is good is not good because \_\_\_\_\_.

**Quick Check**  

- Provide time for students to complete the Quick Check from page xx in the Student Guided Practice Book.
- Review student responses as a whole group. Acknowledge incorrect answers and award students toward text evidence that supports the correct answers.

**Practice**  

- Have students fill in the graphic organizer from page xx of the Student Guided Practice Book. Make sure students focus on what Mr. Crenshaw is like at first, and then how he changes.
- If students finish early, encourage them to write their writing piece from the previous day.

Each lesson page and student page clearly indicates the instructional day for easy implementation.

Assessment opportunities are provided in every lesson.

## Student Guided Practice Book

**Day 5**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Words to Know

Directions: Read about each word. Write notes for each word. Choose a word from the text to add to the last row.

Word	Definition	Notes
interrupt (verb)	to cause something to stop happening for a time	
join (verb)	to go somewhere in order to be with a person or group	
routine (noun)	activities always done the same way and in the same order	
schedule (noun)	a plan of things that will be done and when they will be done	

**Day 6**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### How Words Work

When *ou* is used at the beginning or middle of a word, it is usually pronounced /ou/ as in *out*.

At the Beginning of a Word	In the Middle of a Word
out	hour

Directions: Practice writing the words your teacher reads. Use the *ou* spelling pattern.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Challenge: Write more words that follow the *ou* spelling pattern.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Rule Breaker!** Some words spelled with *ou* have the short *u* sound as in the word *young* or *touch*.

There are many ways for students to access the activities in the Student Guided Practice Book:

- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices





# How to Use This Resource *(cont.)*

## Phonics and Word Study *(cont.)*

**Day 5**  
Phonics and Word Study

**Short u Rimes**  
Phonics Focus  
This lesson focus is one-syllable CVC patterns with short u rimes.

**Revisit the Focus**











1. Write short u and short o on two separate papers. Ask for two students to hold the papers in two different places in the room. Assign each remaining student a short u or short o word and ask them to find their partner.
2. Remind students to have the same rime in their family learning word in words. Ease the say this.

**Guided Practice**

1. Work as a whole group to model how to write words using two fingers. For example, turn your back to students and carefully spell out u-n above your head so students can see each letter being "written" in the air with your fingers.
2. Place students in pairs, and have them write words for the rest of the words in this unit.

Name: \_\_\_\_\_ Date: \_\_\_\_\_







**Read, Write, Match**  
Directions: Read each word. Write each word. Circle the picture that matches each word.

1. cup  
2. nut  
3. tub  
4. bun  
5. rug  

On the second day, students revisit the phonics focus and work in small groups to interact with the words presented in the unit.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Picture Match**  
Directions: Draw a line from each picture to the matching word. Stretch out each sound as you draw.

cup  
sun  
bus  
bug  
gum

Independent and partner activities in the *Student Guided Practice Book* help students apply word study concepts.

On the third day, students review completed work as they revisit the phonics focus a final time.

**Day 6**  
Phonics and Word Study

**Short u Rimes**  
Phonics Focus  
This lesson focus is one-syllable CVC patterns with short u rimes.

**Revisit the Focus**

1. Review together the answers for pages 32-33 in the *Student Guided Practice Book*, asking students to share their reasoning behind choosing the words they did for each answer.

**Independent Practice**









1. Ask students to individually complete page 38 from the *Student Guided Practice Book*. Circulate among students, and offer assistance as needed.

**Quick Check**









1. Ask students to spell these two words: *fun* and *meat*. Say each word slowly, repeating as often as needed. Then, ask students to write the word that matches the first sound.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Change a Letter**  
Directions: Look at each picture. Say the word. Cross out the letter that changes. Then, write the word for the second picture.

1.    
b a g
2.    
c u f
3.    
t u g
4.    
b u

**Tapping Sounds**  
Directions: Say each word slowly. Stretch out all the sounds. Write a letter for each missing sound.

1.    
[ ] [ ]
2.    
[ ] [ ]
3.    
[ ] [ ]
4.    
[ ] [ ]

Directions: Write two words.

\_\_\_\_\_

\_\_\_\_\_

Summative and formative assessment opportunities are provided in every lesson.

# How to Use This Resource *(cont.)*

## Reader's Theater

Each of the three fluency units is organized over eight days. These lessons offer a variety of activities to increase reading fluency while providing numerous opportunities for collaborative practice.

Day 17  
Fluency and Oral Language


### Camping Constitution

**Introducing the Script**

1. Present the following scenario: "You have been asked to join an after-school club where you will go on a field trip. But you all begin to argue on where to go and how many supplies to take. How can you solve this problem?"
2. Have students share their ideas. Ask them how they could have prevented this problem altogether. Point out that if rules are in place before a decision must be made, then it is easier to make decisions based on the rules. Tell students that they will perform a reader's theater called "Camping Constitution" about a group of kids who realize they need to create a set of rules while they are camping.
3. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 102–108 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
4. Before reading the script, point out new vocabulary words to your students. Show them the glossary at the end of your script and explain that a glossary is like a mini-dictionary that provides definitions of certain words in the script. Discuss unfamiliar words by reading the words aloud as each appears in the story.
5. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.

**Collaborative Activity**

1. Once students have heard the script read aloud, place students in pairs to tell each other about a time in their lives when they had to solve a disagreement by using rules. If students have not solved disagreements this way, have them think of a time when rules may have helped them solve a disagreement.
2. Ask a few partner groups to share their stories and talk about the details they included.



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On the first day of the lesson, the script and fluency focus are introduced, and students apply learned concepts as they listen to, and reflect upon, the script.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### CAMPING CONSTITUTION Act I

Mrs. Freedom: Let me know when you kids have a plan for our camping trip this weekend.

Thomas: Okay. Let me think—we need food, water, and a tent. What else do we need? Let's make a list.

Sam: I can't wait to sleep outside under the stars.

Madison: This is going to be fun. I can't wait!

George: I want to cook hot dogs over a campfire.

Sam: I want to look for buried treasure.

Thomas: Hot dogs! We need to add that to our list.

George: I'm going to bring some games. What are you going to bring?

Madison: I'm bringing my swimsuit, because I can't wait to go swimming!

Thomas: Swimming? Are we camping by a river so that we could go swimming?

Mrs. Freedom: Are you kids still arguing about where to go? We need to make a decision like our Founding Fathers in 1787. They had something to work hard on the details to make a decision.

Madison: Are you talking about the American Constitution?

Mrs. Freedom: Yes, exactly.

Sam: The Constitution is a set of rules that we all agree to follow.

Mrs. Freedom: Sure, it's that—and so is the supreme law of the land.

Sam: It's the supreme law of the land.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Sam: I would have probably forgotten all the stuff we need to make a fire.

Madison: And everyone would be using my soap, toothpaste, and maybe even my toothbrush!

Thomas: And we'd just be swimming or fishing. We would never even get around to looking for buried treasure.

Mrs. Freedom: Okay, kids—in't it about time we went to the store?


Thomas: Sorry, Mom. We just got so caught up in writing our new constitution.

Sam: It's awesome, Mrs. Freedom! We even included our very own preamble, "We the people of this camping trip . . ."

Mrs. Freedom: Well, it sounds like you have come to some good decisions. Tomorrow, you'll have a lot of fun!

Thomas: With our new constitution, I know our camp will run smoothly. And I won't be stuck doing all the work myself.

George: We'll also have time to do all the things we want to do. Now let's get the food, pack the car, and get some sleep. We want to leave first thing in the morning. Then we can swim, fish, and search for buried treasure!



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Scripts are included in the *Student Guided Practice Book* so students can easily highlight their lines and practice them both in school and while at home.

# How to Use This Resource *(cont.)*

## Reader's Theater *(cont.)*

**Day 19**  
Fluency and Oral Language

### Camping Constitution *(cont.)*

**Practicing the Script**

1. Give students time to practice the script within their groups. Encourage students to focus reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

**Collaborative Activity**

1. The script contains a poem entitled "Compressing." Have students refer to page 104 from the Student Guided Practice Book. Play the audio of "Compressing" as students read along.
2. Ask students to pay attention to the types of expressions used as the poem is read. Ask the class to identify and discuss with the class the various visual expressions in the poem.

**Day 18**  
Fluency and Oral Language

### Camping Constitution *(cont.)*

**Assigning Roles**

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads less than that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Appropriate reading levels for the roles in this script are as follows:
  - George: second half of 2nd grade
  - Thomas: second half of 2nd grade
  - Madison: first half of 3rd grade
  - Sam: first half of 3rd grade
  - Narrator: second half of 3rd grade
  - Mrs. Freedom: second half of 3rd grade

**Practicing the Script**

1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

**Collaborative Activity**

1. Explain to students that it is important to use the proper voice and facial expression when performing, as it helps the audience to understand the emotions of the character. It also makes the reading more real and interesting.
  2. Write the following sentences from the script on strips of paper.
    - Mrs. Freedom: "Are you all ready for our outdoor club camping adventure?"
    - Madison: "I plan on swimming all day!"
    - Narrator: "But, then more problems occur!"
    - Sam: "Can we go swimming?"
    - Thomas: "We need hot dogs—and what else?"
2. Have five volunteers each draw a strip from your hand. Ask each of them to read their assigned sentence aloud.
3. Have students in the audience turn to the characters and discuss if they can tell how their classmates feel based on the way their classmates read the sentences.
4. Ask for new volunteers to read the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.

During the second through sixth days of the lessons, students revisit the fluency focus and work collaboratively to improve their reading fluency through targeted exercises.

On the final two days, students continue to practice fluently reading their scripts. They also create props and present their final performances of the reader's theater.

**Day 23**  
Fluency and Oral Language

### Camping Constitution *(cont.)*

**Collaborative Activity**

1. Acting out a reader's theater can be a fun way for students to enjoy reading through performing arts. Students may wish to create masks and props to enhance their performances. Provide students with construction paper and art supplies.
2. Have each student draw a mask to represent their character. They should think about what they've learned about their characters so far. Those details will help them to make their masks more interesting and unique. The masks should only cover the top halves of their faces. This will allow for their voices to carry better during performances.
3. Punch holes on both sides of each completed mask. Gluing a piece of tape over each side of the mask before hole-punching is a great way to reinforce the area. Add string to the masks for students to wear them comfortably. Or they can attach their masks to sticks and hold them up in front of their faces.
4. Have students use construction paper to create props for their performances. Suggested props include the following items:
  - compass
  - flashlight
  - toothpaste

**Practicing the Script**

1. Place students into their small groups for performance reading practice. Have groups practice reading their roles in the script with verbal expression, facial expressions, and body language. If possible, place groups in areas where they can practice projecting their voices without disturbing others.
2. Provide students more time to practice reading the script to increase fluency and prepare for the presentation on the next day. They should finalize when they are standing for each scene and any actions or expressions they will make while other characters/narrators are talking. Encourage students to practice while meaningfully.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Act 6**

Mrs. Freedom: You should make a list of some of these decisions. Then, you should vote. That way, you can be in agreement.

George: We can vote on where we'll go.

Thomas: who will do what chores,

Sam: how late we will stay up,

Madison: and whether or not we'll bring our own toothpaste and soap.


Narrator: Voting was necessary to ratify the Constitution. Ratify means to agree. The states held special conventions to vote for or against the Constitution. Nine states were in favor, and so the Constitution was ratified.

**Act 7**

Thomas: I can't believe how much planning it takes to get ready for a camping trip!

Mrs. Freedom: Well, we could have just grabbed a few things and then headed for the mountains. But we would only have a bunch of people with one idea in common—camping. It's a great idea. But you still need to figure out how to make it happen.

Thomas: Without a plan, we might have made it to the campsite. But I probably would have left the tent and sleeping bag at home.



# How to Use This Resource *(cont.)*

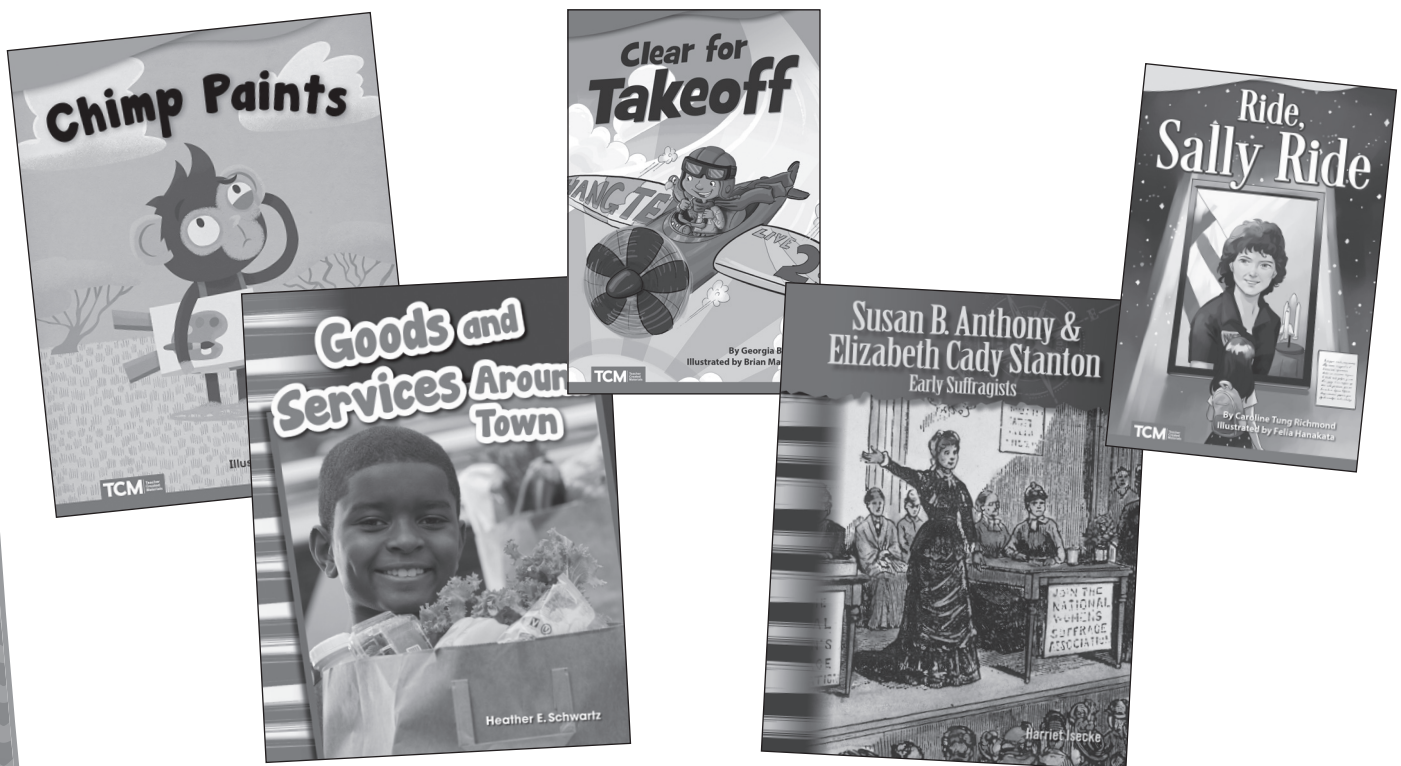
## Classroom Library

There are many benefits to wide reading, including an increase in vocabulary development. Reading widely increases listening comprehension and contributes to increased reading comprehension. It can be done through independent reading or through teacher read alouds. Richard Anderson, Paul Wilson, and Linda Fielding's (1988) research shows that the amount of words read per year greatly increased based on the minutes of independent reading completed per day.

Anderson, Wilson, and Fielding ranked students by the number of minutes they read per day. For example, a student in the 70th percentile read almost 10 minutes per day. These students encountered a little more than 600,000 words per year, while a student in the 90th percentile, who read approximately 21 minutes per day, encountered over 1.8 million words each year. Students who encounter more new words apply the strategies they have been taught, and they start to learn the meanings of new words. All these factors associated with reading widely lead to increased comprehension.

*Summer Scholars* includes a classroom library of 10 books in each kit. While these books can help students read widely, they also include a variety of fiction and nonfiction texts. This can spark student interest and lead to additional connections in grade-level concepts.

These books are a flexible tool that can help teachers tailor *Summer Scholars* to meet their unique needs. The books are provided in print and digital formats. They are as shareable PDFs within the digital resources.

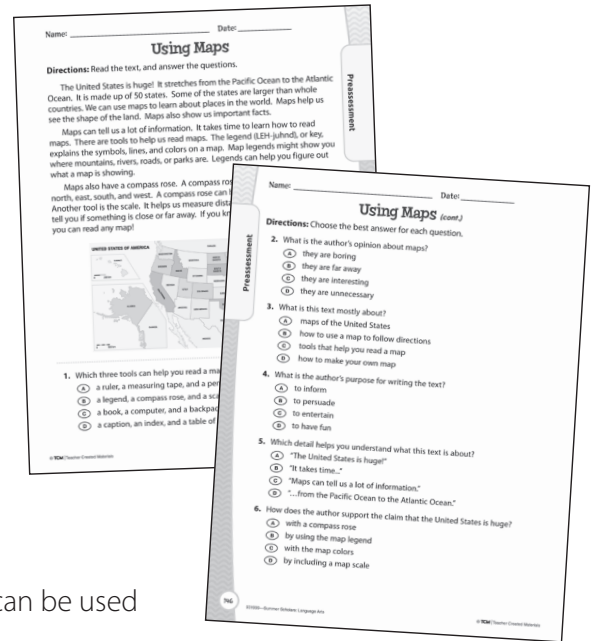


# How to Use This Resource *(cont.)*

## Assessment

Assessment is a critical piece of any intervention or summer school program. *Summer Scholars* includes several opportunities for assessment.

- Each kit includes a preassessment and a postassessment to measure student growth. These assessments are provided in the *Student Guided Practice Book*. They can also be accessed as both Google Forms™ and Microsoft Forms® documents. See below for more information. The pages can be ripped out of the student books to make implementation easier.
- Alignments of the preassessments and postassessments are provided digitally. They show the lesson and standard that each question assesses. This can be used to guide further instruction.
- The activity pages from the *Student Guided Practice Book* can be used as formative assessments.
- Quick Check activities provide the teacher with valuable insight which enables them to guide students toward text evidence that supports correct answers and reinforces the reading comprehension strategy focus of the lesson.
- The digital games can be used for additional practice and to monitor student progress.



## Digital Assessment in Summer Scholars


Digital versions of the preassessments and postassessments are provided digitally as fillable PDFs. They can also be accessed as Google Forms™ documents, and Microsoft Forms® documents. Please see page 90 for links to these resources.

### Using Google Forms™

The Google Forms™ version of each assessment is best for use with Google Classroom. The links on page 90 prompt a copy of the assessment to be saved to your Google Drive™. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in Google Drive™ allows you to easily collect and analyze student data and results. These results can then be shared with administrators as needed.

### Using Microsoft Forms®

The Microsoft Forms® version of the assessment is best for use with Office 365 Education. The links on page 90 prompt a copy of the assessment to be saved to your OneDrive account. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in OneDrive allows you to collect and analyze student data and results. These results can then be shared with administrators as needed.



**SUMMER**  
**Scholars**

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**Language Arts**

**Rising 4th Grade**

**Grade Level Details**

# Rising 4th Grade Scope and Sequence

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 1	Summarize "Malcolm's Basketball" (narrative fiction)	Use main story elements in a logical sequence. Write opinion pieces.	Silent Letters	Recognize and read grade-appropriate irregularly spelled words.	<i>Two Flat Friends</i> <i>Travel the World</i> Introduction and assign parts	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
Day 2							
Day 3	Summarize "Wild, Wild Pets" (informational)	Identify the central idea of an informative text. Write explanatory texts.	Use knowledge of grade appropriate phonics to read words.	Know spelling sound correspondences.	<i>Two Flat Friends</i> <i>Travel the World</i> Analyze poem and practice performance	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Day 4							
Day 5	Use Text Features "Should Schools Teach Cursive?" (opinion)	Explain an author's purpose for writing a text. Write opinion pieces.	Soft C Words	Use knowledge of grade appropriate phonics to read words.	<i>Two Flat Friends</i> <i>Travel the World</i> Sing song and practice performance	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Day 6							
Day 7	Use Text Features "The Move" (poetry)	Use text features to help identify the central idea. Write explanatory texts.	Soft and Hard G Words	Know spelling sound correspondences.	<i>Two Flat Friends</i> <i>Travel the World</i> Create props and perform	Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly in coherent sentences.	
Day 8							

# Rising 4th Grade Scope and Sequence (cont.)

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 9	Ask Questions	Generate questions about a text before, during, and after reading to deepen understanding. Write narratives.	Soft and Hard G Words	Use knowledge of grade appropriate phonics to read words.	<i>From the Sun to Beyond Pluto</i>	Recount or describe key ideas or details from a text presented orally or through other media.	
Day 10	"The Boy Who Cried Wolf: WHN" (fiction)	Write narratives.		Decode words with consonant digraphs.	Introduction and Assign Parts		
Day 11	Determine Meaning	Identify and interpret figurative language.	Consonant Digraphs	Use knowledge of grade appropriate phonics to read words.	<i>From the Sun to Beyond Pluto</i>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Day 12	"A Surprise Surprise" (fiction)	Gather information to answer a question.			Sing song and practice performance		
Day 13	Determine Meaning	Determine the meaning of words and phrases in a text to help identify the central theme. Write narratives.		Recognize and read words with the schwa sound.	<i>From the Sun to Beyond Pluto</i>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Day 14	"Picture This" (informational)	Write narratives.	Schwa Sound		Analyze poem and practice performance		
Day 15	Make Inferences	Identify different characters' perspectives and describe how they respond to events in a story.		Use knowledge of grade appropriate phonics to read words.	<i>From the Sun to Beyond Pluto</i>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
Day 16	"RoboDog 6000 Is the Worst" (fiction)	Write opinion pieces.	OU/OV Diphthongs	Decode words with vowel diphthongs.	Create props and perform		



# Rising 4th Grade Scope and Sequence *(cont.)*

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standards	Reader's Theater Title and Activity	Standard
Day 17		Make Inferences	Identify the central idea and relevant details in a text. Write explanatory texts.	OU/OW Diphthongs	Use knowledge of grade appropriate phonics to read words.	<i>Camping Constitution</i> Introduction and Assign Parts	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Day 18		"Take It from Nature" (informational)					
Day 19		Use Evidence	Identify plot structure and explain events.	AU/AW Digraphs	Decode words with digraphs.	<i>Camping Constitution</i> Analyze poem and practice performance	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Day 20		"Rematch!" (narrative fiction)	Gather information to answer a question.				
Day 21		Use Evidence	Identify the central idea and relevant details in a text.		Use knowledge of grade appropriate phonics to read words.	<i>Camping Constitution</i>	Use context to confirm or self-understanding, rereading as necessary.
Day 22		"Race to the South Pole" (informational)	Write explanatory texts.		Recognize and decode words with common derivational suffixes.	Sing song and practice performance	
Day 23		Synthesize Elements	Summarize a text using relevant details.	-tion Ending	Use knowledge of grade appropriate phonics to read words.	<i>Camping Constitution</i>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Day 24		"A Win for Elephants" (informational)	Write opinion pieces.			Create props and perform	
Day 25		Culminating Activity "Summer School Survival Guide"	Ask and answer questions about a text. Write explanatory narratives.	Reading and Writing	Use knowledge of grade appropriate phonics to write words.	n/a	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.

# Rising 4th Grade Text Cards

This chart includes important information about the TIME FOR KIDS™ Text Cards.

Title	Genre	Lexile® Measure	Description
Malcolm's Basketball	realistic fiction	520L	Malcolm brings his signed basketball to school to show to his friends, but a bully steals it from him. Rules and laws help Malcolm get his basketball back.
Wild, Wild Pets	opinion	690L	Do animals like tigers, bears, and wolves belong as pets? Learn about some of the debate surrounding the keeping of these exotic animals in captivity.
Should Schools Teach Cursive?	opinion	740L	Two students present their contrasting opinions on whether schools should teach cursive.
The Move	poetry	470L	After moving to a new place, a young girl writes letters to her friend from back home, recounting her changing experiences and feelings toward her new situation.
The Boy Who Cried Wolf: What Happened Next	fiction	610L	After being accused of "crying wolf," the Shepherd Boy sends a series of emails to the Village Council to apologize and try to explain his actions.
A Surprise Surprise	realistic fiction	490L	Twins Elise and Kyle forget that their Uncle Alex's surprise party is that day. They only have a few minutes to decorate their house. The twins find out that unclear communication can lead to misunderstandings.
Picture This	informational text	710L	For thousands of years, people have used pictures to communicate and convey messages and ideas to one another. Learn about some of the ways people have spoken through pictures.
RoboDog 6000 Is the Worst	science fiction	580L	A joke writer becomes frustrated with the RoboDog he purchased to help him create jokes. RoboDog always messes with the writer's house and never listens. Through interactions with others, the writer realizes that RoboDogs actions actually make other people laugh.
Take It from Nature	informational text	750L	Learn about the science of nature-inspired inventions like Japan's bullet train. Scientists often look toward nature to develop new ideas to solve problems in the world.
Rematch!	fiction	550L	The hare is not happy that he lost to the tortoise in a race. He calls for a rematch, and tries to sabotage the tortoise and cheat so he could win this next race.
Race to the South Pole	informational text	690L	Roald Amundsen led the first successful journey to the South Pole. Read about his and his team's 1911 excursion and learn about his competitive spirit.
A Win for Elephants	informational text	720L	Elephants in circuses have very different lives than ones in the wild. Activism and conservation have led to elephants being protected and retired from circus shows.

# Rising 4th Grade Reader's Theater Scripts

This chart includes important information about the Reader's Theater Scripts.

Title	Characters	Setting	Description
<i>Two Flat Friends Travel the World</i>	Willie Fred Fred's Mom Dr. Flats Eman Mazu	This reader's theater takes place in Fred's House, a doctor's office, Egypt, and China.	Best friends Willie and Fred have a school assignment to learn about countries around the world. They flatten themselves, and Fred's mom mails the two friends to other countries. Willie and Fred talk to new friends in Egypt and China and explore famous areas in these countries.
<i>From the Sun to Beyond Pluto</i>	Luke Karl Luke's Mom Navigator Maude Ms. Kern	This reader's theater takes place in Luke's home and within a dream on a spaceship.	Luke and Karl are tasked with using their imaginations to create a solar system project. The two boys dream that they are on a spaceship, exploring and learning about the different planets in the solar system. Their shared dream inspires them to work on their school project.
<i>Camping Constitution</i>	Mrs. Freedom Thomas Freedom Sam George Narrator Madison	This reader's theater takes place at the home of the Freedom family, where Thomas Freedom and his friends are planning a camping trip.	A few friends can't agree on what to do for their upcoming camping trip. To help them come together and make collective decisions, Mrs. Freedom teaches the kids about the Constitution. By following the methods of the Founders of the United States, the kids come together to plan their trip.

# Rising 4th Grade Classroom Library

This chart includes important information about the books included in the classroom library.

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>America's Natural Landmarks</i>	580L	Q	Many of America's natural landmarks have become famous. People like to visit them because they are unique and beautiful. They remind us of the power of nature. It is important to preserve these places so that everyone can enjoy them.
<i>Building Bridges</i>	590L	N	Tara wants to win the bridge building contest at school, even if it means working with her least favorite person. But a possible spy and bad luck stand in her way.
<i>Clear for Takeoff</i>	600L	O	Abbie has been dreaming of flying since she first saw birds in the sky. She has tried everything. Nothing works until she discovers the secret of flight—and a little magic.
<i>Diplomacy Makes a Difference</i>	560L	Q	How do countries work together? Running a country takes hard work. There is a lot involved. That includes making laws that help people do the right thing. Good leaders work together to help solve problems between countries.
<i>Doing Your Part: Serving Your Community</i>	510L	Q	In a community, people help one another. There are many ways to help someone in need. You can volunteer your time, donate things, and recycle. It feels good to help other people!
<i>Geographic Features</i>	600L	R	Explore the geography of the United States. The country is big. It has many types of landforms. It also has different climates. Learn about the people who settled in the different regions. The country's diverse lands have much to offer!
<i>I Woke Up with a Superpower</i>	570L	N	When Daniella wakes up with a superpower, her life is turned upside down! Learn how she uses her new gift at home and at school.
<i>Our Government: The Three Branches</i>	530L	S	Once America was free from Great Britain, it needed to create a new government. The nation's founders split the government into three branches. This ensured that no one person would have too much power. This system keeps us free!
<i>So You Think You Can Run?</i>	560L	O	A boy named Daniel dreams of becoming a great long-distance runner. But he must learn that running is not just about crossing the finish line first.
<i>The Lying Lion</i>	610L	O	Henry Hyena wants to find his place in the world. But who wants to be a silly little hyena? He decides he wants to be a lion. What will he do when he comes face-to-face with the king of the jungle?

\*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.



# SUMMER **Scholars**

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## Language Arts

## Teacher's Guide

## Rising 4th Grade

# Days 1–2 Overview

## Malcolm’s Basketball

### Learning Outcomes

- Identify the basics of plot structure (problem, conflict, resolution, cause and effect).
- Analyze the author’s craft and describe how it is used to tell the story.
- Pose and respond to specific questions or comments made by others through multiple exchanges.

### Reading Strategy: Retell Narrative Fiction

One way to practice summarizing narrative fiction is by retelling the story. When students retell a story, they learn to describe the most important parts of the beginning, middle, and end of the story while omitting the less significant details. In this lesson, students will read “Malcolm’s Basketball,” and use a plot map to record key elements from the story.

### Summary of the Text Card

This fictional narrative tells a story about one boy’s experience with bullying. When Malcolm brings his beloved Knick’s basketball to school, Brandon steals it and accuses Malcolm of lying. After getting help from his friends and teacher, Malcolm resolves the situation and gets his ball back. (Narrative Fiction)

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## Silent Letters

### Learning Outcome

- Know and apply grade-level phonics and word analysis skills in decoding words.

### Phonics Focus

Students will focus on silent letters in two-syllable words with closed syllables. Students will complete sentences using these words, find synonyms and antonyms, and write different types of sentences using the words in context.

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## Two Flat Friends Travel the World

### Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on reading accurately.

### Fluency Focus

Students will listen to the script, discuss the themes, and think about how narrators tell stories. To reflect on the script, they will draw pictures of characters from the story. Students will be assigned to groups and begin practicing the script. They will also focus on fluently reading the poem.

### Summary of the Script

In this script, two friends make themselves flat to take on a tremendous school project. They travel to Egypt and China to learn important details that they can share with their class in a school project. The children who guide them in these foreign countries show them many important historical sites.

### Materials

- *Student Guided Practice Book* pages 4–21
- drawing paper
- crayons or markers

### Big Idea

Rights

### Essential Question

How do laws protect people’s rights?

# Malcolm's Basketball

## Look Before You Leap

- Before the lesson, write the following questions where students can see them. Review the questions with students, but do not discuss the answers.
  - What can you tell about the people based on their poses, clothing, and the setting of the picture?
  - Examine the facial expressions of the people in the pictures. What inferences can you make about their feelings?
  - What can you infer about the picture based on the title?
- Engage students in the Give One, Get One protocol. For this protocol, students will stand up and move around the room. Have students stop and talk to three or four different people. For each student they stop and talk to, they are to “give” answers or information, and they are to “get” different answers or information from the other students.
- Review the key words list from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that “Malcolm’s Basketball” is a fictional narrative that takes readers through a sequence of events. Fictional narratives often start by introducing the readers to the characters and the setting. Authors then present a conflict and conclude the story with a solution.

**Support for Language Learners:** Have students practice identifying personality traits based on actions. Describe different actions from a familiar story and ask students to name personality traits associated with the action.

## Read and Think

- Have students practice retelling narrative fiction. Say, “One way to summarize a fictional text is by retelling it. To do this, we need to describe the most important events from the beginning, middle, and end of the story. We don’t need to include every single detail—just the important ones.” Use the following think aloud to model the strategy.
  - Read the first four sentences. Say, “How can I retell the most important points in this section of text? I remember that Malcolm is bringing his new basketball to school. I don’t need to include other details about the basketball in my retelling because they are not critical to the storyline.”
  - Read the rest of the paragraph. Say, “How can I retell the most important points in this section of the text? I remember that Malcolm thinks his friends will be impressed because players from the Knicks signed his ball. I don’t need to include the details about Malcolm’s uncle in my retelling because they are not as important to the story.”
- Have students reread “Malcolm’s Basketball” (provided on page 5 of the *Student Guided Practice Book*). After each section, have students discuss what they learned with partners using the following prompt:
  - What happened in this section? Let’s retell.

**Technology:** A digital copy of the text card, “Malcolm’s Basketball,” can be accessed in the digital resources and displayed for the group.

# Malcolm's Basketball

Place students into two groups. Work with one group on the Read with a Pencil activity while the other group is completing the Write It activity described below. Rotate after 15 minutes.

## Read with a Pencil

1. Guide students as they annotate the text from page 5 in the *Student Guided Practice Book*.
2. Use the following prompts to help students mark the text and think deeply about how specific words and phrases bring meaning to the text. Start with prompt A, then move to prompt B, and so forth. Prompt D can be used to informally check students' abilities to mark the text and reflect on the content.

**Note:** Creating a symbol key may help students keep track of different types of thinking. Have students write the following annotation marks in the bottom margin of the text.

- **Prompt A**—In the first paragraph, underline evidence about why Malcolm is excited. Draw a line through any details that aren't important. Jot a note about why we don't need to know this.
  - **Prompt B**—Look at the last paragraph in the first column. Underline an important part of the text. Jot a note about what makes the underlined section of text important.
  - **Prompt C**—Underline important details in the dialogue between Sarah, Jessie, and Malcolm in the second column. Jot a note about why this information is important to the story.
  - **Prompt D**—Underline sections of the text that show us how the problem was finally solved. Jot a note, and be ready to share with the group.
3. Once students have annotated the text, have them share their notes with the group.

## Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *What would happen if we didn't have any rules or laws?*
2. Remind students to edit and revise their writing. Let them know their responses should:
  - Explain their opinions about what life would be like without any rules or laws.
  - Give at least two reasons to support their opinions.
  - Use an example from the text to support their reasons.

**Technology:** Creating a symbol key may help students keep track of different types of thinking. Have students write annotation marks in the bottom margin of the text.



# Silent Letters

## Phonics Focus

This unit's focus is on silent letters in two-syllable words with closed syllables.

## Introduce the Focus

1. This lesson focuses on two phonics concepts. First, students will work with words that have two syllables. Write the words *bristle* and *resign* where students can see them. Have students read the words aloud. Explain that these words have a silent letter in their second syllable. Ask students to list as many two-syllable words with silent letters as they can. Write them under the first two words as students call them out.
2. At the end of the brainstorm, return to the first two words and draw a line to separate each word by its syllables (*bris|tle*; *re|sign*). Explain that closed syllables, such as the first syllable in *bristle*, have a short vowel followed by a consonant. Open syllables, such as the first syllable in *resign*, end with a long vowel sound. Call on students to help you separate each listed word into syllables. As each student helps, have them name the first syllable as open or closed.
3. After separating each of the listed words by syllables, have students help to identify the silent letters in the words. Circle the silent letter in each word.

## Introduce the Words

1. Share the list of words for this unit's phonics focus:
 

• assign	• design	• rustle
• bristle	• hustle	• sign
• bustle	• knuckle	• whistle
• castle	• nestle	• wrestle
• climb	• resign	• wriggle
2. Call on students to help you separate each word into syllables. For each word, first say the word, then clap as you say each syllable. Have students repeat the word and clap out the syllables. Draw a line to separate each word by syllables: *as|sign*, *bris|tle*, *bus|tle*, *cas|tle*, *climb*, *de|sign*, *hus|tle*, *knuc|kle*, *nes|tle*, *re|sign*, *rus|tle*, *sign*, *whis|tle*, *wres|tle*, and *wrig|gle*.
3. As each student helps, have them name the first syllable as open or closed. Draw a straight line under each closed syllable. Draw a squiggly line under each open syllable. Circle the silent letter in each word.
 

**Note:** The words *climb* and *sign* are one-syllable words with long vowel sounds. While the vowels in these words are "closed-in" by consonants which would normally create a short vowel sound, these are irregular words when considering this rule.

## Independent Practice

1. Ask students to individually complete page 7 from the *Student Guided Practice Book*. Circulate among the students offering assistance as needed.



### Helpful Hint

*Assign*, *sign*, *resign*, and *design* all come from the Latin word *signum*, which means *mark* or *sign*. Although the *g* is silent in these words, it is voiced in related words such as *signal*, *signature*, and *designate*.

# Two Flat Friends Travel the World

## Introducing the Script

1. Begin a discussion by asking, "How would you like to learn about two friends who travel around the world to discover different cultures?" Discuss with students that they will practice their reading fluency by studying how other cultures can help them learn about themselves.
2. Tell students that they will perform a reader's theater called *Two Flat Friends Travel the World*.
3. Before reading the script, introduce new vocabulary words to your students. Start by using the words in the glossary. Have students help you define the words as you read them aloud.
4. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 8–16 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
5. Read aloud the list of characters at the beginning of the script. Ask students to pay attention to the different cultures Fred and Willie visit as they listen to the script.
6. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.
7. At the end of the story, have students discuss the different places Fred and Willie visited. This can be done as a whole group, in small groups, or with partners.

## Collaborative Activity

1. Once students have heard the script read aloud, ask them to work in pairs to draw pictures of characters from the story. Tell them to include at least one setting from the story in their pictures. They can refer to their scripts as they work.
2. Ask a few partner groups to share their pictures and talk about the details they included.



# Malcolm's Basketball

## Read and Find

1. Explain that “Malcolm’s Basketball” has a story text structure with a problem for the main characters, an action, and a resulting solution. This means that the characters, as connected to the plot of the story, are important.
2. Guide students to reread the text to gather details that will help answer the Essential Question: *How do laws protect people’s rights?*
3. While searching for details, have students analyze the problem and solution structure.

## Words to Know

1. Have students return to the key words list from page 4 in the *Student Guided Practice Book*.
2. Have students add words and/or drawings to the Notes column for one or two words. For example, students might draw eyes next to gaze or a photograph next to crisp.

**Support for Language Learners:** When students retell a story, have them summarize the main points of the dialogue rather than including the direct dialogue.

## Author’s Craft

1. Have students learn about character traits from page 17 in the *Student Guided Practice Book*.
2. Read the instructional section at the top of the page. Explain that they can use several different strategies to develop the personalities of their characters in a text. Sometimes, the characters are described clearly, but often, authors use the character’s actions and words to show different personality traits. For example, if a text discusses a character’s dedication to doing charity work, the reader may infer that he is generous and caring.
3. Read the directions aloud. Check for understanding as you guide students to read the first example.
4. Guide students as they complete the exercises independently, with partners, or in small groups.

## Essential Question

1. Have students talk to partners about the Essential Question: *How do laws protect people’s rights?*
2. Allow time for students to share their ideas with the whole group.

# Malcolm's Basketball

Place students into two groups. Work with one group on the Talk About It activity and the Quick Check while the other group is completing the Practice activity described below. Rotate after 15 minutes.

## Talk About It

1. Guide student discussion of the Essential Question: *How do laws protect people's rights?*
2. Give every student two pennies or shells as markers. Use the Put Your Two Cents In protocol to complete a discussion using the prompts above. In this protocol, students take turns putting markers in the center of the table and sharing answers. When everyone has shared once, each student can respond or add on to someone's answer by "paying" one more marker.
  - What do you think was the reason Malcolm let Brandon play with the basketball? Use details from the story to support your answer.
  - Why was it important for Malcolm to hear Sarah and Jessie's advice?
  - Do you agree with Malcolm's decision to tell his teacher what happened? Explain.
3. When everyone has shared once, each student can respond or add on to someone's answer by "paying" one more penny or shell.

**Support for Language Learners:** Provide discussion response frames, such as these:

- *Brandon feels \_\_\_\_\_.*
- *The advice from Malcolm's friends helped him \_\_\_\_\_.*
- *I (agree/disagree) with Malcolm's decision because \_\_\_\_\_.*

## Quick Check

1. Provide time for students to complete the Quick Check from page 18 in the *Student Guided Practice Book*.
2. Review student responses as a whole group. Acknowledge incorrect answers and guide students toward text evidence that supports the correct answers.

## Practice

1. Have students fill in the graphic organizer from page 19 in the *Student Guided Practice Book*. Make sure students focus on the problem, action, and resulting solution in the story.
2. If students finish early, encourage them to revisit their writing piece from the previous day.

# Silent Letters

## Phonics Focus

This unit's focus is on silent letters in two-syllable words with closed syllables.

## Revisit the Focus

1. Write the words *fasten*, *glisten*, *knowledge*, *listen*, and *wrinkle* where students can see them. Review how to separate words by syllables, and how to determine if a syllable is open or closed.
2. Have students work with partners to separate the words by syllables and to label the open and closed syllables. They should also circle the silent letter in each word.

## Guided Practice

1. Work as a whole group to model how to write sentences using at least two of the words. For example, for the words *castle* and *design* the sentence could be *The design of the castle was beautiful.*
2. Place students in small groups and have them write sentences with at least two of the words from this unit's list in each sentence.
3. Ask student groups to share their sentences with the whole group. Discuss what was easy and hard about this activity.

## Independent Practice

1. Ask students to individually complete pages 20–21 from the *Student Guided Practice Book*. Circulate among the students offering assistance as needed.

# Two Flat Friends Travel the World

## Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Approximate reading levels for the roles in this script are as follows:
  - Fred's mom: second half of 2nd grade
  - Dr. Stanley Flats: second half of 2nd grade
  - Eman: first half of 3rd grade
  - Mazu: first half of 3rd grade
  - Willie: second half of 3rd grade
  - Fred: second half of 3rd grade

## Practicing the Script

1. Place students into their small groups for repeated reading practice. Also, encourage them to practice their parts at home with family members. Have students do paired readings of each scene of the script. After each scene, encourage students to discuss how they have improved their reading accuracy.
2. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

## Collaborative Activity

1. This script contains a song and a poem. Have students perform a very upbeat choral reading of the poem "We're Going on an Adventure." Ask individual students to take turns reading the first two lines of each stanza. Explain that the entire group will join in on the third line of each stanza: "Our adventure begins tonight!"
2. Tell students to create actions to go along with their assigned lines. The actions should relate to what they are doing. For example, in line one, the action might be holding their stomach and jumping in excitement.
3. Have each group member practice reciting their lines using repeated readings. Encourage the groups to concentrate on fluency, especially reading accuracy. Tell them they will perform the poem for the whole group.

SUMMER  
**Scholars**  
Language Arts

# Student Guided Practice Book

Rising 4th Grade



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Words to Know

Day 1

**Directions:** Review the key words from “Malcolm’s Basketball.” Add words or drawings in the Notes column to reflect how each word is used in the text. Use the last two rows to record challenging words you or your teacher identify.

Word	Part of Speech	Definition/ Sentence	Notes
crisp	adjective	having details that are easily seen or heard; <i>The image on the TV is <b>crisp</b> and clear.</i>	
gaze	verb	to look at someone or something in a steady way; <i>Sadie <b>gazed</b> at the puppy behind the glass.</i>	
insist	verb	to demand that something happen or that someone do something; <i>Anthony’s mother <b>insisted</b> that he brush his teeth twice a day.</i>	
mumble	verb	to say something quietly in an unclear way; <i>Jason <b>mumbled</b> some words as he left, but I couldn’t hear what he said.</i>	



# MALCOLM'S BASKETBALL



ILLUSTRATION BY K.E. LEWIS

Malcolm couldn't believe his luck. His mother had agreed to let him bring his brand-new basketball to school. The ball had been a birthday present from his aunt and uncle. It was blue and orange—the colors of his favorite team, the New York Knicks. And it was signed by the Knicks themselves! His uncle was the team doctor and had gotten the players to autograph it especially for Malcolm. His friends at school were sure to be impressed!

Malcolm pulled the basketball out of his backpack as soon as he got to the playground. His schoolmates quickly gathered around him. They *oohed* and *ahhed*. The ball bounced much higher than the worn-out school ones. The **crisp**, orange-and-blue stripes stood out against the pavement as the friends took turns dribbling.

They were just about to divide into teams when Brandon walked up.

"Lemme see that ball," Brandon said, grabbing it mid-dribble.

"Sure," Malcolm said, not wanting to start an argument. "I got it for my birthday. The Knicks signed it!"

"That's not real," Brandon said immediately. "It's not the real Knicks."

"It is!" Malcolm's friend Sarah insisted. "His uncle knows them!"

"I'm going to keep this," Brandon said, tucking the new ball under his arm. "Since you're lying

about the Knicks, I don't think you deserve to be carrying their ball around."

"Give it back!" Malcolm shouted at Brandon, but by then the other boy was across the blacktop, laughing with his friends. Malcolm **gazed** sadly at the blue and orange just peeking out from under Brandon's arm.

"Come on, let's find Miss Campbell," Sarah said. "He can't take your ball like that!"

Malcolm was surprised. "Isn't that being a tattletale?" he asked her.

"Nope!" Sarah's twin, Jessie, insisted. "He's breaking the rules and stealing, and he's being mean. We need to tell someone!"

They ran to their classroom and found Miss Campbell. Malcolm explained what had happened, and she followed the group back to the playground.

"Brandon, is that Malcolm's ball?" Miss Campbell asked.

"He can't prove it is," Brandon **mumbled**. "Anyway, he lied. He says it's signed by the Knicks."

"I didn't lie!" Malcolm **insisted**.

"It really doesn't matter," Miss Campbell said. "Brandon, we don't steal. Give the ball back."

Brandon wouldn't look at Malcolm and his friends, but he let the ball fall to the ground. Malcolm caught it on the bounce.

"You, um, you can still play with us, if you want," he said.

—By Heather Price-Wright



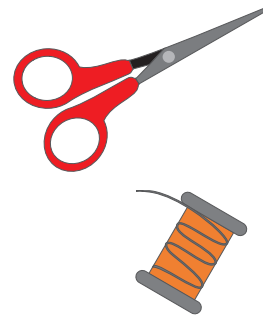
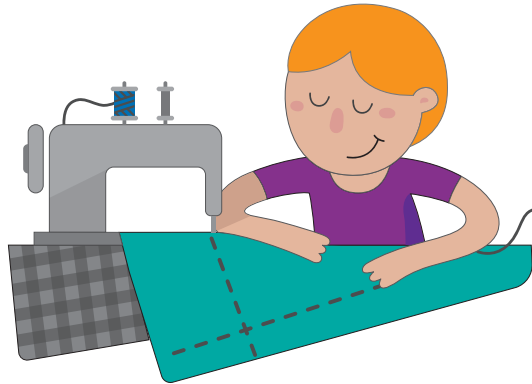
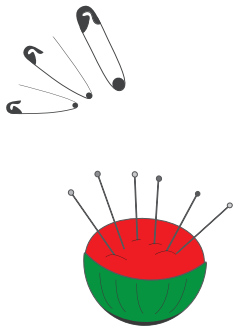
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sentence Completions

**Directions:** Use a word from the Word Bank to complete each sentence.

## Word Bank

assigns	bristles	castle	design	hustle	knuckle
nestle	resign	rustle	sign	whistle	wriggle



1. Ouch! I just scraped my \_\_\_\_\_ while I was grating the cheese.
2. Mr. Nunes never \_\_\_\_\_ homework on the weekend.
3. My mom might \_\_\_\_\_ from her job if she finds a better one.
4. There's a "For Sale" \_\_\_\_\_ in my neighbor's front yard.
5. This hairbrush has sharp \_\_\_\_\_ that hurt my scalp.
6. We better \_\_\_\_\_ or we will be late for the movie!
7. Our dog likes to \_\_\_\_\_ between my sister and me on the couch.
8. The king's enemies tried to climb over the \_\_\_\_\_ walls.
9. Someday I'm going to \_\_\_\_\_ and sew all my own clothes.
10. Our feet \_\_\_\_\_ in the dry leaves whenever we walk through the woods.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# TWO FLAT FRIENDS TRAVEL THE WORLD

## Act I

- Willie:** Have you ever wondered what it would be like to be flat?
- Fred:** It all began the night Willie slept over at my house. Willie and I had to learn about some countries from around the world. As usual, it was an assignment from school.
- Willie:** China was the first on my list and Egypt was at the top of his list.
- Fred:** Our teacher, Ms. Simon, had just finished reading a story called Flat Stanley. The thought of being flat like Stanley got Willie and me thinking.
- Willie:** We brainstormed a list of things we would want to do if we had flat bodies.
- Fred:** We wrote down all of our ideas, and then it hit me like a bolt of lightning!
- Willie:** Zapp!
- Fred:** This could be the answer to our country assignment!
- Willie:** Now, don't feel bad if you don't quite understand Fred's idea. Sometimes, he is hard to follow. He thought that if we were flat, we could mail ourselves overseas.
- Fred:** Next, we brainstormed ways to make ourselves flat.
- Willie:** Yes. That was our biggest obstacle. How in the world could we make ourselves flat enough to fit in the mail?
- Fred:** After much creative thinking we came up with a plan. We called it the "Flat Stanley Plan" in honor of the character from the Flat Stanley book.



## Song: Velocity

Oh, what fun it would be  
To mail ourselves across the sea  
To travel with velocity . . . to far off places.

First we'll need to flatten out until we're paper-thin.  
Then we'll need an envelope that we can all fit in.  
For this great adventure, we'll need a stamp or two.  
Don't forget the address of where we're traveling to!

Oh, what fun it would be  
To mail ourselves across the sea  
To travel with velocity . . . to far off places.

In China they have treasures, including the Great Wall.  
In Egypt they have pyramids, ancient and tall.  
To all our new and different friends, we will say hello!  
But, if a mummy chases us . . . yikes! We better go!

Oh, what fun it would be  
To mail ourselves across the sea  
To travel with velocity . . . to far off places.

- Willie:** We got into our comfy sleeping bags.
- Fred:** Then, we pulled my mattress right on top of us.
- Willie:** We slept that way all night.
- Fred:** By morning, we were as flat as my mom's pancakes!

## Act 2

- Fred's Mom:** You can imagine the way I felt when I saw the boys. I took Willie and Fred to see Dr. Stanley Flats. I just folded them up and popped them in my purse. And, off we went!
- Fred:** We didn't even have to wear seat belts in the car!
- Dr. Flats:** "Now tell me what Willie and Fred did to make themselves flat."
- Fred's Mom:** "The boys slept with a heavy mattress on top of them."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Dr. Flats:** “That reminds me of a book I just read to my son about a boy. He flattened himself using a bulletin board.”
- Fred’s Mom:** “I think that is *Flat Stanley*. The boys just read that book in school.”
- Dr. Flats:** “Yes! Now that I think of it, that is precisely the boy’s name! He is quite a character, isn’t he?”
- Fred’s Mom:** “It sounds like these boys got their flat scheme from the *Flat Stanley* book. Please tell me that you have a cure for this awful flatness!”
- Dr. Flats:** “I’m sorry to say that there is no cure for flatness.”
- Fred’s Mom:** “Oh, my! What will I do?”
- Dr. Flats:** “Since the boys are flat, why not let them have an adventure?”
- Fred’s Mom:** “That is easy for you to say since these are not your kids. Oh, what am I going to tell Willie’s mother?”
- Dr. Flats:** “It will be okay. What I mean is, let these two boys make the most of their flatness. Think of the people they could meet and all the things they could learn.”
- Fred’s Mom:** “You do have that project that Ms. Simon assigned last week.”
- Willie:** “I really don’t know much about China.”
- Dr. Flats:** “Why not let the boys travel there by airmail? What Flat Stanley can do, Fred and Willie can do, too.”
- Fred:** “Don’t forget, I need to find out about Egypt.”
- Fred’s Mom:** “Well, I guess it would be a cheap way for both of them to travel.”



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Poem: We're Going on an Adventure

Our stomachs are turning and jumping.  
Our hearts are beating and thumping.  
Our adventure begins tonight!

We're planning and we're packing.  
Is there anything we're lacking?  
Our adventure begins tonight!

We're flying to foreign places.  
We'll see exotic lands and faces.  
Our adventure begins tonight!

Our minds are racing and humming.  
We're ready for whatever is coming!  
Our adventure begins tonight!

### Act 3

**Fred's Mom:** Before they could travel, the boys had to pack their bags.

**Fred:** We found an envelope with bubble wrap. In case we were thrown around, the bubble wrap would protect us.

**Fred's Mom:** I wrote "fragile" and "this end up" on the front and back of the envelope.

**Willie:** Since toothpaste could get messy, Fred took along mints, gum, and floss.

**Fred:** We looked for flat food like fettuccine noodles, flat suckers, and gummy candies.

**Willie:** We were ready to get in the envelope.

**Fred's Mom:** They kissed me and promised to write postcards home.

**Fred:** At last, we were off to learn about other countries.

**Willie**  
and **Fred:** First stop . . . Egypt!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Act 4

**Eman:** It's not often that I get anything in the mail. So, when a big envelope came to my house, I was stunned. I opened the envelope and reached inside.

**Willie:** All I knew was that somebody had hold of my ten flat toes.

**Fred:** She pulled us out and introduced herself.

**Eman:** Never in my life had I seen a sight like the one I saw that day! Their bodies were so flat that I knew they had to be hungry. So, I gave them thick hummus dip that they ate with some pita bread.

**Fred:** Maybe you've never had hummus, so we'll describe how it tastes.

**Willie:** It is pasty . . .

**Eman:** and thick . . .

**Fred:** and tastes like garlic and olive oil.

**Eman:** Yummy in my tummy!

**Eman:** We went on a bus to see Egypt's amazing sites. The pyramids were first!

**Willie:** We could see the massive structures from far away.

**Eman:** One of the pyramids took 23 years to build!

**Fred:** Great kings called pharaohs are buried there. Each pharaoh was wrapped in cloth and placed inside a sarcophagus.

**Willie, Fred,  
and Eman:** Mummies! Cool!

**Willie:** That's not all there is inside the pyramids.

**Fred:** The pharaohs buried their gold with them, too.

**Eman:** They believed the gold and treasures might come in handy during the afterlife.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Willie:** No wonder there were people who broke into the pyramids to rob the tombs.

**Eman:** A massive stone sphinx sits nearby, too. A sphinx is a made-up creature that is half lion and half man.

**Fred:** He looks like he is guarding the pyramids.

**Eman:** We saw how the ancient Egyptians wrote, too.

**Willie:** But this didn't look like regular writing.

**Fred:** Instead of using words, they used pictures.

**Eman:** Called . . . ?

**Willie  
and Fred:** Hieroglyphics!

**Eman:** The walls of the pyramids are covered with this picture writing. Years ago, someone discovered how to read hieroglyphics.

**Fred:** That helped people learn about ancient Egypt.

**Eman:** I also took them to see the longest river in the world, the Nile.

**Willie:** I couldn't believe it stretches for 6,695 kilometers. That's 4,160 miles!

**Fred:** Willie and I had a super time with Eman as our guide.

**Eman:** But, the time had come for them to visit other lands and see new sites.

**Willie:** We squeezed in a hug as she slid us into our envelope.

**Fred:** She had to be careful not to wrinkle my legs.

**Eman:** I was sad to see them leave, but I knew they had more research to do. Their next stop was China.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Act 5

**Mazu:** I found an envelope in my mailbox one day. I shook it and put it up to my ear. Guess what I heard? Talking!

**Fred:** Imagine how he felt when he slid us out and saw that we were two kids! We told him that we were on a quest to see the amazing sites of China.

**Mazu:** “In that case, allow me to be your guide!”

**Willie:** “What are some interesting sites to see here?”

**Mazu:** “You may have heard about our amazing long wall? Everyone calls it the Great Wall of China.”

**Fred and Willie:** “The Great Wall of China is a fantastic place to start!”

**Willie:** “The Great Wall is more than 1,600 kilometers long. That’s over 1,000 miles.”

**Mazu:** “It has a wide path on top. In some places, the path is wide enough for five horses to ride side-by-side!”

**Fred:** “Legends tell us that it took 10 years to build.”

**Mazu:** I also took them to see a clay army made for a powerful ruler. The army is called the Terra-cotta Warriors.

**Willie:** The ruler thought his army would protect him after he died.

**Fred:** The clay men in this army are life-size.

**Mazu:** Each soldier is unique. Each face is different.

**Willie:** There are even clay horses in the army.

**Fred:** And don’t forget the chariots! There are 7,500 clay men, horses, and chariots in all.

**Mazu:** That may sound like a lot, but this ruler’s real army was much bigger.

**Fred:** Hundreds of years ago, a palace was built.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Mazu:** People could only go there if they were invited by the emperor. The palace was called the Forbidden City.
- Willie:** We had Mazu take pictures of us in front of the palace.
- Fred:** Several people stopped to stare at us.
- Willie:** I guess they've never seen flat kids before.
- Mazu:** "Did you know that the ancient Chinese carried their rulers on litters?"
- Fred:** "What's a litter?"
- Mazu:** "A litter is a chair that could be carried around."
- Willie:** "I wonder if I could ask for a litter for my birthday?"
- Fred:** "No one would be willing to carry you around all day!"
- Fred:** The time had come for Willie and me to go home and work on our projects.
- Willie:** We couldn't have asked for a better guide in China than Mazu.
- Mazu:** I had the greatest time showing off my country.
- Fred:** We climbed back in the envelope and waved.
- Mazu:** I licked the envelope, placed a few stamps on the front, and they were off.

## Act 6

- Fred's Mom:** I was happy the day they arrived back home in the mail.
- Willie:** She was so excited that she nearly dropped us on the floor!
- Fred's Mom:** I knew the first job at hand was to finish their projects.
- Fred:** Before long, I had my pyramid built. Even though it wasn't life-size, it looked great!
- Willie:** Being life-size could have posed some problems.
- Fred's Mom:** You're right! It might have been a struggle fitting that in Ms. Simon's room.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Willie:** We helped each other create our projects. I helped paint the hieroglyphics on a pyramid wall for Fred.

**Fred:** I helped make tiny soldiers from clay for Willie's terra-cotta army.

**Fred's Mom:** I don't know how the boys did it, but somehow they pulled it off. The projects were a huge success with Ms. Simon.

## Act 7

**Willie:** There's so much to learn about other countries. I wish we could travel to more places. But I think it is time to have things go back to normal.

**Fred's Mom:** I took the boys back to see Dr. Flats. He wanted to know all about the boys' trip.

**Dr. Flats:** I was excited to hear about it.

**Fred's Mom:** "Dr. Stanley Flats, please say you've figured out a cure for flatness."

**Fred:** "I am ready to be myself again."

**Dr. Flats:** "As a matter of fact, I have found a cure for your flatness."

**Fred's Mom:** When the doctor pulled out a bike tire pump, the boys' eyes grew as big as beach balls.

**Willie:** "What a very clever doctor we have, Fred!"

**Fred's Mom:** "Doctor, how in the world did you ever think of such a plan?"

**Dr. Flats:** "A light went on in my head, and I thought of Flat Stanley. He inspired the whole idea. If it weren't for him, well where would we be today?"

**Fred's Mom:** He put the pump hose in their mouths, and they clamped their teeth and lips down hard.

**Dr. Flats:** I pumped and pumped until their bodies swelled and grew round. In no time at all, they were normal again.

**Fred's Mom:** "Thank you, Dr. Stanley Flats!"

# Author's Craft

## Character Traits



Day 2

The writer leaves clues about what the characters are like throughout this story. When Brandon tells Malcolm he's going to keep the ball, we can infer that Brandon is a bully. What else do the characters **do**, **think**, or **say** to give clues about their traits?

### Try It!

**Directions:** Choose three of the traits below, and write what characters might do, think, and say to show this trait. One has been done for you.

- kind    studious    silly    mean    determined    fearful

Trait	Thoughts	Words	Actions
studious	<i>"I have to get home to study for my test," thought Vanessa.</i>	<i>"I am so excited for math class!" exclaimed Vanessa.</i>	<i>Vanessa ran straight to the library after school.</i>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Quick Check

Day 2

**Directions:** Choose the best answer for each question. You may use the text to help you.

1. Brandon's actions in the story suggest that he is \_\_\_\_\_.

- (A) demanding
- (B) rude
- (C) pushy
- (D) all the above

2. The author uses the word *mumbled* to show that Brandon \_\_\_\_\_.

- (A) is not sure of himself
- (B) has a problem with his voice
- (C) is angry
- (D) is tired

3. Malcolm is not sure if he should talk to his teacher because \_\_\_\_\_.

- (A) he does not want to be a tattletale
- (B) he does not want Brandon to get in trouble
- (C) he does not know where to find Miss Campbell
- (D) he wants to work out the problem by himself

4. What important detail should be included in a retelling of this story?

- (A) Malcolm's basketball is orange and blue.
- (B) Malcolm's uncle is a doctor.
- (C) Jessie is Sarah's twin sister.
- (D) Brandon stole Malcolm's basketball.

5. Reread the last line of the story. What does this dialogue tell you about Malcolm's personality?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read and Find

**Directions:** Skim the text on page 5. Record Malcolm's problem, the actions he and his friends took, and the final solution.

**Problem**

**Action**

**Solution**

Think about the essential question: *How do laws protect people's rights?*  
Describe how the rules affect Malcolm in this story.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Synonyms and Antonyms

**Directions:** Use a word from the Word Bank to complete each section.

## Word Bank

assign	bristle	castle	climb	design	hustle
knuckle	nestle	resign	whistle	wrestle	wriggle

Write a synonym for each word.

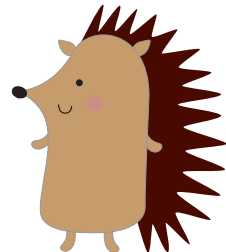
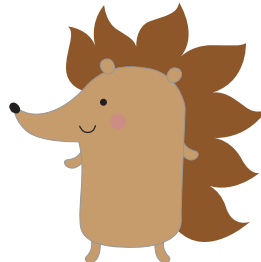
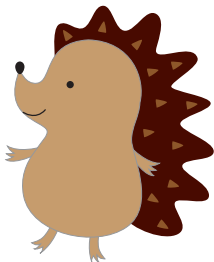
- palace \_\_\_\_\_
- snuggle \_\_\_\_\_
- plan \_\_\_\_\_
- play rough \_\_\_\_\_

Write an antonym for each word.

- hand in \_\_\_\_\_
- go down \_\_\_\_\_
- move slowly \_\_\_\_\_
- accept a job \_\_\_\_\_

Write a word that fits each category.

- elbow, ankle, knee, \_\_\_\_\_
- twist, wiggle, squirm, \_\_\_\_\_
- prickle, whisker, quill, \_\_\_\_\_
- blow, pucker, pout, \_\_\_\_\_





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sentence Types

**Directions:** Study each example. Write a sentence for each word. End each sentence with the same punctuation as the example.

## QUESTION

**Ex.** *close*: Did you remember to *close* the door?

1. *design*: \_\_\_\_\_

\_\_\_\_\_

2. *resign*: \_\_\_\_\_

\_\_\_\_\_

## STATEMENT

**Ex.** *note*: I wrote a thank you *note* to my friend.

3. *castle*: \_\_\_\_\_

\_\_\_\_\_

4. *bustle*: \_\_\_\_\_

\_\_\_\_\_

## EXCLAMATION

**Ex.** *bone*: I found a dinosaur *bone* in my backyard!

5. *hustle*: \_\_\_\_\_

\_\_\_\_\_

6. *wrestle*: \_\_\_\_\_

\_\_\_\_\_