



DESTINATION **Reading**™

Course II

Classroom Activities



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Introduction

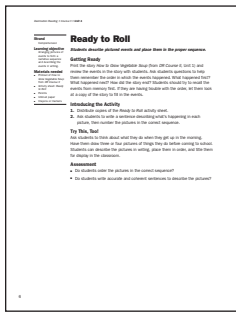
The classroom activities that follow are intended for use away from the computer. These activities reinforce the reading/language-arts skills and concepts taught in *Destination Reading Course II: Building Fluency and Comprehension (DR Course II)*. Like the *DR Course II* software, these activities are designed for use in second- and third-grade classrooms.

There is one activity for each of the 24 units in *DR Course II*. Each activity consists of one complete lesson plan and one accompanying activity sheet (blackline master).

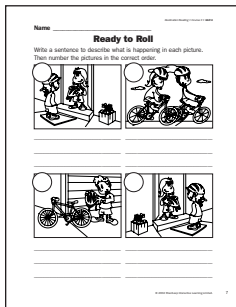
Activities include skill-building practice sheets for individuals, small group games, and creative writing and drawing activities for the whole class. As students complete the activities, they are working toward mastery of important reading skills and concepts.

All classroom activities contain complete instructions, and can be used not only by classroom teachers but also by substitute teachers, parent volunteers, instructional assistants, and teacher's aides.

We recommend that you do each classroom activity after students complete the corresponding software unit. Some classroom activities can be used beforehand, at the teacher's discretion.



Lesson Plan



Activity Sheet

Classroom Activities

Strand

Comprehension

Learning objective

Arranging pictures of events to form a narrative sequence and describing the events in writing.

Materials needed

- Printout of *How to Grow Vegetable Soup* from *DR Course II*
 - Activity sheet: *Ready to Roll*
 - Pencils
 - Unlined paper
 - Crayons or markers
-

Ready to Roll

Students describe pictured events and place them in the proper sequence.

Getting Ready

Print the story *How to Grow Vegetable Soup* (from *DR Course II*, Unit 1) and review the events in the story with students. Ask students questions to help them remember the order in which the events happened. What happened first? What happened next? How did the story end? Students should try to recall the events from memory first. If they are having trouble with the order, let them look at a copy of the story to fill in the events.

Introducing the Activity

1. Distribute copies of the *Ready to Roll* activity sheet.
2. Ask students to write a sentence describing what's happening in each picture, then number the pictures in the correct sequence.

Try This, Too!

Ask students to think about what they do when they get up in the morning. Have them draw three or four pictures of things they do before coming to school. Students can describe the pictures in writing, place them in order, and title them for display in the classroom.

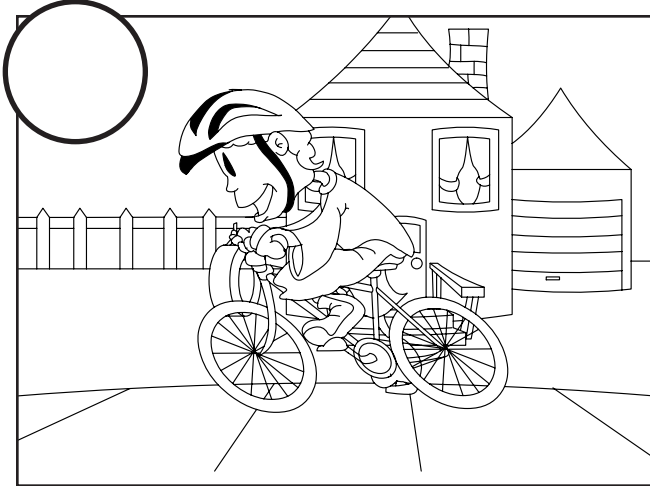
Assessment

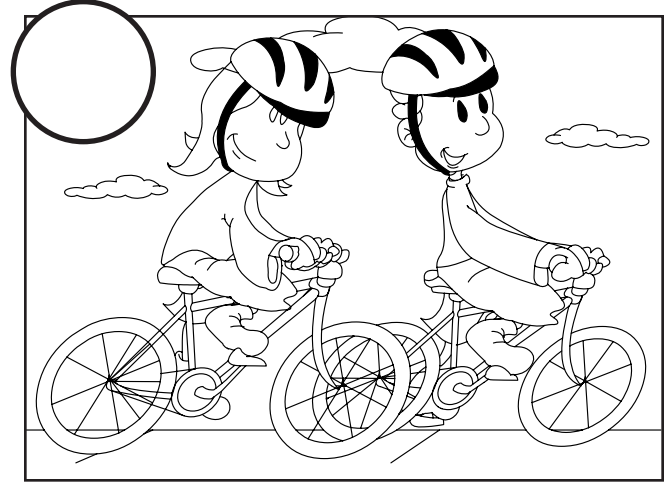
- Do students order the pictures in the correct sequence?
- Do students write accurate and coherent sentences to describe the pictures?

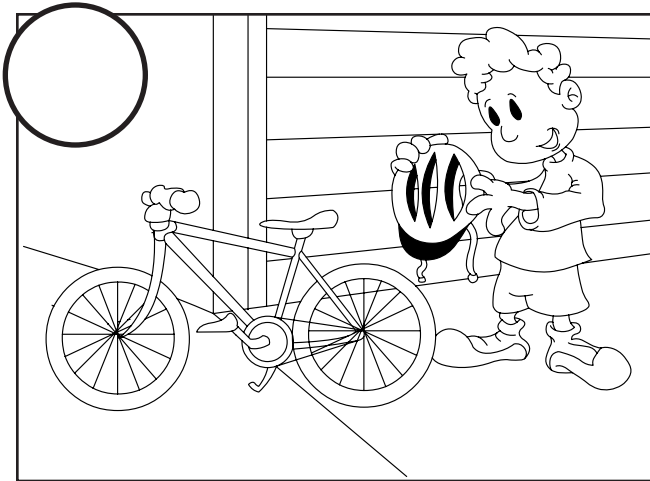
Name _____

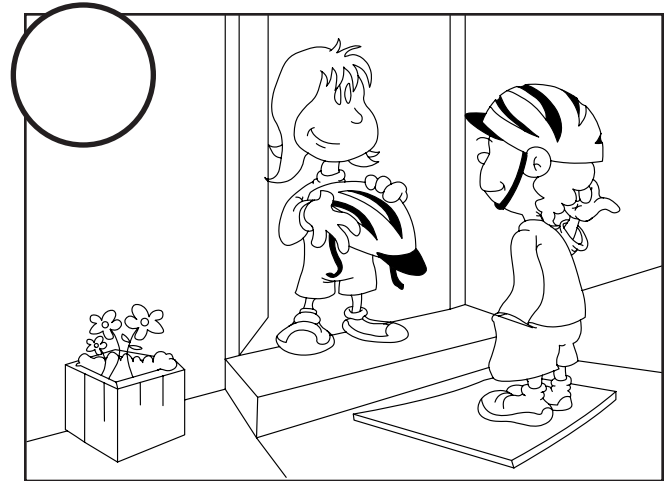
Ready to Roll

Write a sentence to describe what is happening in each picture.
Then number the pictures in the correct order.









Strand

Comprehension

Learning objective

Identifying differences between nonfiction and fiction texts.

Materials needed

- One fiction book and one nonfiction book, both about the same animal
- Activity sheet: *Nonfiction or Fiction?*
- Pencils

Nonfiction or Fiction?

*Students compare fiction and nonfiction texts on the same topic.***Getting Ready**

1. As a class, read a nonfiction text and a fiction text about the same animal. For example, after students read an entry on frogs in an encyclopedia, read one of the *Frog and Toad* books by Arnold Lobel. *The Pair-It Books™* series also contains many “pairs” of fiction and nonfiction books for side-by-side reading.
2. Discuss the differences between nonfiction and fiction. Ask students questions: Which kind of book is based on facts? Which kind is based on imagination? Why do animals talk in fiction books? Why don’t animals talk in nonfiction books?

Introducing the Activity

1. Distribute the *Nonfiction or Fiction?* activity sheet to students.
2. Have students write the name of the animal (for example, *frog*) next to the word *Animal* at the top of the activity sheet.
3. Ask students to read the questions on the left, and then write an answer to each question in the nonfiction column and in the fiction column.
4. When students have completed their activity sheets, use students’ answers to discuss the differences between nonfiction and fiction.

Try This, Too!

Have students use the activity sheet to describe themselves in nonfiction terms and in fiction terms (the way they would like to appear in a novel or movie). Discuss the differences between the columns.

Assessment

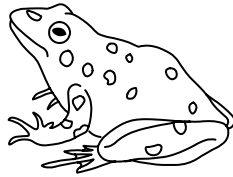
Do students identify differences between nonfiction and fiction texts?

Name _____

Nonfiction or Fiction?

Pick an animal. Then write your answers to the question in each column.

Animal: _____



Nonfiction



Fiction

What does
the animal
look like?

Where does
the animal
live?

What does
the animal
do?

What does
the animal
eat?

Strand

Comprehension

Learning objective

Sequencing steps in a procedure.

Materials needed

- Activity sheet: *Step-by-Step Sandwich*
- Pencils

Step-by-Step Sandwich

Students list ingredients and a step-by-step procedure for following a recipe.

Getting Ready

1. Ask students what a recipe is. Discuss the fact that a recipe is a step-by-step procedure that you follow to make food.
2. As a class, prepare a recipe for making a peanut butter and jelly sandwich: List the ingredients needed, then write simple step-by-step instructions to make the sandwich. Ask students: What is the first step? What is the second? What happens next? What do you do when you are done?

Introducing the Activity

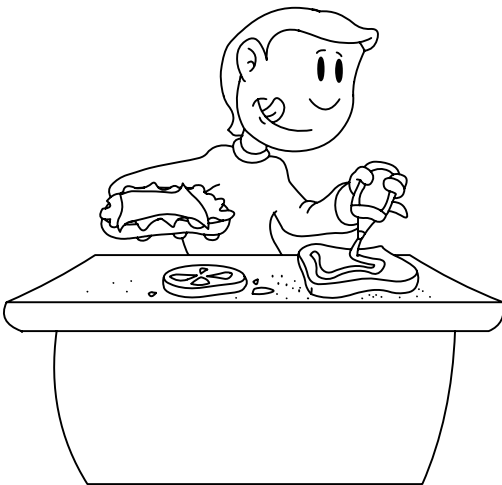
1. Distribute the *Step-by-Step Sandwich* activity sheet to students.
2. Ask students to list the ingredients for their favorite sandwich in the spaces provided and then write down the steps for making the sandwich.
3. If you like, compile the finished sheets into a class recipe book.

Try This, Too!

Ask students to write a procedure for something they like to do. For example, “how to skateboard” or “how to have a great birthday party.” Ask students to list the things they need and the steps to complete the process.

Assessment

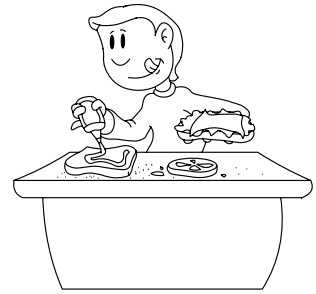
- Can students recall and describe (in writing) the major steps in a process?
- Do students place the steps in the correct order?



Name _____

Step-by-Step Sandwich

Write the things you need to make your sandwich.
Then write the steps to follow to make it.



My Sandwich: _____

Ingredients:

_____	_____
_____	_____
_____	_____

Step-by-Step Directions:

1. _____

2. _____

3. _____

4. _____

If you need more space, continue on the back.

Strand

Grammar

Learning objective

Recognizing that adverbs are words that describe an action.

Materials needed

- Activity sheet: *How, When, or Where*
- Pencils
- Chart paper and felt-tip marker

How, When, or Where

Students sort adverbs into the categories how, when, and where.

Getting Ready

1. Remind students that adverbs are words that modify action words (verbs) by telling *how, when, or where* the action happened.
2. Write these sentences on the board: *Dan walked slowly. Jill was sick yesterday. Spot the dog ran outside.*
3. Ask students these questions about each sentence: *How* did Dan walk? *When* was Jill sick? *Where* did Spot run?
4. As students answer, underline each adverb that answers a question (*slowly, yesterday, and outside*).

Introducing the Activity

1. Distribute the *How, When, or Where* activity sheet to students.
2. Ask students to circle the adverbs in the sentences and then write each adverb in the correct column (How, When, or Where).

Try This, Too!

Start an “adverb wall” in class. Create column headings: *How, When, Where*. As students encounter adverbs in their reading, you can add them to the wall under the appropriate headings.

Assessment

- Can students identify adverbs in simple sentences?
- Can students classify adverbs as *how, when, or where* adverbs?

Name _____

How, When, or Where

Circle the adverb in each sentence. Then write each adverb in the correct category: How, When, or Where.

1. Carlos will play soccer tomorrow.
2. Julie takes the garbage outside.
3. Rover barked loudly.
4. Emily walked slowly.
5. The cat will stay here.
6. Please go downstairs!
7. Grandma and Grandpa will visit us soon.
8. "I see them!" he yelled happily.
9. We can go now.



How	When	Where

On the back of this sheet:

1. Write one sentence with an adverb that tells "how."
2. Write one sentence with an adverb that tells "when."
3. Write one sentence with an adverb that tells "where."

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Grammar

Learning objectiveSeparating the suffix
-er, -est, or -ing from
the base word.**Materials needed**

- Activity sheet: *Say It with Suffixes*
 - Pencils
 - Unlined paper
 - Crayons or markers
-

Say It with Suffixes

Students identify and use the suffixes -er, -est, and -ing.

Getting Ready

Remind students that suffixes appear at the end of root words to change their meaning. Some suffixes make words plural (*box/boxes*) or compare one word to another (*fast/faster/fastest*). Other suffixes change the tense of a verb (*teach, teaching*).

Introducing the Activity

1. Distribute the *Say It with Suffixes* activity sheet to students.
2. If necessary, complete problems 1 and 6 as a class to get students started.

Try This, Too!

- Have students write some sentences using comparison words with suffixes. Ask them to describe how one animal is larger than another, how one car is faster than another, or how an hour lasts longer than a minute.
- Ask students to make and label some comparative drawings of their own, modeled after those on the *Say It with Suffixes* activity sheet. For example, a student could illustrate *tall, taller, and tallest* with drawings of people he or she knows.

Assessment

- Can students identify suffixes? Can they separate the root word from the suffix?
- Can students use suffixes to compare different things?

Name _____

Say It with Suffixes

Write the root word in the blank.

1. hoping _____

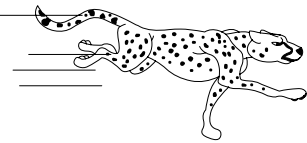
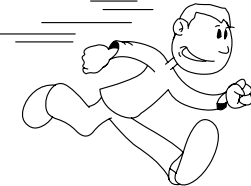
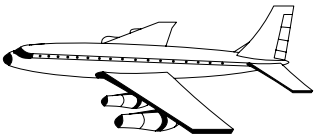


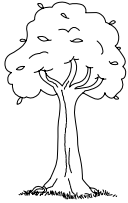
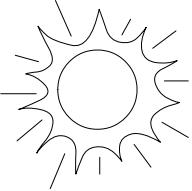


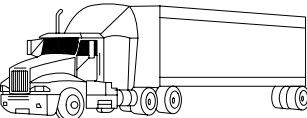


2. happier _____

3. quicker _____

4. diving _____

5. latest _____

Write the correct comparison word under each picture.

6. fast faster fastest			
7. tall taller tallest			
8. hot hotter hottest			
9. big bigger biggest			

Strand

Research skills

Learning objective

Reading encyclopedia entries to build vocabulary, fluency, and comprehension skills.

Materials needed

- Print or online encyclopedia(s)
 - Activity sheet: *Encyclopedia Animals*
 - Pencils
 - Unlined paper
 - Markers or crayons
-

Encyclopedia Animals

Students use print or online encyclopedias to research a topic.

Getting Ready

1. Demonstrate how to use a print or online encyclopedia. Have the class choose a topic, then look it up in the encyclopedia and read about it.
2. Point out important aspects of the encyclopedia, such as headings, illustrations, guide words, and cross-references.

Introducing the Activity

1. Distribute the *Encyclopedia Animals* activity sheet to students.
2. Ask students to choose an animal to research (for example, the koala or the blue whale). They should write the name of the animal next to the word *Animal* at the top of the sheet.
3. In the library or classroom, have students use print or online encyclopedias to research their animals and answer the questions on the activity sheet.

Try This, Too!

Have each student draw a picture of the animal, based on facts and photographs from the encyclopedia.

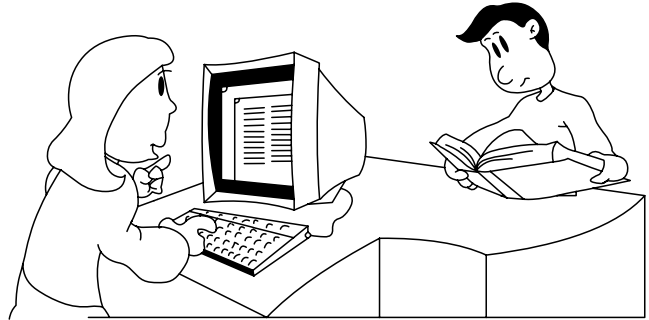
Assessment

- Can students use an encyclopedia to find information?

Name _____

Encyclopedia Animals

Choose an animal. Then answer these questions with information you find in the encyclopedia.



Animal: _____

What does the animal look like?

Where does the animal live?

What does the animal eat?

What is an interesting fact about the animal?

Strand

Grammar

Learning objective

Recognizing that a pronoun is a word that may take the place of a noun.

Materials needed

- Activity sheet: *Pick the Pronouns*
- Pencils
- Unlined paper
- Small objects to use as bingo markers, such as pennies

Pick the Pronouns

Students identify pronouns and use them to replace nouns in sentences.

Getting Ready

1. Explain that pronouns are nouns used as substitutes for other nouns. (For example, *her* can stand for *Susie*; *it* can stand for *shoe*.)
2. List several common pronouns and write some sample sentences using pronouns on a classroom board.

Introducing the Activity

1. Distribute the *Pick the Pronouns* activity sheet to students.
2. Answer problems 1 and 8 with students to get them started.

Try This, Too!

1. Play pronoun bingo! Have each student draw a grid of 9 squares (3 squares by 3 squares). In each square, the student should write one of these pronouns: *I*, *you*, *he*, *she*, *we*, or *they*. (Students will use some pronouns twice.)
2. Read a noun and have students mark the square of the pronoun that could be used to replace that noun. For example, if you read “John,” students mark their *he* squares. If you say “children,” students mark their *they* squares. If you say “book,” students mark their *it* squares.

Assessment

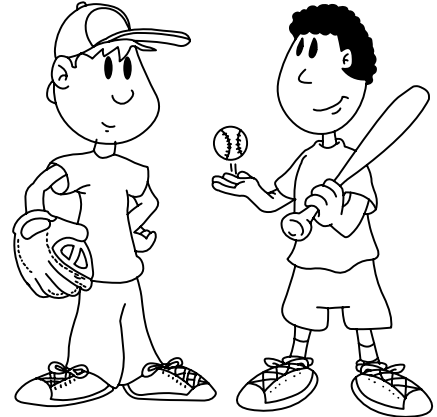
- Can students identify words that are pronouns?
- Do students replace each noun with the appropriate pronoun?

Name _____

Pick the Pronouns

Circle the pronoun in each sentence.

1. It is on the desk.
2. She has a new pair of shoes.
3. Where is he going?
4. They are going to play baseball.
5. Jim wants to talk to them.
6. The hat belongs to him.
7. Can everybody hear the music?



Write pronouns to replace the underlined nouns.

8. Sara is running. _____
9. Hector and I like snakes. _____
10. Fred, Yoshi, and Marcus are eating lunch. _____
11. Please pass the potatoes! _____
12. Why don't Hannah and Megan want to go? _____
13. What does Ted want to do today? _____
14. That dog belongs to the Smiths. _____

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Comprehension

Learning objective

Sequencing events from a historical fiction text.

Materials needed

- Printout of *Rebecca's Journey* from *DR Course II*
- Activity sheet: *Rebecca's Timeline*
- Scissors
- Glue or paste
- Unlined paper
- Pencils
- Markers or crayons

Rebecca's Timeline

*Students use a timeline to display events in chronological order.***Getting Ready**

1. Before class, print the story *Rebecca's Journey* (from *DR Course II*, Unit 8).
2. In class, discuss with students what a timeline is and what it is used for.
3. Make a sample timeline on a classroom board or overhead projector. For example, you can create a timeline of the school year, or of your own life. Include several key dates along the timeline.

Introducing the Activity

1. Review the main events of *Rebecca's Journey* with your students, referring to the story printout as needed.
2. Distribute copies of the *Rebecca's Timeline* activity sheet to students.
3. Point out the dates on the timeline and the events from the story listed at the bottom of the activity sheet.
4. Ask students to cut out the events from the story and paste them into the proper places along the timeline.

Try This, Too!

Have students write down dates for several important events from their own lives. These dates should be written down in chronological order along a timeline. Ask students to write a one-sentence description of each event. Students can also draw a picture for each of the events, then place the pictures with the matching dates on the timeline.

Assessment

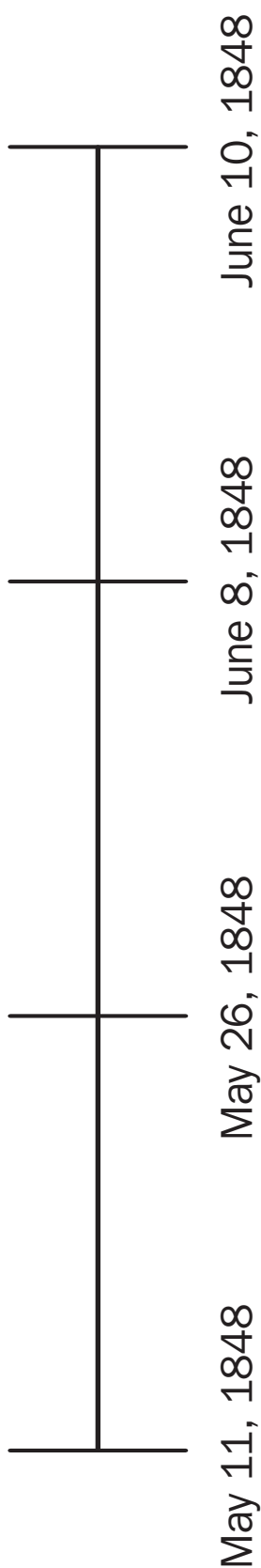
Do students organize events in chronological order?

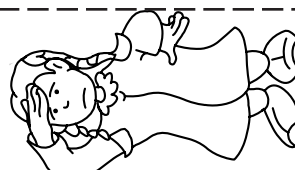
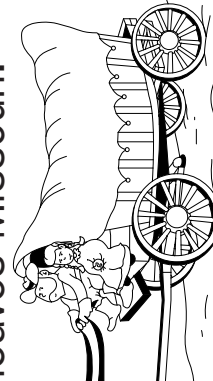

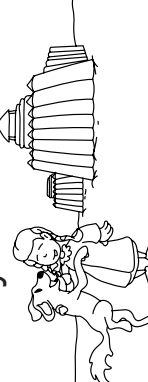
Name _____

Rebecca's Timeline

Cut out the events from *Rebecca's Journey* and paste them above the correct dates on the timeline.

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<p>Pepper the dog gets lost!</p> 	<p>Rebecca's family leaves Missouri.</p> 	<p>The wagon train has been on the road for almost one month.</p> 	<p>Rebecca sees Sarah and Pepper at Fort Kearny.</p> 
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Strand

Writing

Learning objective

Conducting an interview to gather information about a person's life.

Materials needed

- Printout of *Mae Jemison: Flying High!* from *DR Course II*
- Activity sheet: *Interviewing for Information*
- Pencils
- Unlined paper
- Markers or crayons
- Construction paper
- Stapler

Interviewing for Information

Students use interview questions to gather biographical information.

Getting Ready

1. Before class, print the biography *Mae Jemison: Flying High!* (from *DR Course II*, Unit 9).
2. In class, ask students, “What is a biography?” If students need help answering the question, tell them that it is the story of a person's life, told by someone else.

Introducing the Activity

1. Ask students to recall some of the major events in Mae Jemison's life. Refer to the biography as needed.
2. Ask students how they would begin to write a biography. Introduce the idea that interview questions are one possible starting point.
3. Distribute the *Interviewing for Information* activity sheet to students. Ask volunteers to read the questions aloud, and make sure students understand all the questions.
4. Using a student volunteer as your interview subject, model the interview process for the class.
5. Ask students to use the questions to interview someone in class (a classmate, teacher, or other staff member) or outside of class (a neighbor, family member, relative, or community member). On the back of the sheet, have students write two questions of their own, leaving space for the answers.

Try This, Too!

Ask students to develop the information they gathered from their interviews into simple written biographies. Have students write the answer to each interview question on a separate page, and draw a picture to illustrate it. Students can design a cover from construction paper and then staple the completed pages together.

Assessment

Can students record coherent answers to interview questions?

Name _____

Interviewing for Information

Write answers to the interview questions in the spaces provided.

Person's Name: _____

When and where was the person born?

Where does the person live?

What is the person's favorite thing to do?

On the back of this sheet, write two interview questions of your own. Then write the person's answers to those questions.



Strand

Comprehension

Learning objective

Making inferences based on written sentences.

Materials needed

- Picture book
- Activity sheet: *A Good Guess*
- Pencils
- Magazines
- Unlined paper

A Good Guess

Students draw inferences from written material.**Getting Ready**

1. Discuss the concept of *inference* with students. Explain that in everyday life, an inference is a conclusion (or a “good guess”) made on the basis of certain facts or evidence. For example, when we see smoke, we *infer* that there is also fire.
2. Explain that making inferences about characters in a story is one of the important ways we can understand more about them. For example, if a character in a book is staring out the window at some children playing in the park, students might infer that he would like to be playing with them. If a character is nervous about going to school and wonders how she’ll get along with the other kids, students might conclude that she is starting at a new school.
3. To demonstrate inference, point out illustrations in a picture book (if possible, in a book students haven’t read or don’t know much about). Ask students questions such as: How do you think this character feels? What things in the picture make you say that?

Introducing the Activity

1. Give students copies of the activity sheet, *A Good Guess*.
2. Ask students to read each question, then place an “X” next to the answer that makes the most sense. Remind students that they are making a “good guess” based on the information they have been given.
3. When students have completed the activity sheet, go over their answers as a class.

Try This, Too!

- Have students look at magazine pictures and make inferences from them. Ask students to point out the clues each picture provides about how the people in it are feeling, what they are doing, and what they might do next.
- Ask students to write the first half of a sentence and then pass it to a neighbor or friend to complete. For example: *If I were smiling and singing, you’d guess that I felt...*

Assessment

Do students display inference skills by choosing logical answers?

Name _____

A Good Guess

Read the clues, then use inference to make a good guess.
Write an **X** in the box next to your answer.

Kim stomped her foot and slammed the door. She threw her backpack on the floor. How do you think she feels?

- She feels mad.
- She feels happy.
- She feels hungry.

Juan is wearing a cap and mitt. His brother Oscar is carrying a bat. What do you think they are going to do?

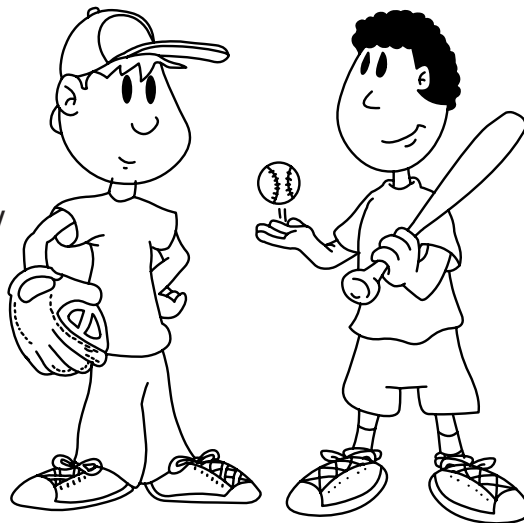
- They are going to eat lunch.
- They are going to play baseball.
- They are going to mow the lawn.

Rudy is learning spelling words and using them in sentences. What do you think is going to happen tomorrow?

- He has a test.
- He has a field trip.
- It is a holiday.

Mariko and her friend Becky are walking down the street. They are both carrying letters. Where do you think they are going?

- They are going to the bank.
- They are going to the store.
- They are going to the post office.



Strand

Research skills

Learning objective

Using information from an informational text to answer questions.

Materials needed

- Children's news magazine
- Activity sheet: *The Five W's*
- Pencils
- Classroom table

The Five W's

Students identify the “Five W’s” (Who, What, When, Where, and Why) in a news article.

Getting Ready

1. Write the “Five W’s” on a classroom board or overhead projector: *Who, What, When, Where, Why.*
2. Explain that reporters ask these questions to find information for the news articles they write.

Introducing the Activity

1. Using an article from a children's news magazine (such as *Weekly Reader* or *Newsweek for Kids*), work as a class to find the answers to the “Five W’s.”
2. Distribute copies of *The Five W's* activity sheet.
3. Ask students to read a news article (for example, coverage of a volcanic eruption, a sporting event, or a dramatic rescue). On the activity sheet, have students write answers to each of the “Five W’s” about the event.

Try This, Too!

Have students sit at a classroom table and play “TV Interview.” Choose one student to be a reporter and another to be the expert. Give the reporter a blank copy of *The Five W's* activity sheet. Have the “expert” bring a completed *The Five W's* activity sheet to the table. The reporter asks the expert “Five W’s” questions, and the expert answers them.

Assessment

Can students identify answers to the “Five W’s” questions in a news article?

Name _____

The Five W's

WHO
WHAT
WHEN
WHERE
WHY

Find answers to the “Five W’s” in a news article about an event. Write the answer to each question.

Who is the main person (or people) involved in the event?

What is the event?

When did the event happen?

Where did the event happen?

Why did the event happen?

Strand

Comprehension

Learning objective

Formulating and writing a hypothesis based on analysis and interpretation of evidence in a picture.

Materials needed

- Activity sheet: *A Cookie Mystery*
 - Pencils
-

A Cookie Mystery

Students use visual clues to form theories about a mystery.

Getting Ready

Ask students how detectives solve mysteries. Discuss the process of looking for clues, then using clues to form a theory of what happened. Explain to students that they can apply these steps to solve a mystery on their own.

Introducing the Activity

1. Distribute copies of the activity sheet, *A Cookie Mystery*.
2. Ask students to look at the mystery picture and search for clues that can help them explain what happened.
3. Encourage students to use the clues they find to form a theory about what happened. Have students write their theories in the space provided.
4. When students have finished, compare their different theories. Discuss the fact that there is more than one plausible explanation for what happened.

Try This, Too!

Stage a classroom mystery for students to solve. Here are some mystery ideas:

- Something is out of place or missing.
- Something is spilled.
- There is something new and strange in the classroom.

Ask students what happened. They should give evidence to support their explanations.

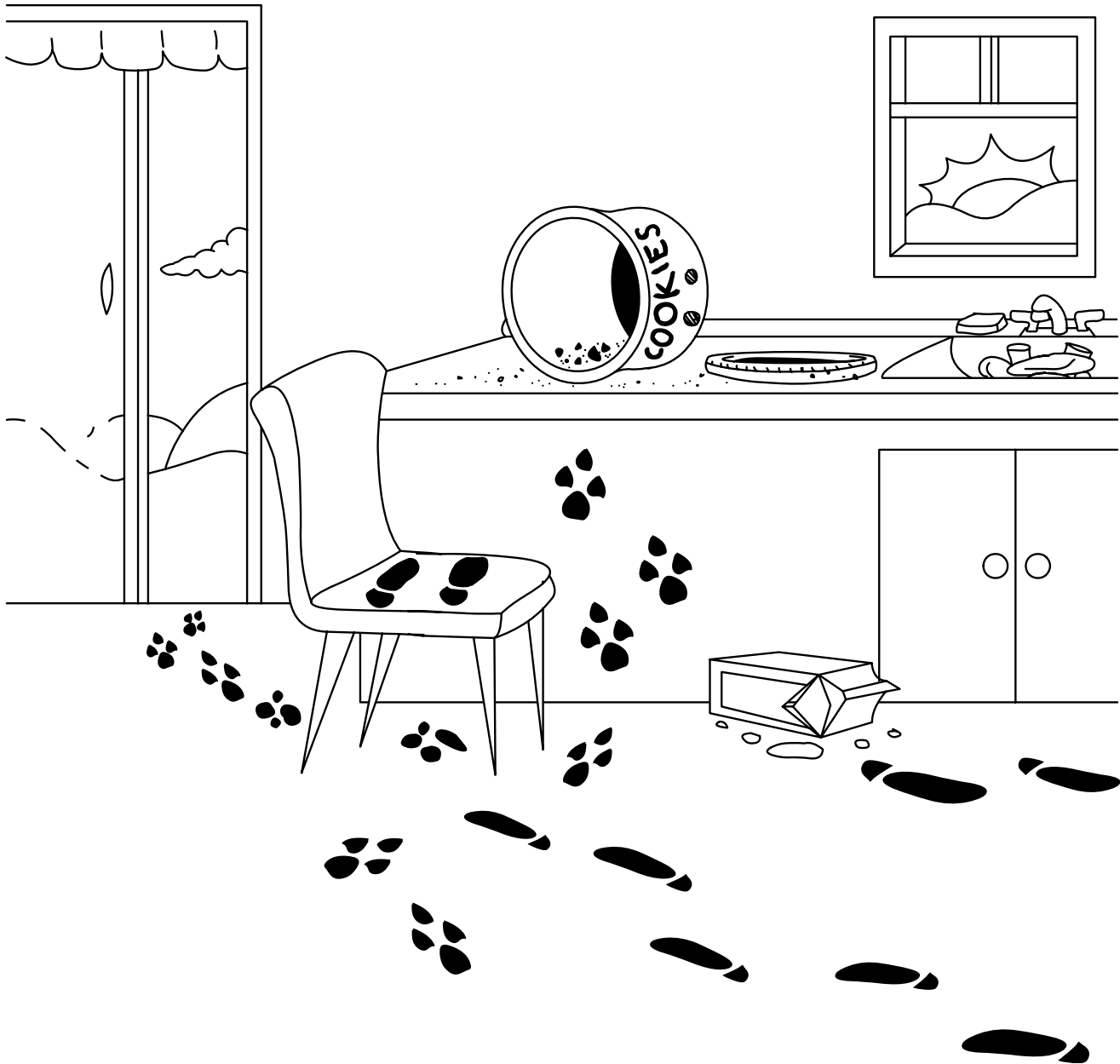
Assessment

- Can students observe a scene carefully, analyze evidence, and form a theory based on their observations?
- Do students write their theories coherently?

Name _____

A Cookie Mystery

Look at the clues in the picture. Who do you think ate the cookies? Write at least five sentences to explain how you solved the mystery.



Strand

Research skills

Learning objective

Identifying the most appropriate source for different purposes of reading.

Materials needed

- Activity Sheet: *Dictionary, Atlas, or Encyclopedia?*
- Pencils
- Dictionaries

Dictionary, Atlas, or Encyclopedia?

Students decide which reference book (dictionary, encyclopedia, or atlas) they would use to find a particular piece of information.

Getting Ready

Review with students the purpose of a dictionary, an encyclopedia, and an atlas.

- A dictionary is used to find the correct part of speech, spelling, and definition of a word.
- An encyclopedia is used to find information about topics from all areas of knowledge.
- An atlas is used to find maps of places around the world, along with tables and charts of related information (population, geographic features, and so on).

Introducing the Activity

1. Distribute copies of the *Dictionary, Atlas, or Encyclopedia?* activity sheet.
2. Ask students to write the first letter of the reference book they would use to find the answer to each question on the sheet—*D* for dictionary, *A* for atlas, or *E* for encyclopedia. Students do not need to answer each question, they need only indicate the type of reference book they would use to find the answer.

Try This, Too!

Ask students to practice one of the key skills for navigating reference materials: alphabetization.

- Have students alphabetize the names of 10 students in the class.
- Ask students to alphabetize (by author) 10 books in the classroom library.
- Have “dictionary races”: See which student can find a given word first, using the guide words at the top of each dictionary page.

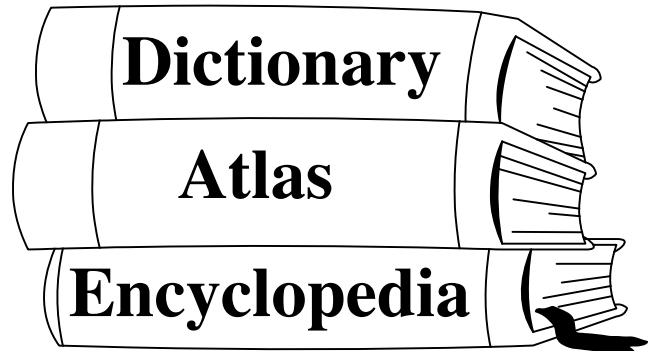
Assessment

- Can students determine the correct reference book to find the information they need?

Name _____

Dictionary, Atlas, or Encyclopedia?

Read each question. Write the first letter of the name of the reference book you would use to find the answer to the question. Write **D** for dictionary, **E** for encyclopedia, or **A** for atlas.



Hint: Some questions may have more than one correct answer.

1. Where do hippos live? _____
2. How long is the Amazon River? _____
3. What does *inspiration* mean? _____
4. What is the capital of Mexico? _____
5. Is *shoe* a noun or a verb? _____
6. Are there mountain ranges in Alaska? _____
7. What is the biggest body of water in Ohio? _____
8. How do you pronounce the word *studious*? _____
9. Who was the tenth president of the United States? _____
10. How tall is Pike's Peak? _____

Strand

Grammar

Learning objective

Constructing a new word by adding the prefix *re-*, *non-*, *mis-*, or *pre-* to the base word.

Materials needed

- Activity Sheet: *Prefix Practice*
- Pencils
- Lined paper

Prefix Practice

Students use words with prefixes to complete sentences.

Getting Ready

Remind students that a prefix is added to the beginning of an existing word to make a word with a different meaning. Review the prefixes *re-*, *non-*, *mis-*, and *pre-*. *Re-* means “again” or “back”; *mis-* means “badly,” “incorrectly,” or “unfavorably”; *pre-* means “before,” “earlier than,” or “in advance of”; and *non-* means “not,” “reverse of,” or “unimportant.” (Give these words as examples: *rewind*, *replay*, and *reheat*; *nonsmoking*, *nonviolent*, and *nonsense*; *prepay*, *preview*, and *preschool*; *misunderstand*, *misplace*, and *misbehave*).

Introducing the Activity

1. Distribute copies of the *Prefix Practice* activity sheet.
2. Read the first sentence with students. (“Becky did not understand Bill’s question correctly.”) Then have students rewrite the sentence using the *mis-* prefix. (“Becky *misunderstood* Bill’s question.”)
3. Ask students to complete the worksheet, choosing the correct “prefix word” to rewrite each sentence.

Try This, Too!

Ask students to write a short story using five *re-*, *non-*, *mis-*, or *pre-* words. If necessary, brainstorm a list of these words with students, or have them look through a dictionary to find examples.

Assessment

- Do students understand the meaning and function of the prefixes *re-*, *non-*, *mis-*, and *pre-*?
- Can students use words with prefixes to complete sentences?

Name _____

Prefix Practice

Write a prefix in the blank to complete the second sentence so that it has the same meaning as the first sentence.

1. Becky did not understand Bill's question correctly.

Becky _____ understood Bill's question.

mis pre re

2. John did his homework over again.

John _____ did his homework.

mis pre re

3. The man paid for the tickets the day before the concert.

The man _____ paid for the tickets.

mis non pre

4. The family sat at a table where smoking was not allowed.

The family sat at a _____ smoking table.

re pre non

5. After the candle went out, Grandma lit it again.

Grandma _____ lit the candle.

mis pre re

6. The baseball player made an error fielding the ball.

The baseball player _____ played the ball.

mis pre non

7. The children saw scenes from the movie before it came to the theater.

The children saw a _____ view of the movie.

re pre non



Strand

Word study

Learning objective

Creating a word-search puzzle using correctly-spelled vocabulary words.

Materials needed

- Activity Sheet: *Make Your Own Word-Search Puzzle*
- Overhead projector, pen, and transparency
- Pencils

Make Your Own Word-Search Puzzle

Students identify blend words and plural words in a word search.

Getting Ready

1. Review the blend sounds /thr/ and /spl/ with students.
2. Review the three major methods of pluralization: change the word to a different word, (for example, *mouse/mice*); change *y* to *ies* (*puppy/puppies*); add *s* or *es* (*cat/cats*, *fox/foxes*).

Introducing the Activity

1. Distribute copies of the *Make Your Own Word-Search Puzzle* activity sheet.
2. Using a transparency of the activity sheet, fill in a word or two from the list to give students the idea of how to begin making the word search. Once students are ready to begin their own puzzles, ask them to begin writing words from the list into the grid.
3. Words can be horizontal, vertical, or diagonal. It is a good idea to have students write in all-capital letters. After all the words are written in the grid, students can fill in the remaining blank squares with random letters. Students should work in pencil, in case they need to revise anything (for example, if they find there isn't enough space for a word).
4. When students are done, have them trade papers with their neighbors and challenge them to complete the word search!

Try This, Too!

Have students make up a new word-search puzzle using another list of words—such as vocabulary or spelling words.

Assessment

- Do students create a complete word-search puzzle?
- Can students find each of the words in the list?

Strand

Word study

Learning objective

Using context clues to determine the meaning of new or unfamiliar words.

Materials needed

- Activity Sheet: *Context Clues*
- Pencils
- Dictionaries

Context Clues

Students use context clues to determine the definitions of new words.

Getting Ready

Ask students how they might figure out the meaning of a new word, without checking a dictionary. Here are two possible strategies:

- Look for familiar words within the word (for example: *test* in *pretest*).
- Look at the words around the new word and try to guess the meaning by where and how the word appears in the sentence. (For example: “The hat was red, yellow, and *marigold*.” The word *marigold* includes the word *gold*, and it also occurs in a list of words that are colors, so it might be a color word.)

Introducing the Activity

1. Distribute copies of the *Context Clues* activity sheet.
2. Ask students to read the sentences on the activity sheet and write a definition of each underlined word. (**Note:** Do not allow students to use a dictionary!)
3. As a class, have students share the thought processes that they used to arrive at their definitions.

Try This, Too!

After students have written their own best-guess definitions in the spaces provided, have them look up the actual definition of each word in a dictionary. Discuss with students the differences between their own definitions and the one that appears in a dictionary.

Assessment

- Do students use context clues to help them define new words?

Name _____

Context Clues

Read the sentences below and use context clues to write your own definition of each underlined word. Explain how you came up with your definition.



“That is a sufficient number of cookies to feed all your friends,” said Mom. “Twenty should be plenty for everyone.”

“Our class has been invited to tour the fire station,” said Ms. Smith. “What a great opportunity for us to see what it is like to be a firefighter!”

The loud music made the floor tremble and the walls shake.

Strand

Writing

Learning objective

Analyzing the importance of point of view in a story.

Materials needed

- Activity Sheet: *A New Point of View*
- Pencils
- Lined paper

A New Point of View

Students rewrite a story from a different point of view.

Getting Ready

1. Ask students to recall the story *Starring Miss Perfect* (from *DR Course II*, Unit 17) and answer these questions: Who is the main character (or protagonist)? Who is the opposing character (or antagonist)?
2. Ask students to identify the protagonists and antagonists from some well-known fairy tales, such as *Jack and the Beanstalk*, *The Three Little Pigs*, *Little Red Riding Hood*, and *Hansel and Gretel*.
3. Discuss questions such as: What would happen if the story were told from the point of view of a different character? How might the story be different? What if the wolf in *Little Red Riding Hood* were trying to feed six hungry wolf pups? What if the witch in *Hansel and Gretel* had always been treated badly by people?

Introducing the Activity

1. Distribute copies of the *New Point of View* activity sheet.
2. Ask students to look at the two “point of view” pictures. How does the point of view in each picture affect what students think or feel about what is happening? Does the point of view affect who they perceive as the protagonist and antagonist?
3. Have students write a brief story from the cat’s point of view, and then write the same story from the dog’s point of view.
4. Ask students to discuss the ways in which the point of view changes the story.

Try This, Too!

Students can write the events of a story in a new format. For example, the story of *Goldilocks and the Three Bears* might be written as an entry in a police blotter, or *Hansel and Gretel* as a front-page newspaper article.

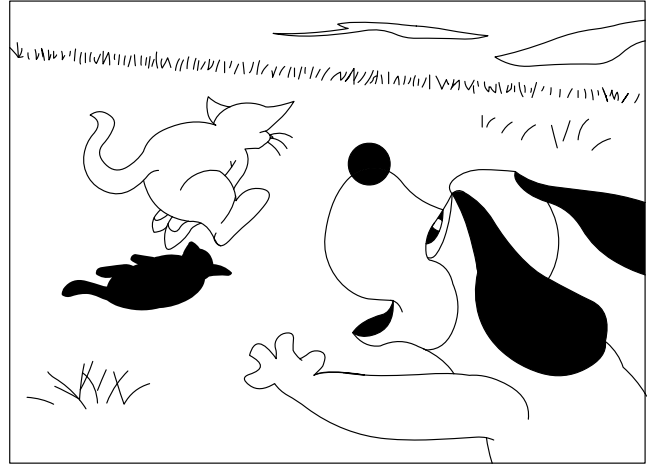
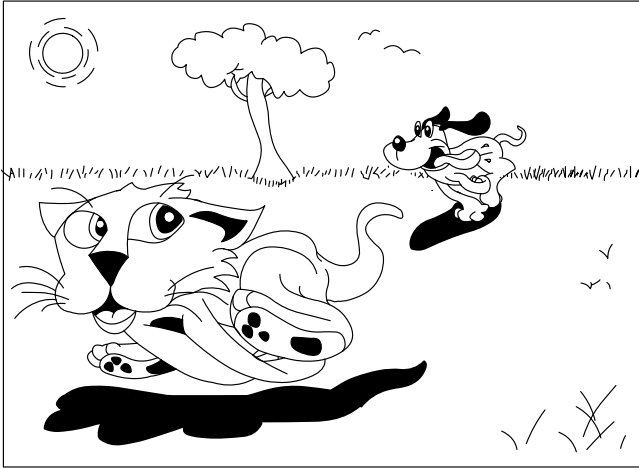
Assessment

- Can students identify major characters (protagonist and antagonist) and understand their roles?
- Can students identify the point of view from which a story is told?

Name _____

A New Point of View

Look at these two pictures. Write a short story from the point of view of the cat. Then write the same story from the point of view of the dog.



Story from Cat's Point of View:

If you need more room, continue writing on the back.

Story from Dog's Point of View:

If you need more room, continue writing on the back.

Strand

Grammar

Learning objective

Using correct subject-verb agreement in a sentence.

Materials needed

- Activity Sheet: *Do We Agree?*
 - Pencils
-

Do We Agree?

Students write the correct verb cases to match sentences' subjects.

Getting Ready

Go over a few examples of subject/verb agreement with the whole class. Review general guidelines: A single subject takes a singular verb; plural subjects take a plural verb. (The hat *is* black; The hats *are* black.)

Introducing the Activity

1. Distribute the *Do We Agree?* activity sheet.
2. Ask students to read each sentence and then correct the verb so that it “agrees” with the subject.

Try This, Too!

On a classroom board, write sentences that are missing either the subject or the verb. Have students fill in the verb or subject as needed. For example:

They _____ playing in the yard.

_____ walks to work every day.

Assessment

- Do students use correct subject/verb agreement?

Name _____

Do We Agree?

Read the sentence. Then write the correct form of the underlined verb, so that it “agrees” with the noun.

1. The cats sits on the mat. _____
2. Sam and Jen goes to the store to buy some fruit. _____
3. Last night, the moon rise high in the sky. _____
4. Two sandwiches is on the counter. _____
5. There are only one thing for us to do today. _____
6. The picnic were a lot of fun. _____
7. The raindrops pours down from the gray sky. _____
8. The beautiful dog have big brown eyes. _____
9. Four racehorses was running around the track. _____
10. The students runs out the door to the playground. _____



Strand

Writing

Learning objective

Writing persuasively.

Materials needed

- Printout of *Dive Into the Pacific Bay Aquarium* from *DR Course II*
- Activity Sheet: *A Class with Class*
- Lined paper (optional)
- Scissors
- Glue or paste (optional)
- Pencils
- Colored pencils or thin-tipped felt markers

A Class with Class

Students work in small groups to produce brochures about their class or school.

Getting Ready

1. Have students read the persuasive brochure, *Dive into the Pacific Bay Aquarium* (from *DR Course II*, Unit 19).
2. As a class, discuss the brochure and ask students to think about these questions: Where have you seen brochures before? What are brochures designed to do? What information do they usually include? What effect can a brochure have on people who aren't sure whether or not they want to visit a place?

Introducing the Activity

1. Organize the class into small groups.
2. Give each group a copy of the activity sheet, *A Class with Class*.
3. Explain that students will create a brochure that persuades people to visit your classroom or school.
4. Ask students to draw or paste pictures in the spaces provided, and to write their captions or explanations in the columns. (For a double-sided brochure, paste two activity sheets back to back.) You may wish to have students make a first draft of their writing on lined paper.
5. In writing their brochure, students may want to consider the following questions:
 - What is the most interesting/surprising/impressive thing about our class or school?
 - What are some basic facts and figures about our class or school?
 - What can you say about the class or school that would make someone want to visit it?
 - What will people see in our class or school? Who will they meet?
 - What are the sights, sounds, touches, tastes, and smells of our class or school?
6. Have students exchange their drafts with another group in the class and provide constructive feedback about the material. Students can use the feedback they receive to revise their own brochures and make them more persuasive.

Try This, Too!

If possible, make color copies of the brochures to share with other classes at your school—or at another school. Ask your readers to respond with questions and comments about the brochures, and whether or not the brochures persuaded the readers that they should visit your class or school.

Assessment

- Can students write persuasively about their class or school?
- Can students work together to produce a successful written project?

Name _____

A Class with Class

Write words and draw pictures to make a brochure for your class or school.

The form consists of a large dashed rectangular border. Inside this border, there are four smaller solid rectangular boxes arranged in a 2x2 grid. The top-left box is empty. The top-right box is empty. The bottom-left box is empty. The bottom-right box is empty. These boxes are intended for students to write words and draw pictures to create a brochure for their class or school.

Strand

Writing

Learning objective

Writing an illustrative simile to complete a sentence.

Materials needed

- Activity Sheet: *Colorful Comparisons*
- Pencils
- Plain paper
- Crayons, markers, or colored pencils

Colorful Comparisons

Students complete sentences to create similes.

Getting Ready

1. Remind students that a simile is a comparison between two things, using *like* or *as* (for example, “He runs like the wind” or “She is as sharp as a tack”). Explain that authors use figurative language, such as similes, to compare things, and to make their writing more vivid and colorful. Similes are often used in tall tales.
2. Give students some examples of similes, using either common expressions or original sentences you make up.
3. Invite students to come up with some similes and share them aloud.

Introducing the Activity

1. Distribute copies of the *Colorful Comparisons* activity sheet to students.
2. Go over the first example with students. (“The baby was as quiet as a _____.”) Ask students to complete the simile with a word or phrase that makes sense in the comparison. Be sure they understand that there is more than one right answer.
3. Have students complete the rest of the similes on their own.
4. At the bottom of the sheet, students are asked to write their own similes. A student’s simile might describe an exaggerated event (as in a tall tale: “strong as an ox”) or compare two things in an interesting or unexpected way (children and sponges: “The child soaked up knowledge like a sponge”).

Try This, Too!

Students can illustrate their similes for display on a classroom bulletin board or in a classroom mural.

Assessment

- Can students complete a sentence to create a simile?

Name _____

Colorful Comparisons

Read each sentence below. Write a word or words in the blank to complete each simile.

1. The baby was as quiet as a _____.
2. The stars shone like _____ in the sky.
3. Gayle ran as fast as a _____.
4. Tyler sang like a _____.
5. The doctor said Grandma was as healthy as a _____.
6. Kim's little brother crawled across the floor like a _____.
7. At lunchtime, the store was as busy as _____.



Now try writing some similes of your own!

8. _____

9. _____

10. _____

Strand

Comprehension

Learning objective

Categorizing how life in a historical fiction story was similar to and different from life today.

Materials needed

- *Nico's Gift* from *Destination Reading*
- Activity Sheet: *Historical Fiction*
- Pencils
- Lined and unlined paper
- Crayons, markers, or colored pencils

Historical Fiction

Students answer questions to show their understanding of a historical fiction text.

Getting Ready

You can organize this activity as a “KWL” activity (“What Do We Know? What Do We Want to Know? What Did We Learn?”).

1. Before students read the historical fiction story *Nico's Gift* (from *DR Course II*, Unit 21), ask them what they know about the historical period in which the story takes place (1930s Mexico). What would they like to know about it?
2. Have students read the story individually, or read it aloud together as a class. Take care to note things that are new to students and to discuss unfamiliar items or concepts.

Introducing the Activity

1. After students have read *Nico's Gift*, ask them to consider what they learned about Mexico in the 1930s.
2. Distribute copies of the *Historical Fiction* activity sheet.
3. Have students answer the questions on the activity sheet, based on their reading.
4. After students complete their activity sheets, have a class discussion to review what they learned.

Try This, Too!

Ask students to answer this question in a short writing assignment: If Nico lived in our town today, how might he be different? Students should explain their answers and perhaps draw a picture of Nico as he might look today. (Alternatively, students can write and draw about Nico's sister, Rosita.)

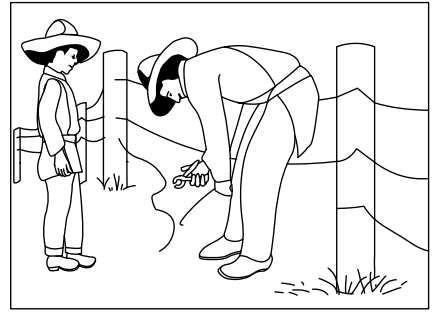
Assessment

- Can students identify new information in historical fiction?
- Do students demonstrate satisfactory reading comprehension?

Name _____

Historical Fiction

Answer each of these questions based on the story *Nico's Gift*. Write what you learned in the space provided.



When and where does this story take place?

Describe the setting of the story.

How is Nico's life different from your life today?

Strand

Comprehension

Learning objective

Recognizing the distinguishing components of a technical text, including diagrams.

Materials needed

- Diagram from a technical manual, user's guide, book, or other source (optional)
- Activity Sheet: *Parts of a Computer*
- Overhead projector, pen, and transparency
- Pencils
- Crayons, markers, or colored pencils
- Unlined paper

Parts of a Computer

Students label the parts of a computer.

Getting Ready

1. Remind students that print appears in many places, and that books and stories are not the only things we read. Charts (such as the food pyramid in *DR Course II*, Unit 3) and diagrams (such as the periscope from *DR Course II*, Unit 22) are examples of things that we read.
2. Place a transparency of the *Parts of a Computer* activity sheet on an overhead projector. You can also use a diagram from an instruction manual, a user's guide, a catalog or brochure, or a book such as *The Way Things Work*.
3. As you review the diagram with the class, ask students to identify different parts of the machine.

Introducing the Activity

1. Distribute copies of the *Parts of a Computer* activity sheet to students. (**Note:** If you would like to make this activity more challenging for your students, you can cover up the labels on the activity sheet before copying it, so that students have to name each part of the diagram on their own.)
2. Point out the labels on the sheet.
3. Tell students that some labels aren't needed. Ask students to write the correct labels in the blanks (or cut the labels from the sheet and paste them into the correct spaces on the diagram).

Try This, Too!

- Ask students to draw their own diagram of a machine (such as a bicycle, cell phone, or skateboard) and label at least three or four important parts.
- Invite students to invent a machine, draw it, and label its parts. The finished diagrams can be displayed in a "Wall of Inventions" in the classroom.

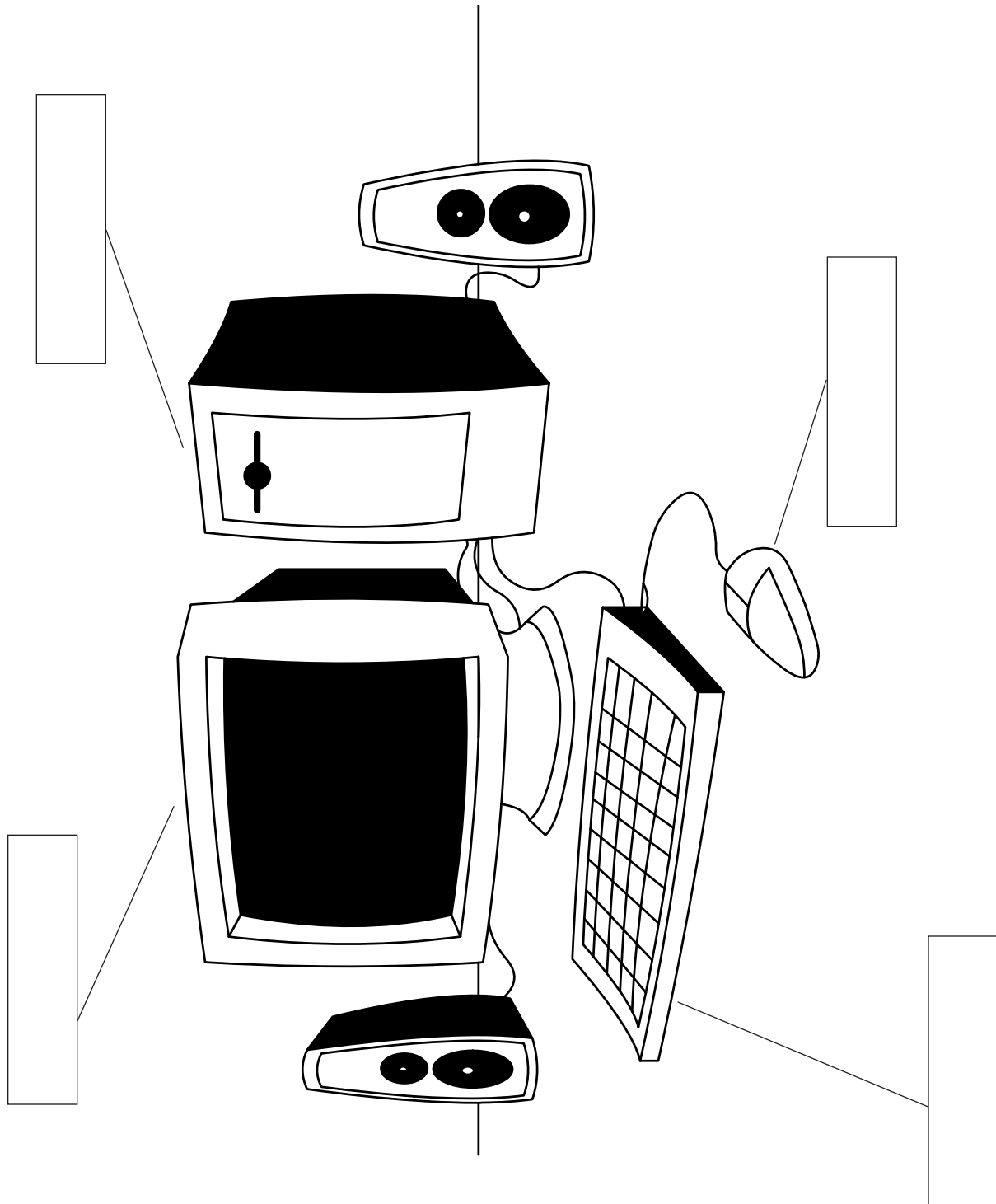
Assessment

- Can students read a diagram and identify the parts of a machine?
- Do students correctly label the parts of a machine?

Name _____

Parts of a Computer

Label the correct parts of the computer.



- | | | | |
|---------|-------|----------|------------|
| monitor | mouse | keyboard | hard drive |
|---------|-------|----------|------------|

Strand

Writing

Learning objective

Identifying the importance of setting in a story.

Materials needed

- Activity Sheet:
Science-Fiction Setting
- Pencils
- Lined and unlined paper
- Crayons, markers, or colored pencils

Science-Fiction Setting

*Students write about an imaginary science-fiction setting.***Getting Ready**

1. As a class, discuss the importance of a story's setting.
2. Ask students what type of plot or story the following settings bring to mind:
 - a dark and stormy night
 - a sunny, sandy beach
 - a baseball field
 - a forest
3. Ask students what type of settings seem most suited to the following genres:
 - a mystery
 - a humorous story
 - an adventure
 - a legend
4. Have students discuss some of the ways setting contributes to a story.

Introducing the Activity

1. Distribute copies of the *Science-Fiction Setting* activity sheet to students.
2. Ask students to write an answer to each question on the sheet.
3. When students are finished writing, have them share their ideas with the class.

Try This, Too!

- Ask each student to draw a picture of the imagined setting. Have students attach the written descriptions to the illustrations and place them on a classroom board of "Science-Fiction Settings."
- Have students write stories that take place in their settings.

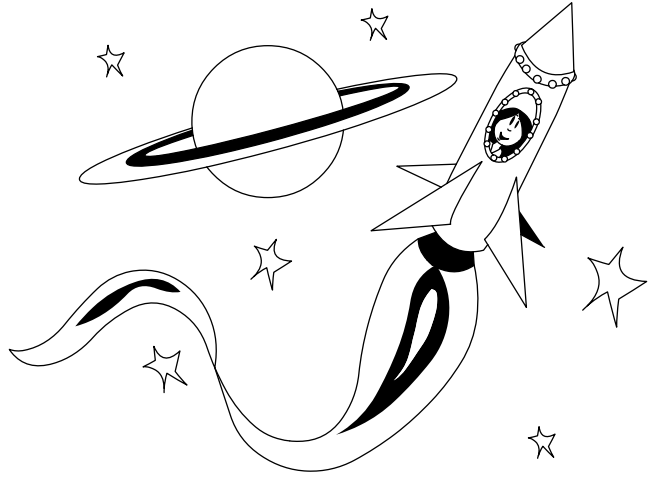
Assessment

- Do students demonstrate an understanding of the importance of setting?
- Can students write clearly and imaginatively about an original setting?

Name _____

Science-Fiction Setting

Use your imagination to think of a setting for a science-fiction story. Write an answer to each question in the space provided. On the back of this page, write an idea for a story that takes place in your imaginary setting.



What does your setting look like?

What is the weather like in your setting?

What kinds of people or creatures live in your setting?

Strand

Comprehension

Learning objective

Sequencing events from a legend.

Materials needed

- Several books of legends
- Activity Sheet: *Making a Scene*
- Pencils
- Crayons, markers, or colored pencils
- Lined paper
- Video camera (optional)

Making a Scene

Students organize a legend into three main scenes: beginning, middle, and end.

Getting Ready

1. Bring several books of legends in to class. Here are some suggestions for legends from around the world:
 - *One-Hundred-and-One Read-Aloud Myths and Legends*, by Joan C. Verniero and Robin Fitzsimmons
 - *The Gods and Goddesses of Olympus* by Aliki
 - *Golden Tales: Myths, Legends, and Folktales from Latin America* by Lulu Delacre
 - *Animal Fables from Aesop* by Aesop, Barbara McClintock
2. Discuss with students the fact that stories have a beginning, a middle, and an end. Identify the beginning, middle, and end of a few stories the class is familiar with.
3. Give students time to independently read some legends, or read a few aloud as a class.

Introducing the Activity

1. Distribute copies of the *Making a Scene* activity sheet to students.
2. Ask students to choose a legend and write its name in the space provided.
3. Then have students illustrate the beginning, middle, and end scenes from the legend they chose.
4. After students complete the illustrations, have them label each scene by writing an answer to the question “What is happening in this scene?”

Try This, Too!

After students complete the scenes, have them write a short script for each scene and then act out the scenes as class plays. Another option is for students to film their plays with a video camera.

Assessment

- Can students analyze a story’s sequence of events and identify beginning, middle, and end scenes?

Name _____

Making a Scene

Write the legend's title in the space provided. Then illustrate a beginning, middle, and ending scene for the legend.

Title:**Scene 1—Beginning**

What is happening in this scene?

Scene 2—Middle

What is happening in this scene?

Scene 3—End

What is happening in this scene?
