	Lesson 1	Lesson 2
Teacher-Directed Instruction	**Word Work 1** 1. **Sight Syllables:** *per*, *ers*, *lar*, *ti* 2. **Types of Syllables:** Review 3. **Irregular and High-Frequency Words** • Irregular Words: trampoline, nothing, thoughts, rhymes • High-Frequency Words: ready, felt anything, general 4. **Confusing Words:** your 5. **Dictation** **Vocabulary 1** **Introduce Vocabulary:** annoyed, conclusion, hypothesis, mustered, perspire, persuade **Unit Opener** **Introduce Text:** Connecting Themes **Teacher-Directed Reading** 1. **Before Reading:** Review Narrative and Story Structure; Genre: Realistic Fiction; Differentiate Characters' Voices 2. **During Reading:** Read pages 4–9 of "The Case of the 'Stolen' Bounce." 3. **After Reading:** Context Clues	**Word Work 3** 1. **Types of Syllables:** r-controlled syllables 2. **V_e Words and Verb Endings** 3. **Parts of Speech:** Pronouns 4. **Flexing:** medium, jealous, confusion, figure, possibility 5. **Confusing Words:** you're 6. **Multiple-Meaning Words:** draw **Share and Review** **Vocabulary 2:** Vocabulary in Context; Context Clues **Teacher-Directed Reading** 1. **Before Reading:** Review Inferences; Illustrations; Review Differentiating Characters' Voices 2. **During Reading:** Read pages 10–15 of "The Case of the 'Stolen' Bounce." 3. **After Reading:** Characterization
Collaborative Work	**Group Reading** Reread pages 3–9 of "The Case of the 'Stolen' Bounce." **Read and Think 1** **Make Connections**	**Group Reading** Reread pages 10–15 of "The Case of the 'Stolen' Bounce." **Read and Think 2** **Characterization**
Independent Work	**Comprehension 1** 1. **Parts of a Story: Characters** 2. **Parts of a Story: Problem** 3. **Parts of a Story** **Vocabulary 2** 1. **Vocabulary in Context** 2. **Vocabulary: Context Clues** **Word Work 2** **Types of Syllables**	**Comprehension 2** 1. **Parts of a Story** 2. **Inferences** **Vocabulary 3** 1. **Vocabulary Examples** 2. **Academic Vocabulary** **Word Work 4** **V_e Words and Word Endings**

Lesson 3	Lesson 4	Lesson 5
Word Work 5 1. **Sight Syllables:** *for*, *der*, *si*, *un* 2. **Affixes:** *un-*, *-y* 3. **Irregular and High-Frequency Words** • Irregular Words: because, friends, favorite, different • High-Frequency Words: another, really, again, first 4. **Confusing Words:** your, you're 5. **Dictation**	**Word Work 7** 1. **Types of Syllables:** r-controlled syllables 2. **Flexing:** account, demonstrate, compliment, mustered, comparison 3. **Multiple-Meaning Words:** draw 4. **Confusing Words:** there, their, they're 5. **Dictation**	**Word Work 9** 1. **Sight Syllables:** *or*, *ar*, *dis*, *ri* 2. **Affixes:** *dis-*, *-ful* 3. **Parts of Speech:** adverbs 4. **Irregular and High-Frequency Words** • Irregular Words: temperature, usually, technology, actually • High-Frequency Words: result, factors, exactly, possible 5. **Related Words** 6. **Dictation**
Share and Review **Comprehension 2:** Parts of a Story; Inferences	**Share and Review** **Read and Think 3:** Content Knowledge	**Vocabulary 6** 1. **Introduce Vocabulary:** completely, differently, eruption, perseverance, process, substance 2. **Review Parts of Speech**
Teacher-Directed Reading 1. **Before Reading:** Story Structure: Sequence; Predict 2. **During Reading:** Read pages 16–21 of "The Case of the 'Stolen' Bounce." 3. **After Reading:** Verify or Adjust Predictions; Review Sequence	**Teacher-Directed Reading** 1. **Before Reading:** Review Inferences; Review Visualizing and Using Illustrations 2. **During Reading:** Read pages 22–27 of "The Case of the 'Stolen' Bounce." 3. **After Reading:** Visualize; Review Story Structure: Sequence	**Teacher-Directed Reading** 1. **Before Reading:** Preview; Compare Genres; Use Text Features to Compare Texts 2. **During Reading:** Read pages 29–32 of "Curiosity and the Scientific Process." 3. **After Reading:** Point of View; Text Features
Partner Reading Reread pages 16–21 of "The Case of the 'Stolen' Bounce."	**Read and Think 4** **Content Knowledge**	**Partner Reading** Read pages 32–35 of "Curiosity and the Scientific Process."
Read and Think 3 **Content Knowledge**		**Read and Think 5** **Text Connections**
Comprehension 3 1. **Parts of a Story** 2. **Inferences**	**Independent Reading** Reread pages 22–27 of "The Case of the 'Stolen' Bounce."	**Independent Reading** Reread pages 29–35 of "Curiosity and the Scientific Process."
Vocabulary 4 **Dictionary Skills**	**Comprehension 4** **Parts of a Story**	**Comprehension 5** 1. **Text Features** 2. **Passage Comprehension**
Word Work 6 1. **Confusing Words** 2. **Multiple-Meaning Words**	**Vocabulary 5** 1. **Vocabulary: Context Clues** 2. **Applied Vocabulary**	**Vocabulary 7** **Vocabulary in Context**
	Word Work 8 **Affixes**	**Word Work 10** 1. **Types of Syllables** 2. **Parts of Speech**

	Lesson 6	Lesson 7	Lesson 8
Teacher-Directed Instruction	**Word Work 11** 1. **Types of Syllables:** r-controlled Syllables 2. **Flexing:** investigate, provide, imitate, simulate, demonstrate 3. **Multiple-Meaning Words:** research 4. **Irregular and High-Frequency Words** • Irregular Words: determine, variable, diseases, mixture • High-Frequency Words: stay, known, green, island 5. **Dictation** **Share and Review** **Read and Think 5:** Text Connections **Teacher-Directed Reading** 1. **Before Reading:** Review Inferences; Text Features 2. **During Reading:** Read pages 36–39 of "Curiosity and the Scientific Process." 3. **After Reading:** Inferences	**Word Work 13** 1. **Sight Syllables:** *tions*, *ma*, *at* 2. **Types of Syllables:** r-controlled Syllables 3. **Affixes:** *un-*, *-y* 4. **Flexing:** suspicion, volcano, microscopic, practical 5. **Irregular and High-Frequency Words** • Irregular Words: reaction, measuring, chemical, working • High-Frequency Words: stood, base, machine, ago 6. **Dictation** **Share and Review** **Comprehension 6:** Literal and Inferential Questions **Teacher-Directed Reading** 1. **Before Reading:** Compare Texts; Review Text Features: Illustrations and Photographs 2. **During Reading:** Read pages 40–42 of "Curiosity and the Scientific Process." 3. **After Reading:** Inferences; Text Connections	**Word Work 15** 1. **Sight Syllables** 2. **Confusing Words:** your, you're 3. **Multiple-Meaning Words:** draw, research 4. **Parts of Speech** 5. **Irregular and High-Frequency Words** • Irregular Words: trampoline, technology, because, research • High-Frequency Words: general, island, again, factors **Fluency and Prosody** 1. **Warm-Up:** Read pages 31–35 of "Curiosity and the Scientific Process." 2. **First Reading:** Develop Fluency 3. **Second Reading:** Develop Prosody 4. **Third Reading:** Group Timed Readings **Assessment Practice** 1. **Preview Written Assessment** 2. **Preview Oral Reading Fluency Practice**
Collaborative Work	**Partner Reading** Reread pages 36–39 of "Curiosity and the Scientific Process." **Read and Think 6** **Content Knowledge**	**Partner Reading** Reread pages 40–42 of "Curiosity and the Scientific Process." **Read and Think 7** **Text Extension**	**Oral Reading Fluency Practice** Read "Everyday Science." **Duet Reading** Reread "Curiosity and the Scientific Process." **Read and Think 8** **Cause and Effect**
Independent Work	**Comprehension 6** **Literal and Inferential Questions** **Vocabulary 8** **Vocabulary in Context** **Word Work 12** **Types of Syllables**	**Comprehension 7** 1. **Compare Texts** 2. **Text Features: Illustrations and Photographs** **Vocabulary 9** 1. **Parts of Speech** 2. **Applied Vocabulary** **Word Work 14** **Affixes**	**Written Assessment** 1. **Parts of a Story** 2. **Compare Texts** 3. **Genre** 4. **Inferences** 5. **Vocabulary**

Extra Practice Lesson 1	Extra Practice Lesson 2
Extra Practice 1 1. **Sight Syllables** 2. **Types of Syllables** 3. **Affixes** 4. **Parts of Speech** 5. **Confusing Words** 6. **Multiple-Meaning Words** 7. **Dictation**	**Extra Practice 5** 1. **Sight Syllables** 2. **Types of Syllables** 3. **Affixes** 4. **Parts of Speech** 5. **Flexing** 6. **Multiple-Meaning Words** 7. **Dictation**
Fluency and Prosody 1. **Warm-Up:** Read pages 9–11 of "The Case of the 'Stolen' Bounce." 2. **First Reading:** Develop Fluency 3. **Second Reading:** Develop Prosody 4. **Third Reading:** Group Timed Readings	**Oral Reading Fluency** 1. **Before Reading:** Build Background and Ask Questions; Preview and Ask Questions; Review Inferences 2. **During Reading:** Read "Be Your Own Weather Forecaster." 3. **After Reading:** Questioning; Review Text Connections
Oral Reading Fluency Practice Read "Rosie the Scientist."	**Oral Reading Fluency Practice** Read "Chloe Jones, Weather Forecaster."
Extra Practice 2 **Parts of a Story**	**Extra Practice 6** 1. **Compare Texts** 2. **Evaluate Texts**
Extra Practice 3 **Inferences**	**Extra Practice 7** **Parts of Speech**
Extra Practice 4 **Multiple-Meaning Words**	**Extra Practice 8** **Vocabulary Review**

Word Work 1 — 15 Minutes

1 Sight Syllables

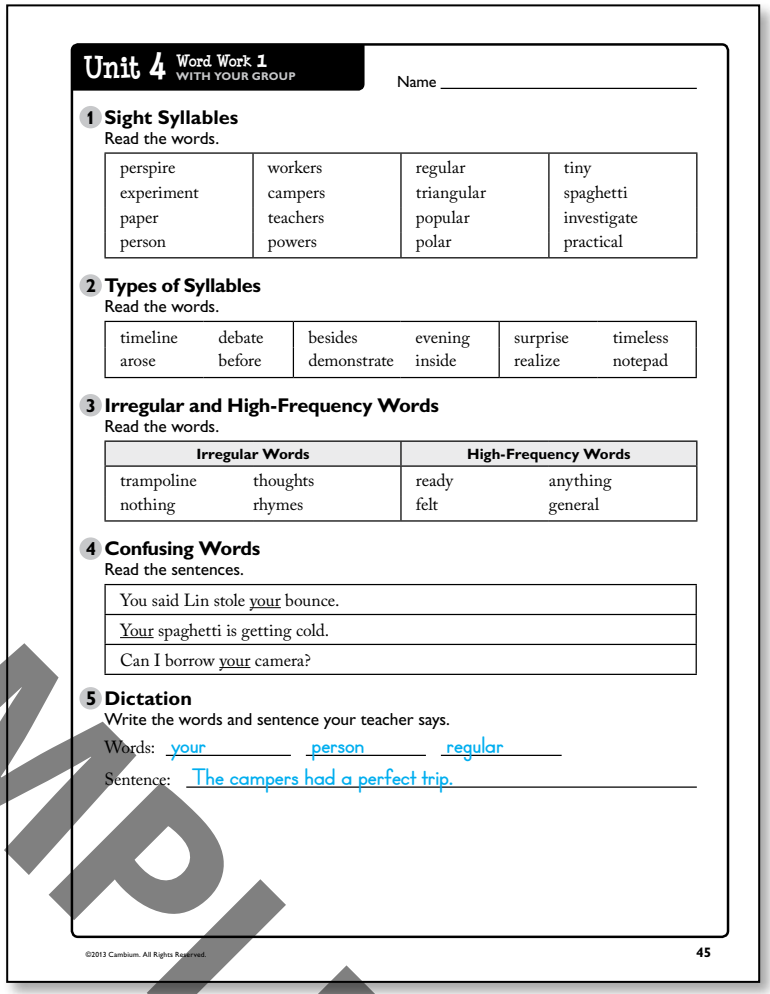
- Have students turn to page 45 in their *Activity Books*.
- Review sight syllables as necessary.
- Introduce the sight syllables per, ers, lar, and ti.

  Let's go over some new sight syllables. The first is per. It can come anywhere in a word. The words *perspire*, *experiment*, and *paper* use the syllable in different places.

  The next is ers. Like the syllable er that I taught you in the last unit, ers comes most frequently at the end of words, as in *workers*.

  Lar also comes most frequently at the end of words, as in *regular*.

  Last is ti, as in *tiny*. What type of syllable is ti? (open) Right. This syllable can appear in the beginning, middle, or end of a word.
- Have students read the words, then repeat practice, building accuracy first, then fluency.



Unit 4 Word Work 1 WITH YOUR GROUP

Name _____

1 Sight Syllables
Read the words.

perspire	workers	regular	tiny
experiment	campers	triangular	spaghetti
paper	teachers	popular	investigate
person	powers	polar	practical

2 Types of Syllables
Read the words.

timeline	debate	besides	evening	surprise	timeless
arose	before	demonstrate	inside	realize	notepad

3 Irregular and High-Frequency Words
Read the words.

Irregular Words		High-Frequency Words	
trampoline	thoughts	ready	anything
nothing	rhymes	felt	general

4 Confusing Words
Read the sentences.

You said Lin stole your bounce.
Your spaghetti is getting cold.
Can I borrow your camera?

5 Dictation
Write the words and sentence your teacher says.

Words: your person regular

Sentence: The campers had a perfect trip.

45

2 Types of Syllables

- Review types of syllables as necessary.
- Review V_e syllables as necessary.
- Have students read the words, then repeat practice, building accuracy first, then fluency.

3 Irregular and High-Frequency Words

- Review irregular and high-frequency words as necessary.
- Have students use the sounds and word parts they know to read the words. Correct any pronunciations as necessary.
- Repeat practice, building accuracy first, then fluency.
- Provide sample sentences to allow students to experience the words in context.

CONFUSING WORDS: HOMOPHONES AND HOMOGRAPHS

Many categories of words in English can cause confusion for students, such as homophones and homographs. *Read Well 3* refers to these words as *confusing words*. If it is common practice in your school district to use the academic terminology with students, do so as appropriate.

4 Confusing Words

- Review confusing words as necessary.
  English has a lot of confusing words. These can be words that sound alike but are spelled differently and have different meanings.
- Explain the confusing word *your*.
  I have another confusing word to teach you, *your*.

  Write *your* on the board.

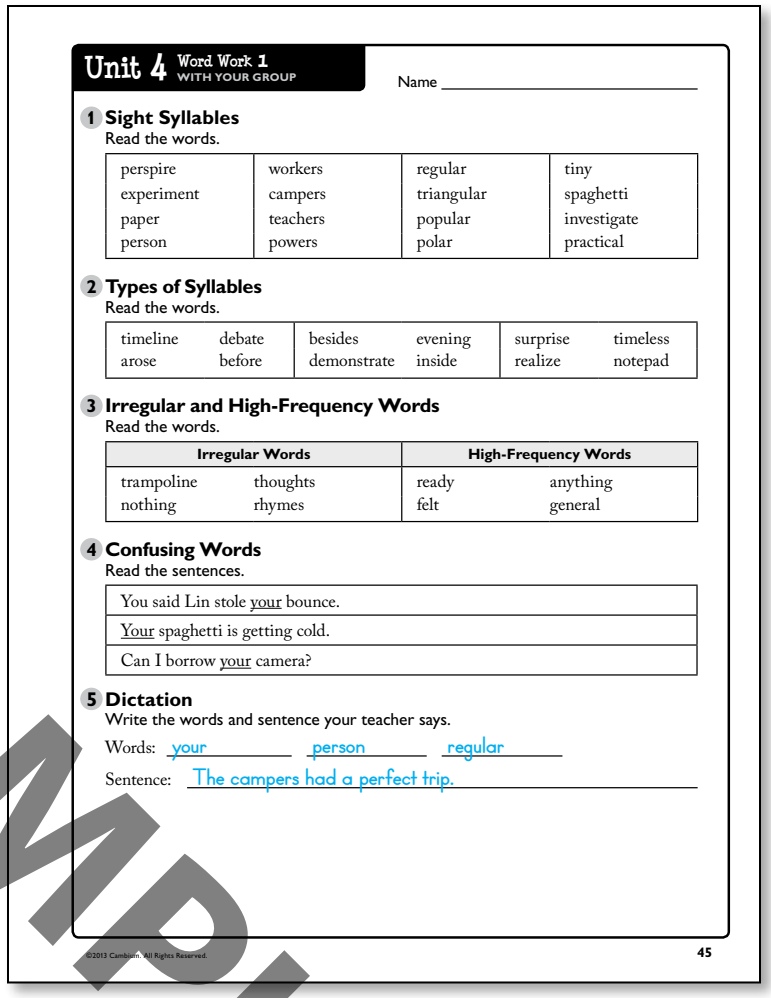
  It sounds like another English word that is a contraction, which I'll teach you later. For now, let's focus on this *your*. *Your* is an adjective that describes to whom something belongs: *your* pencil or *your* house.
- Have students read the sentences.

5 Dictation

- Review the dictation process as necessary.
- Dictate *your*, *person*, and *regular*.

  After students write, write the words on the board.
- Dictate *The campers had a perfect trip.*

  After students write, write the sentence on the board.
- Repeat sentence dictation as necessary.
- Have students read the sentence.



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Can I borrow <u>your</u> camera?

5 Dictation
Write the words and sentence your teacher says.

Words: your person regular

Sentence: The campers had a perfect trip.

45

Vocabulary 1 — 5 Minutes

Introduce Vocabulary

annoyed conclusion hypothesis mustered perspire persuade

- Have students turn to pages 46 and 47 in their *Activity Books*.
- Discuss the words, definitions, and sample sentences with students.
- Have students demonstrate understanding of each word by responding to the questions. Have students quickly share their responses.

Show an *annoyed* look on your face.

Model an annoyed expression as students follow suit.

Is a *conclusion* based more on what you feel, or on what you think? (what you think)

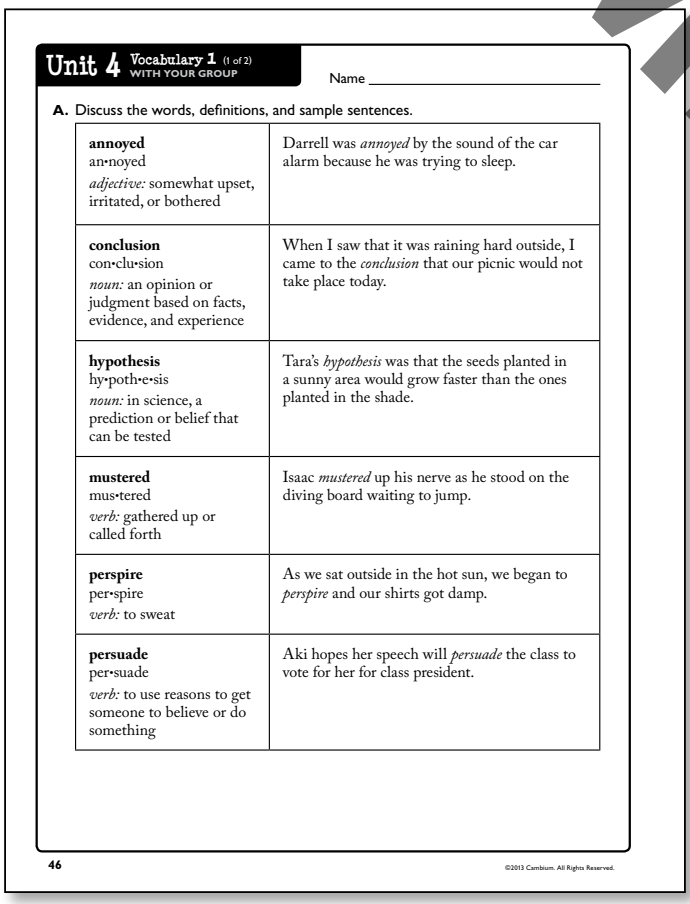
How would a scientist prove a *hypothesis*—by doing an experiment or drawing a picture? (doing an experiment)

Act out things you would do if you *mustered* up the nerve to go on a scary roller coaster ride.

Model behaviors associated with mustering up one's nerve—taking a deep breath, saying "I know I can do this" under your breath, etc.

Which would you rather do after you *perspire* all day—sit by a fire or drink a glass of water? (drink a glass of water)

Which is an example of how to *persuade* your parents to let you have dessert? (Say, "I ate all my vegetables, so please let me have dessert.")



Unit 4 Vocabulary 1 (1 of 2) WITH YOUR GROUP

Name _____

A. Discuss the words, definitions, and sample sentences.

annoyed an•noyed *adjective:* somewhat upset, irritated, or bothered	Darrell was *annoyed* by the sound of the car alarm because he was trying to sleep.
conclusion con•clu•sion *noun:* an opinion or judgment based on facts, evidence, and experience	When I saw that it was raining hard outside, I came to the *conclusion* that our picnic would not take place today.
hypothesis hy•poth•e•sis *noun:* in science, a prediction or belief that can be tested	Tara's *hypothesis* was that the seeds planted in a sunny area would grow faster than the ones planted in the shade.
mustered mus•tered *verb:* gathered up or called forth	Isaac *mustered* up his nerve as he stood on the diving board waiting to jump.
perspire per•spire *verb:* to sweat	As we sat outside in the hot sun, we began to *perspire* and our shirts got damp.
persuade per•suade *verb:* to use reasons to get someone to believe or do something	Aki hopes her speech will *persuade* the class to vote for her for class president.

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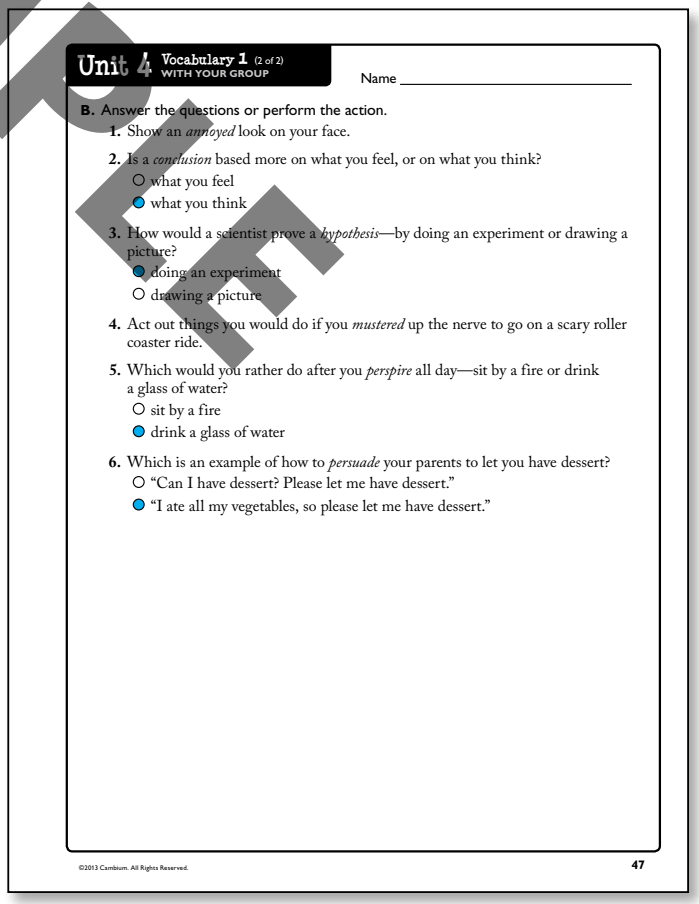

Unit 4 Vocabulary 1 (2 of 2) WITH YOUR GROUP

Name _____

B. Answer the questions or perform the action.

1. Show an *annoyed* look on your face.
2. Is a *conclusion* based more on what you feel, or on what you think?
   - ○ what you feel
   - ● what you think
3. How would a scientist prove a *hypothesis*—by doing an experiment or drawing a picture?
   - ● doing an experiment
   - ○ drawing a picture
4. Act out things you would do if you *mustered* up the nerve to go on a scary roller coaster ride.
5. Which would you rather do after you *perspire* all day—sit by a fire or drink a glass of water?
   - ○ sit by a fire
   - ● drink a glass of water
6. Which is an example of how to *persuade* your parents to let you have dessert?
   - ○ "Can I have dessert? Please let me have dessert."
   - ● "I ate all my vegetables, so please let me have dessert."

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Parts of Speech

One thing that can help you understand a new word is knowing what part of speech it is—a noun, verb, adjective, and so on. Some words can only be one part of speech. For others, the part of speech depends on how the word is used in a sentence.

Verbs name an action or a state of being. Our vocabulary words include three verbs—*mustered*, *perspire*, and *persuade*—that name actions a person could do. Nouns name a person, place, thing, or idea. *Conclusion* and *hypothesis* are both nouns. We can't see or touch a conclusion or a hypothesis, but we can form them in our minds and test them.

Adjectives describe or modify a noun or pronoun. *Annoyed* could describe a person who's feeling irritated.

Write *Tuan was annoyed.* on the board.

In this sentence, *annoyed* is an adjective describing Tuan. *Tuan* is a noun, and *was* is a verb.

Label the parts of speech in the sentence. Then write *The noise annoyed Tuan.*

In this sentence, *annoyed* is a verb. How do we know it's a verb? (It names an action; it tells what the noise does.) Good. *Noise* is a noun, *annoyed* is a verb describing what the noise does, and *Tuan* is a noun.

Label the parts of speech in the sentence.

Pronouns are words that take the place of a noun. For example, instead of referring to Tuan, I might say *he* or *him*.

When you come across an unfamiliar word in your reading, look at the way the word is used in the sentence. See if you can figure out the part of speech. Prefixes and suffixes can also give you a clue.

Unit Opener

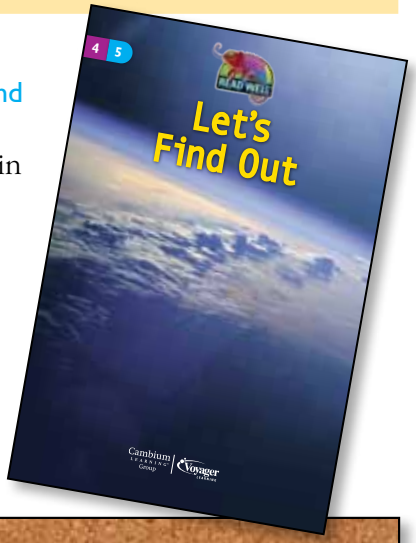
1 Minute

Introduce Text

The title of this unit is *Let's Find Out*. It's about using a scientific way to find out about things in our world.

- Have students use the table of contents to identify the two passages in *Let's Find Out*. ("The Case of the 'Stolen' Bounce" and "Curiosity and the Scientific Process")
- Introduce the topic and themes of this unit, connecting it to the science content of Unit 3.

In Unit 3, we learned about how amusement park rides work. That is part of physical science, the study of things that are not living. Physical science is just one kind of science. Scientists study everything in our world—water, the atmosphere, animals, people, and more.



Display the cover of *Let's Find Out*.

Different scientists study different things, but scientific study always begins with a question. Scientists have a special way to search for answers to their questions. This week, we will read about a girl who uses scientific thinking to find the answer to a question.

- Have students briefly preview "The Case of the 'Stolen' Bounce."


Table of Contents

UNIT 4

The Case of the "Stolen" Bounce 2
REALISTIC FICTION · MYSTERY

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NONFICTION · SCIENCE

PLAN AHEAD: COLLABORATIVE WORK

In Lessons 3, 4, 6, and 7, students will form a research question and hypothesis and plan an experiment. During the next few days, start talking with students about questions they'd like to answer. Generate ideas based on concepts they've learned about in science lessons and in previous reading units, such as Units F, H, I, and 3. Guide students toward testable questions. You may wish to start a "Question Bank" of possibilities students can refer to later on.

ELL TIP: FIND VISUAL EXAMPLES

Encourage English Language Learners to find photographs that illustrate vocabulary words such as *perspire*, *annoyed*, and *persuade* (Week 1) and *process*, *substance*, *eruption*, and *perseverance* (Week 2). Students can locate photographs in magazines or online. Finding examples will enhance students' understanding of both concrete and abstract terms.

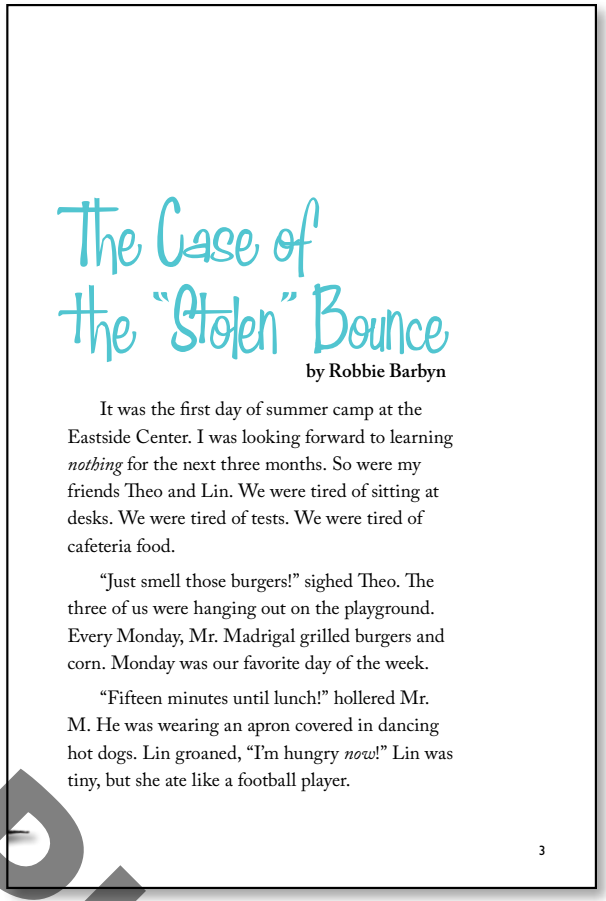
Teacher-Directed Reading 9 Minutes

1 Before Reading

Review Narrative and Story Structure

Review the definition of *narrative* and the elements of a narrative. Discuss the difference between main and supporting characters.

"The Case of the 'Stolen' Bounce" is a narrative, or story. It's fictional, or made up. The setting is where the story takes place. In fictional narratives, the plot, or events that take place, centers on a problem that starts soon after the story begins. Throughout the middle of the story, a character or characters try to solve the problem. The ending comes soon after a solution is found. Most stories focus on one or two characters who do most of the thinking and talking. These are main characters. Less important characters are supporting characters.



The Case of the "Stolen" Bounce

by Robbie Barbyn

It was the first day of summer camp at the Eastside Center. I was looking forward to learning *nothing* for the next three months. So were my friends Theo and Lin. We were tired of sitting at desks. We were tired of tests. We were tired of cafeteria food.

"Just smell those burgers!" sighed Theo. The three of us were hanging out on the playground. Every Monday, Mr. Madrigal grilled burgers and corn. Monday was our favorite day of the week.

"Fifteen minutes until lunch!" hollered Mr. M. He was wearing an apron covered in dancing hot dogs. Lin groaned, "I'm hungry *now*!" Lin was tiny, but she ate like a football player.

3

Genre: Realistic Fiction

Define the term *genre*. Discuss characteristics of realistic fiction.

There are different kinds of stories—funny stories, mysteries, and so on. *Genre* is the word for what kind of story something is. Some stories could never happen in real life. Others tell about events that could really happen. The characters and places seem like real people and places. That genre is called realistic fiction. "The Case of the 'Stolen' Bounce" is realistic fiction.

Differentiate Characters' Voices

- Explain why it is important to use different voices for each character.

  As we read about ordinary kids much like you, we can use our voices to show what they would sound like. That will help us relate to the characters.

- Have students turn to page 3 of "The Case of the 'Stolen' Bounce." Model how to differentiate between characters' voices as you read page 3 aloud.

  Listen as I read page 3. Pay attention to how I read each character's words.

  Read page 3 aloud. When reading dialogue, emphasize vocal differences: Theo's anticipation, Mr. Madrigal's yell, and Lin's insistent tone.

  Notice that I used a different voice for each character and showed how each person is feeling. Let's try to do that today. This story is written from the main character's point of view, and her voice will sound different too.

❷ During Reading

- Have students read pages 4–9 of "The Case of the 'Stolen' Bounce."
- Pause at the bottom of page 5 to note how to differentiate between voices and show emotion.
  Remember, Theo's and Lin's voices should be different. Also, Theo sounds a little annoyed here. Lin sounds excited at first, but then she gets annoyed with Theo.
- Draw attention to the vocabulary words *perspire* (page 4), *annoyed* (page 5), and *hypothesis* (page 9).
  Theo is jumping around, so it's no wonder he starts to *perspire*, or sweat.
  When Lin "steals" Theo's bounce, he feels *annoyed*, or irritated.
  Rosie has some unanswered questions about stolen bounces, so she asks around and forms a *hypothesis*, or belief she can test.
- Mix group and individual turns, independent of your voice. Have students work toward a group accuracy goal of 0–4 errors. Quietly keep track of errors made by all students in the group.
- After reading the passage, practice any difficult words.
- Ask questions and discuss the passage as indicated by the blue text in this guide.

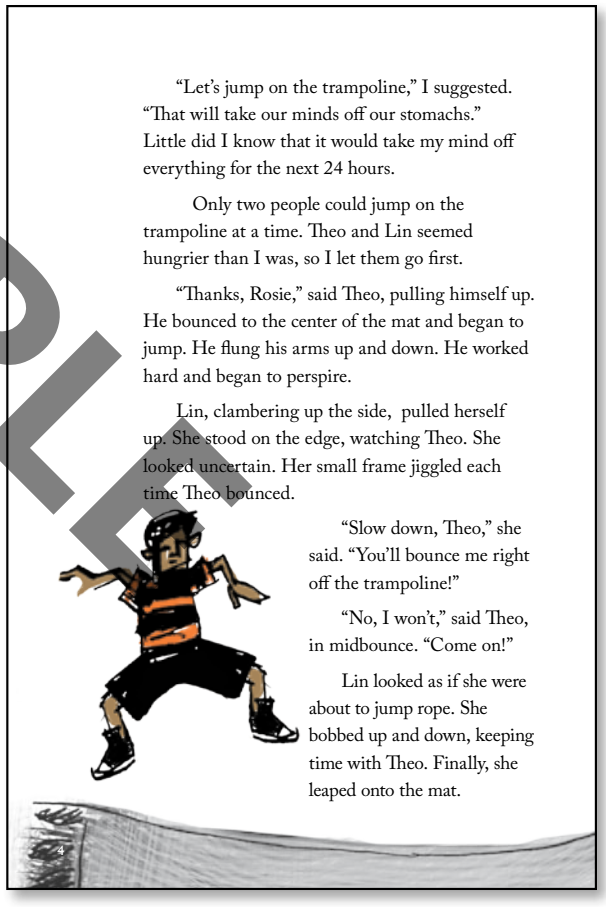
❸ After Reading

Review Vocabulary: Context Clues

- Review how to use context clues to determine the meaning of unfamiliar words.
  Remember that when you come across a word you do not know, often you can use context clues in the sentence or in nearby sentences to help you figure out the meaning.
- Guide students to use context clues to determine the meaning of *clambering* on page 4.
  We can use context clues to figure out the meaning of *clambering* on page 4.

Display page 4.

The sentence says "Lin, clambering up the side, pulled herself up." What is she clambering up the side of? (the trampoline) Right, Theo is on the trampoline, and she wants to get on. So *clambering* is a kind of movement. Can Lin just climb on easily? (No, she probably has to pull herself up by kicking her legs too.) So what kind of movement is *clambering*? (maybe struggling to climb) Using the context clues we talked about, what definition would you give for this word? (climbing with difficulty using hands and feet) Excellent! Thinking about context clues can help you figure out new words.



"Let's jump on the trampoline," I suggested. "That will take our minds off our stomachs." Little did I know that it would take my mind off everything for the next 24 hours.

Only two people could jump on the trampoline at a time. Theo and Lin seemed hungrier than I was, so I let them go first.

"Thanks, Rosie," said Theo, pulling himself up. He bounced to the center of the mat and began to jump. He flung his arms up and down. He worked hard and began to perspire.

Lin, clambering up the side, pulled herself up. She stood on the edge, watching Theo. She looked uncertain. Her small frame jiggled each time Theo bounced.

"Slow down, Theo," she said. "You'll bounce me right off the trampoline!"

"No, I won't," said Theo, in midbounce. "Come on!"

Lin looked as if she were about to jump rope. She bobbed up and down, keeping time with Theo. Finally, she leaped onto the mat.

4

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"No, I won't," said Theo, in midbounce. "Come on!"

Lin looked as if she were about to jump rope. She bobbed up and down, keeping time with Theo. Finally, she leaped onto the mat.

To everyone's surprise, Lin went sailing into the air, flying far higher than Theo.

"Woo . . . *hooooooooo!*" Lin shouted with glee.

Theo stopped jumping. "Lin," he complained, "why did you do *that*?"

"Do what?" she asked. "I just jumped onto the trampoline." Lin kept jumping. Theo looked annoyed.

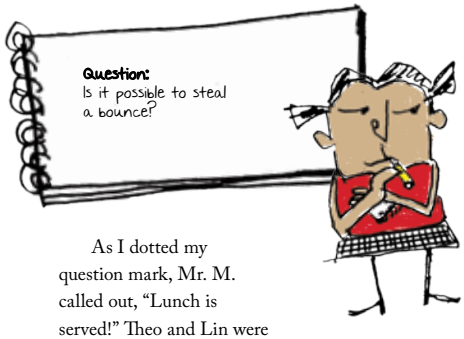
"You stole my bounce! You're a bounce thief!"

Lin slowed to a stop and put her hands on her hips. She frowned at Theo.

"That's crazy," she said. "A person can't steal a bounce. A turn on the swings, yeah. A spot in line, yeah. But a jump? No way."

Suddenly, my mind was racing. *Was* it possible to steal a bounce? I had never thought about it. I pulled out my trusty notepad, Flip. Yes, my notepad has a name. Why not? He is my best friend. He is with me all the time. He holds all my thoughts. He holds doodles, rhymes, daydreams, and big ideas.

I opened to a clean page and pulled my pencil from my pocket. Yes, my pencil has a name too: Scratch. Scratch is one of those stubby little pencils you get when you play mini-golf.



As I dotted my question mark, Mr. M. called out, "Lunch is served!" Theo and Lin were off in a flash. But I stood chewing on Scratch. It helped me think.

After Reading Pages 4–6

1. What happens when Lin finally jumps on the trampoline next to Theo? (She bounces much higher than Theo, and he gets annoyed.)
2. What does Theo mean when he says she stole his bounce? (He didn't bounce as high as he was supposed to.)
3. What does Rosie want to find out? (She wants to know if it's possible for someone to steal another person's bounce.)

After a few minutes, I joined Lin and Theo at the picnic table. They were laughing. They seemed to have forgotten their quarrel. I needed to act quickly. I needed to bring the quarrel back to life!

"Hey, Oscar," I said a little too loudly. Oscar was sitting at the end of our table. He turned to look at me. He had ketchup on his chin.

"Oscar," I said, "have you ever stolen someone's bounce on the trampoline? Or has anyone ever stolen yours?"

Oscar's eyes narrowed. "That's a good question. And the answer is yes. Paul steals my bounces all the time."

Oscar's younger cousin Paul sat across from him. "No, I don't!" Paul whined. Oscar just kept chowing down on his burger.

7

By now, Theo and Lin had stopped laughing and were looking at me. I knew I had their attention. I got up and moved to the next table, where I posed the same question to Marcus, Keisha, Purna, and Oliver. I noted each of their responses.

"Hey, Rosie," Theo called. "What are you doing?"

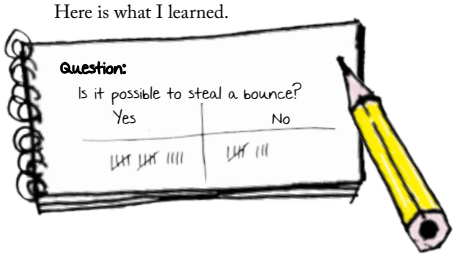
"I'm trying to solve the mystery," I replied.

"What mystery?" Lin asked.

"The mystery of the stolen bounce," I answered. "You said Lin stole your bounce. I want to discover if that's possible."

They both looked at me a little funny. I could tell by their puzzled looks they were curious.

By the end of lunch, I had polled 22 campers. Here is what I learned.



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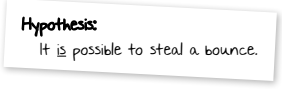
The research was clear. Most people thought stealing a bounce was possible. I turned Flip to a new page and wrote down my big idea.



"Is that it?" asked Lin, who was peering at Flip. "Case closed? You take Theo's word over mine?"

"Not by a long shot," I answered. I led Theo and Lin back to the scene of the crime. I told them to climb on.

"It's time to test my idea. I want you to do the same as before. Theo, you start jumping. Then, Lin, you join in."

They both jumped in as before. But this time, Lin didn't sail into the air. In fact, Theo and Lin took a few medium bounces and stopped.

9

After Reading Pages 7–9

1. How does Rosie get started on her research? (During lunchtime, she asks other kids if they have ever stolen a bounce or had one stolen from them.)
2. What is Rosie's character like? How do you know? (She is curious and thinks like a scientist. She writes questions in her notebook and has a plan for testing her idea.)
3. What happens when Rosie tries to have Lin "steal" Theo's bounce again? (Her plan doesn't work. They both have medium bounces.)

Two Group Model — 15 Minutes

Collaborative Study

- Observe as students reread pages 3–9 with their group.
- Prepare students for Collaborative Work where they will draw and describe a supporting character to complete Read and Think 1 (Unit 4 Collaborative Work *Blackline Masters*).
- Prepare students for Independent Work where they will complete the following activities in their *Activity Books*: Comprehension 1 on pages 48 and 49, Vocabulary 2 on pages 50 and 51, and Word Work 2 on page 52.

Three Group Model — 3 Minutes

Collaborative and Independent Work

Prepare students for Collaborative Work and Independent Work by explaining and setting expectations for how they will complete the learning activities.

- During Collaborative Work, students will reread pages 3–9 with their group and draw and describe their favorite supporting character to complete Read and Think 1 (Unit 4 Collaborative Work *Blackline Masters*).
- During Independent Work, students will complete the following activities in their *Activity Books*: Comprehension 1 on pages 48 and 49, Vocabulary 2 on pages 50 and 51, and Word Work 2 on page 52. Prepare students for Vocabulary 2 by reminding them of how to use context clues to determine the meaning of a word.

1 Group Reading

Students reread pages 3–9 in "The Case of the 'Stolen' Bounce."

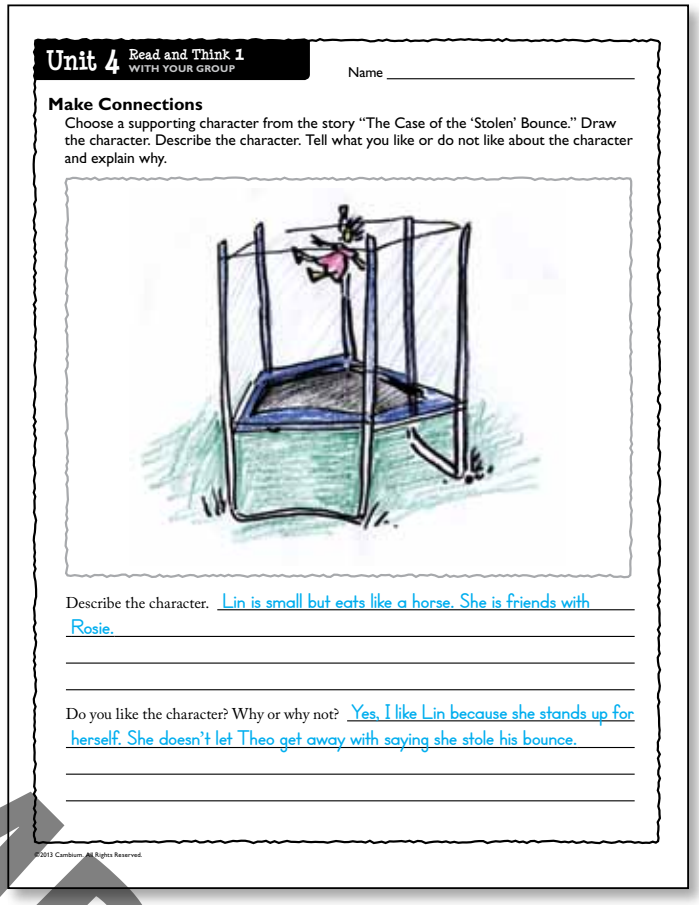
MODIFY COLLABORATIVE READING

If students did not finish pages 3–9 during Teacher-Directed Reading, have them finish reading those pages in Collaborative Work. Then have them look back at the pages as needed to complete Independent Work. Make similar adjustments throughout Lessons 1–4 as needed.

2 Read and Think 1

Make Connections

Students draw and describe a supporting character.



Unit 4 Read and Think 1 WITH YOUR GROUP

Name _____

Make Connections

Choose a supporting character from the story "The Case of the 'Stolen' Bounce." Draw the character. Describe the character. Tell what you like or do not like about the character and explain why.

Describe the character. Lin is small but eats like a horse. She is friends with Rosie.

Do you like the character? Why or why not? Yes, I like Lin because she stands up for herself. She doesn't let Theo get away with saying she stole his bounce.

1 Comprehension 1

Parts of a Story: Characters

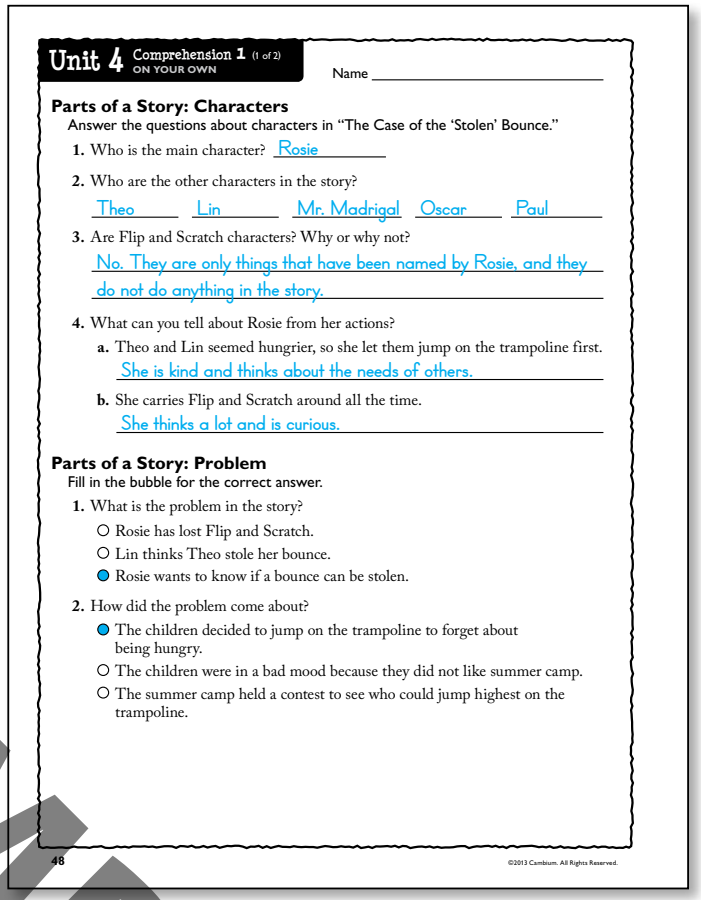
Students identify main and supporting characters in "The Case of the 'Stolen' Bounce" and answer questions about them.

Parts of a Story: Problem

Students identify the main problem in the story.

Parts of a Story

Students complete a story map for the beginning of the story.



Unit 4 Comprehension 1 (1 of 2) ON YOUR OWN

Name _____

Parts of a Story: Characters

Answer the questions about characters in "The Case of the 'Stolen' Bounce."

1. Who is the main character? Rosie
2. Who are the other characters in the story?
   Theo Lin Mr. Madrigal Oscar Paul
3. Are Flip and Scratch characters? Why or why not?
   No. They are only things that have been named by Rosie, and they do not do anything in the story.
4. What can you tell about Rosie from her actions?
   a. Theo and Lin seemed hungrier, so she let them jump on the trampoline first.
      She is kind and thinks about the needs of others.
   b. She carries Flip and Scratch around all the time.
      She thinks a lot and is curious.

Parts of a Story: Problem

Fill in the bubble for the correct answer.

1. What is the problem in the story?
   - ○ Rosie has lost Flip and Scratch.
   - ○ Lin thinks Theo stole her bounce.
   - ● Rosie wants to know if a bounce can be stolen.
2. How did the problem come about?
   - ● The children decided to jump on the trampoline to forget about being hungry.
   - ○ The children were in a bad mood because they did not like summer camp.
   - ○ The summer camp held a contest to see who could jump highest on the trampoline.

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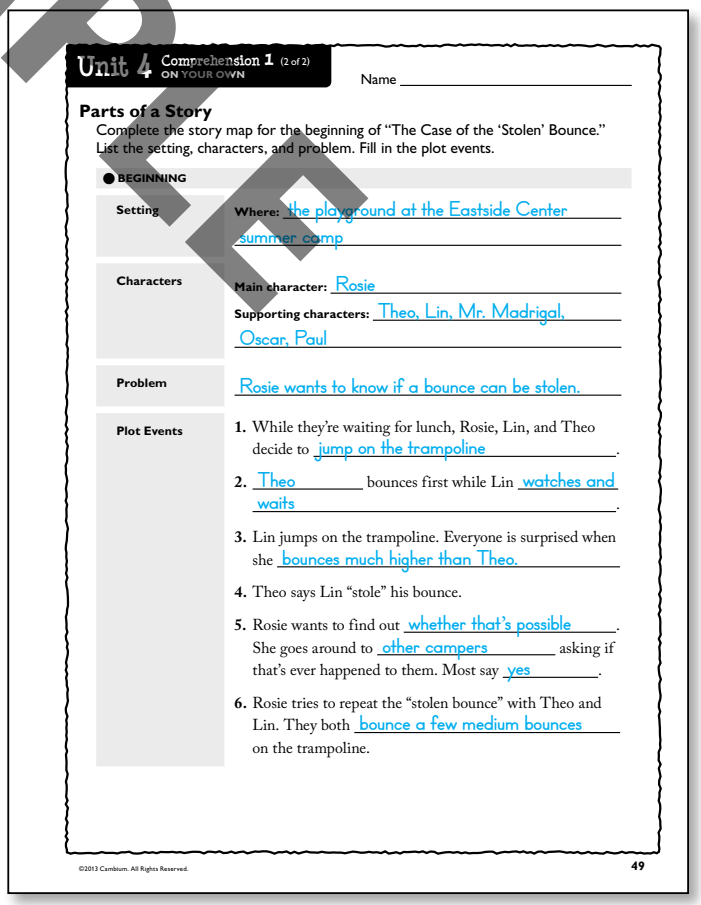

Unit 4 Comprehension 1 (2 of 2) ON YOUR OWN

Name _____

Parts of a Story

Complete the story map for the beginning of "The Case of the 'Stolen' Bounce." List the setting, characters, and problem. Fill in the plot events.

● BEGINNING

Setting

Where: the playground at the Eastside Center summer camp

Characters

Main character: Rosie

Supporting characters: Theo, Lin, Mr. Madrigal, Oscar, Paul

Problem

Rosie wants to know if a bounce can be stolen.

Plot Events

1. While they're waiting for lunch, Rosie, Lin, and Theo decide to jump on the trampoline.
2. Theo bounces first while Lin watches and waits.
3. Lin jumps on the trampoline. Everyone is surprised when she bounces much higher than Theo.
4. Theo says Lin "stole" his bounce.
5. Rosie wants to find out whether that's possible. She goes around to other campers asking if that's ever happened to them. Most say yes.
6. Rosie tries to repeat the "stolen bounce" with Theo and Lin. They both bounce a few medium bounces on the trampoline.

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2 Vocabulary 2

Vocabulary in Context

Students read the words in the box, read each sentence, then complete each sentence with the correct word from the box, underlining context clues. Students also label the part of speech.

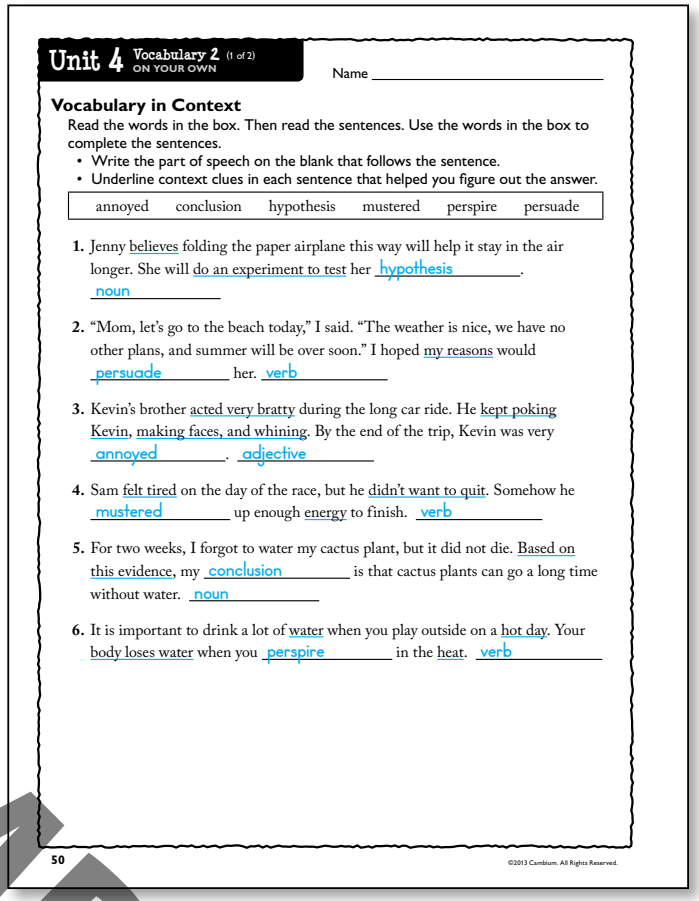
Vocabulary: Context Clues

Students use context clues to determine the meaning of unfamiliar words.

3 Word Work 2

Types of Syllables

- Students write words in broken syllables.
- Students sort syllables under the correct heading.



Unit 4 Vocabulary 2 (1 of 2) ON YOUR OWN

Name _____

Vocabulary in Context

Read the words in the box. Then read the sentences. Use the words in the box to complete the sentences.

- Write the part of speech on the blank that follows the sentence.
- Underline context clues in each sentence that helped you figure out the answer.

annoyed	conclusion	hypothesis	mustered	perspire	persuade

1. Jenny believes folding the paper airplane this way will help it stay in the air longer. She will do an experiment to test her hypothesis. noun
2. "Mom, let's go to the beach today," I said. "The weather is nice, we have no other plans, and summer will be over soon." I hoped my reasons would persuade her. verb
3. Kevin's brother acted very bratty during the long car ride. He kept poking Kevin, making faces, and whining. By the end of the trip, Kevin was very annoyed. adjective
4. Sam felt tired on the day of the race, but he didn't want to quit. Somehow he mustered up enough energy to finish. verb
5. For two weeks, I forgot to water my cactus plant, but it did not die. Based on this evidence, my conclusion is that cactus plants can go a long time without water. noun
6. It is important to drink a lot of water when you play outside on a hot day. Your body loses water when you perspire in the heat. verb

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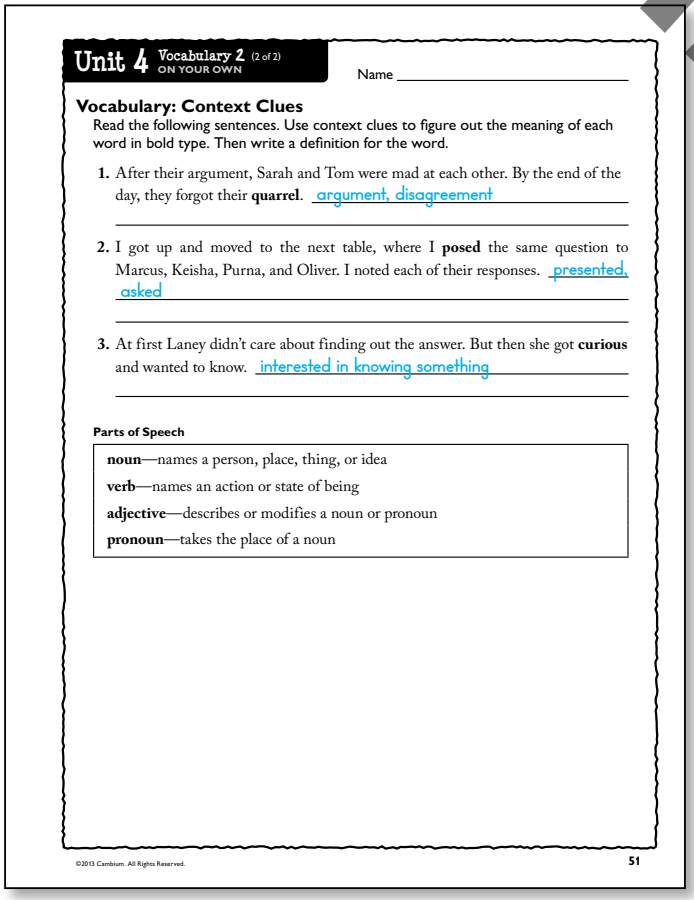

Unit 4 Vocabulary 2 (2 of 2) ON YOUR OWN

Name _____

Vocabulary: Context Clues

Read the following sentences. Use context clues to figure out the meaning of each word in bold type. Then write a definition for the word.

1. After their argument, Sarah and Tom were mad at each other. By the end of the day, they forgot their **quarrel**. argument, disagreement
2. I got up and moved to the next table, where I **posed** the same question to Marcus, Keisha, Purna, and Oliver. I noted each of their responses. presented, asked
3. At first Laney didn't care about finding out the answer. But then she got **curious** and wanted to know. interested in knowing something

Parts of Speech

noun—names a person, place, thing, or idea
verb—names an action or state of being
adjective—describes or modifies a noun or pronoun
pronoun—takes the place of a noun

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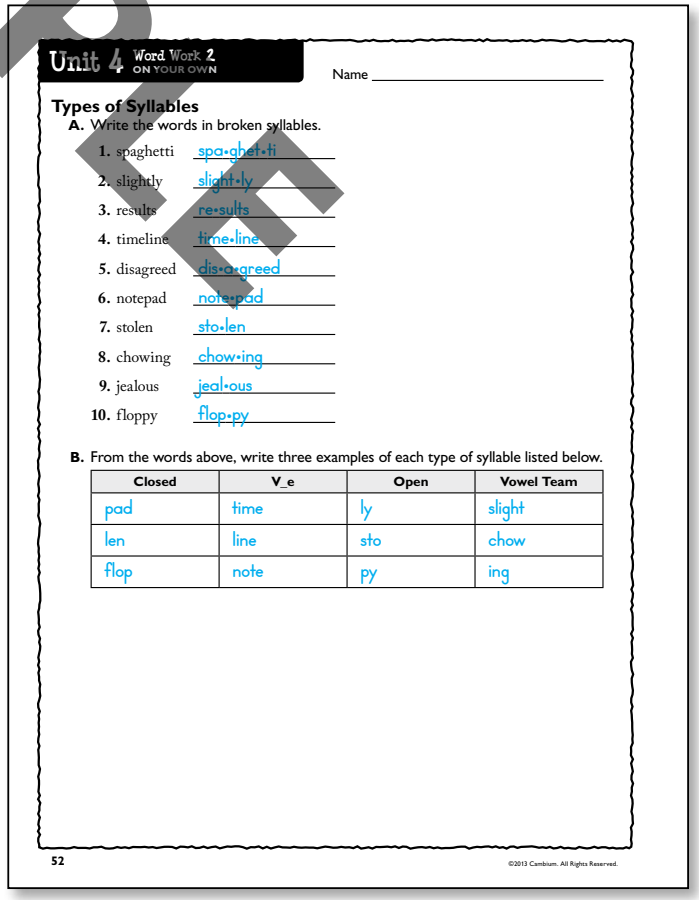

Unit 4 Word Work 2 ON YOUR OWN

Name _____

Types of Syllables

A. Write the words in broken syllables.

1. spaghetti spa•ghet•ti
2. slightly slight•ly
3. results re•sults
4. timeline time•line
5. disagreed dis•a•greed
6. notepad note•pad
7. stolen sto•len
8. chowing chow•ing
9. jealous jeal•ous
10. floppy flop•py

B. From the words above, write three examples of each type of syllable listed below.

Closed	V_e	Open	Vowel Team
pad	time	ly	slight
len	line	sto	chow
flop	note	py	ing

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Word Work 15

15 Minutes

1 Sight Syllables

- Have students turn to page 84 in their *Activity Books*.
- Review the sight syllables per, ers, lar, ti, for, der, si, un, ar, or, ri, dis, tions, ma, and at as necessary.
- Have students read the words, then repeat practice, building accuracy first, then fluency.

2 Confusing Words

- Review the confusing words *your* and *you're* as necessary.

  Write *your* and *you're* on the board. Point to the words as you refer to them.

  Your and *you're* are the confusing words you learned in this unit. What does *your* describe? (to whom something belongs; possession) What does *you're* mean? (It's a contraction of *you are*.)
- Have students write the correct confusing word to complete each sentence.

3 Multiple-Meaning Words

- Review the multiple-meaning words *draw* and *research*.

  Draw has multiple verb meanings. One is "to make a picture with a pencil or other tool." Another is "to pull." And the last is "to think about, then come to a conclusion" or "to make an inference." People draw conclusions.

  Research has verb and noun meanings. As a verb, it means "to search or investigate." As a noun, it means "the study done to find out about or explain something." *Research* as a noun can also refer to all the information you find while researching.
- Have students identify whether the words are used as nouns or verbs.

4 Parts of Speech

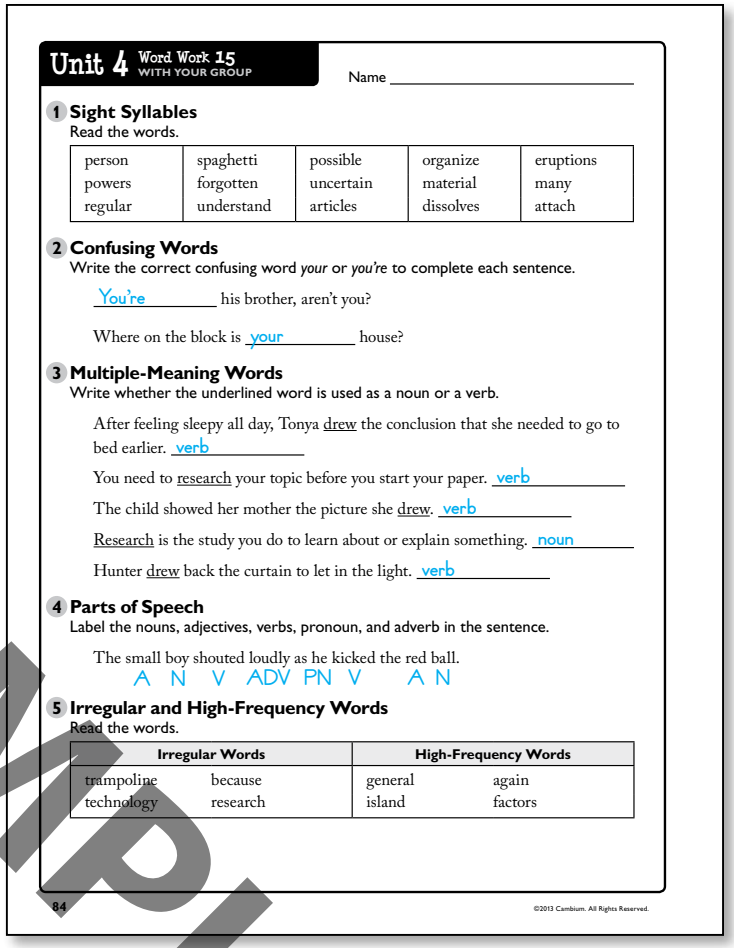
- Review parts of speech as necessary.
- Review pronouns.

  Pronouns are special nouns. We use them to take the place of regular nouns, especially ones like people's names. Common pronouns are *I*, *he*, *she*, *it*, *him*, *her*, *me*, *we*, *you*, *they*, *us*, and *them*.
- Review adverbs.

  Adverbs are words that describe verbs. They tell how things are done. Many words that end in *-ly* are adverbs.
- Have students identify the parts of speech of the words in the sentence.

5 Irregular and High-Frequency Words

- Have students use the sounds and word parts they know to read the words. Correct any pronunciations as necessary.
- Repeat practice, building accuracy first, then fluency.
- Provide sample sentences to allow students to experience the words in context.



Unit 4 Word Work 15 WITH YOUR GROUP

Name _____

1 Sight Syllables
Read the words.

person	spaghetti	possible	organize	eruptions
powers	forgotten	uncertain	material	many
regular	understand	articles	dissolves	attach

2 Confusing Words
Write the correct confusing word *your* or *you're* to complete each sentence.

You're his brother, aren't you?

Where on the block is your house?

3 Multiple-Meaning Words
Write whether the underlined word is used as a noun or a verb.

After feeling sleepy all day, Tonya drew the conclusion that she needed to go to bed earlier. verb

You need to research your topic before you start your paper. verb

The child showed her mother the picture she drew. verb

Research is the study you do to learn about or explain something. noun

Hunter drew back the curtain to let in the light. verb

4 Parts of Speech
Label the nouns, adjectives, verbs, pronoun, and adverb in the sentence.

The small boy shouted loudly as he kicked the red ball.
A N V ADV PN V A N

5 Irregular and High-Frequency Words
Read the words.

Irregular Words		High-Frequency Words	
trampoline	because	general	again
technology	research	island	factors

84

Fluency and Prosody 12 Minutes

1 Warm-up

- Have students turn to "Curiosity and the Scientific Process" on page 28 of *Let's Find Out*.
- Have students whisper-read pages 31–35 to themselves. Students should read Steps 1–6 in the text.

2 First Reading: Develop Fluency

- Have students read Steps 1–6 in "Curiosity and the Scientific Process" on pages 31–35.
- Mix group and individual turns, independent of your voice. Have students work toward a group accuracy goal of 0–2 errors. Quietly keep track of errors made by all students in the group.
- After reading the passage, practice any difficult words.
- Ask questions and discuss the passage as indicated by the blue text in this guide.

3 Second Reading: Develop Prosody

- Model how to read pages 31–35 fluently with attention to expression, giving appropriate emphasis to numbers and headings.
- Have students read the first two paragraphs for Steps 1 and 2. Encourage students to read with attention to expression and fluency.
- Continue for Steps 3–6 until students finish the passage.

4 Third Reading: Group Timed Readings

- Explain that students will now practice reading for one minute. Encourage students to do their best to read as far as they can without making errors or losing sight of what the words mean.
- Have students complete a one-minute timed reading, whisper-reading from pages 31–35.
- Tell students to go back to Step 1 and keep reading until the minute is up.
- Have students put their finger on the last word they read and count the number of words they read correctly in one minute.

Assessment Practice 3 Minutes

1 Preview Written Assessment

- Display the Written Assessment on pages 85–90 of students' *Activity Books*.
- Have students read the assessment title.
- Have students read the words in the box. Remind them to use what they know about sounds and syllables to read the words.

2 Preview Oral Reading Fluency Practice

- Briefly discuss the Oral Reading Fluency practice passage "Everyday Science" (Unit 4 Collaborative Work *Blackline Masters*).
- Have students practice reading the words in the box.
- Explain that later, students will practice reading the passage twice, then complete one timed reading. Partners will follow along during practice, then time the final reading.

1 Ask a question.

The first step in the scientific process is usually to ask a question. Maybe you want to find out how clouds form, how a battery works, or what happens to eggs when they are boiled. You need to have a question that you can do tests to answer.

2 Do background research.

Once you've decided what question you want to answer, it is time to do some research. Books can provide interesting information, and there are many good resources on the Internet too. Before you start your own investigation, it's best to learn as much as you can. The books and Web sites are your sources of information. You should write down your sources. You may need to refer back to them for more information. When you research, you may find out that someone already tried your experiment. You could learn the answer to your question by reading their results. But that doesn't mean you shouldn't try the experiment yourself. You never know what else you might discover or what other questions might come up as you make your own observations!

3 Build a hypothesis.

This is the part of the process where you use your research to make a hypothesis. A hypothesis is a possible answer to your question. It is what you think the outcome will be based on your research. It's a prediction. Do you have a sneaking suspicion that the making of clouds has something to do with air and water? Write your hypothesis: *I think that clouds form when hot, wet air meets cold air.* You've finished step three and can go on to the next step. Edison had a hunch that platinum would make a good filament to create light in a lightbulb. So he decided to test his hypothesis.

4 Test your hypothesis with an experiment.

This is probably the hardest—but most fun—part. Now you actually get to write and perform your experiment. You want to determine whether clouds form as a result of warm, wet air from the ground meeting with cold air. But because clouds are up in the sky, you have to find a way to imitate them in your home or classroom. You need some materials to help you test and observe.

First, you need something to hold air and something to simulate the ground. A glass jar can hold the air. You can simulate the ground by wrapping a piece of black paper around the bottom

half of the jar. You also need tape to attach the paper to the jar. Last, you need hot tap water, a match, a grown-up to help you with the match, and ice cubes in a plastic bag.

Write down the materials you need, then gather them together and try your experiment. After you've taped the paper to your jar, fill it with the hot tap water. Leave it alone for a minute, then pour out most of the water. Leave about an inch of water in the jar.

Have a grown-up light the match and hold it over the jar's opening. Then have the grown-up drop the match in the water. Now, be quick and put the plastic bag of ice cubes over the open mouth of the jar.

Always write down what you do in every step when you're doing experiments. This makes the tests easier to repeat, which is a necessary part of the scientific process. If experiments can be repeated with the same results each time, then the answers are more reliable.

5 Analyze your results and draw conclusions.

What were your results? What happened to the air in the jar? What did the ice cubes do? Look at the data—or information—that you collected during your experiment. Try to figure out what it means. What do your experiment results mean about your hypothesis?

In this case, the hypothesis that clouds form when hot, wet air meets cold air is true. This is why we can see a lot of clouds after a warm day. The air close to the ground is still hot from the sun, and it has water from the soil. When it rises, it meets cold air high up in the sky, and a lot of clouds form.

But, sometimes your conclusion proves your hypothesis is wrong. That's okay. Remember Thomas Edison and his hypothesis that he could use a platinum filament to make a brightly burning, long-lasting lightbulb? Well, Edison's hypothesis turned out to be wrong. Platinum didn't work in lightbulbs very well. He had to repeat the experiment, changing the filament each time, until he and his lab workers finally found a filament—carbon—that burned for a long time. His first successful lightbulb burned for around 13 hours—a record at the time! His failed experiments simply moved him to try something else. His perseverance in repeating the process over and over until he found the right answer led to his successful discovery.

This is true of any experiment. Even if you find out that your hypothesis is wrong, that can be enough to spark your curiosity to repeat the experiment with a new hypothesis. It's not about getting the answer you were looking for. It's about getting to the truth or best solution.

6 Communicate the results.

This is a very important part of the scientific process. Even if you don't get the results you expected, you should always report them. That's why scientists publish articles in journals about their experiments. It's also why your school has science fairs! The best way for scientists to keep making important discoveries is to learn from other people. Even if the results are different from what was expected, every report that is published brings us closer to discovering the truth about something or solving an important problem. And at every science fair, you and your friends—and parents and teachers—can learn something new.

35

After Reading Pages 31–35

1. Why is it important to write down everything you do in an experiment? (This makes it easier to repeat the experiment.)
2. Why is communicating your results an important part of the scientific process? (People need to know what others have learned. That helps them make discoveries and solve problems.)
3. What might a good scientist do if he or she did an experiment and didn't get the expected results? (repeat the experiment; repeat it and change one variable at a time; form a new hypothesis and repeat the experiment)

Two Group Model — 15 Minutes

Collaborative Study

- Observe as students read the Oral Reading Fluency Practice passage "Everyday Science" (Unit 4 Collaborative Work *Blackline Masters*) with their partners. Reinforce the Oral Reading Fluency Practice routine.
- Prepare students for Collaborative Work where they will Duet Read "Curiosity and the Scientific Process" with their partners and identify causes and effects in experiments to complete Read and Think 8 (Unit 4 Collaborative Work *Blackline Masters*).
- Prepare students for Independent Work where they will complete the Written Assessment on pages 85–90 in their *Activity Books*.

Three Group Model — 3 Minutes

Collaborative and Independent Work

Prepare students for Collaborative Work and Independent Work by explaining and setting expectations for how they will complete the learning activities.

- During Collaborative Work, students will read the Oral Reading Fluency Practice passage "Everyday Science," Duet Read "Curiosity and the Scientific Process," and identify causes and effects in experiments to complete Read and Think 8 (Unit 4 Collaborative Work *Blackline Masters*).
- During Independent Work, students will complete the Written Assessment on pages 85–90 in their *Activity Books*.

1 Oral Reading Fluency Practice

- Students read the passage "Everyday Science" (Unit 4 Collaborative Work *Blackline Masters*).
- Students complete two practice readings and one timed reading.
- Students track along with their partner during the practice readings and time their partner during the timed reading.

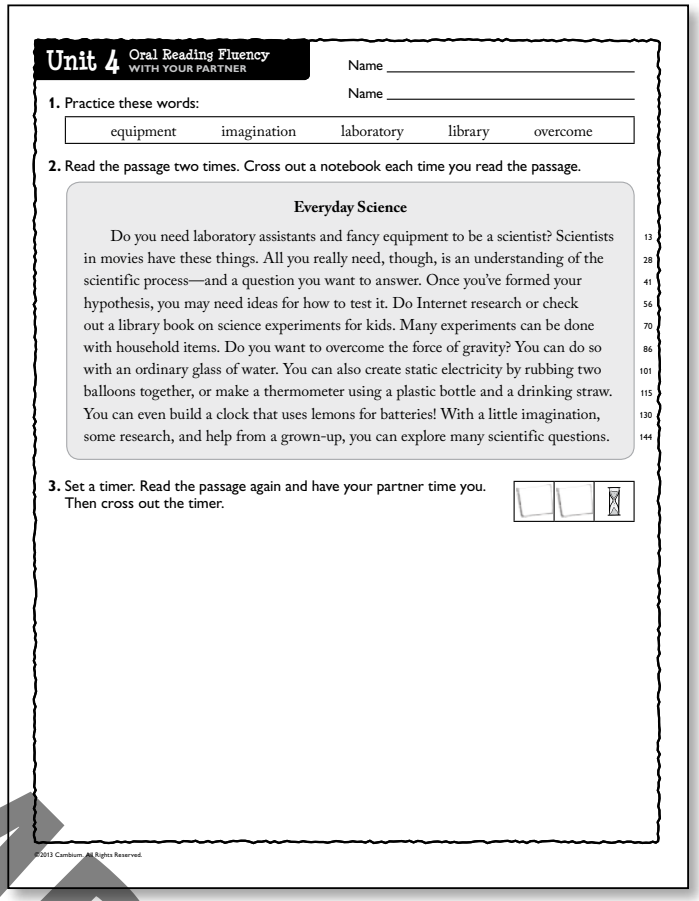
2 Duet Reading

- Students reread "Curiosity and the Scientific Process" on pages 29–42 in *Let's Find Out*.
- Students alternate sections as they read.

3 Read and Think 8

Cause and Effect

Students identify causes and effects in an experiment.



Unit 4 Oral Reading Fluency WITH YOUR PARTNER

Name _____

Name _____

1. Practice these words:

equipment	imagination	laboratory	library	overcome

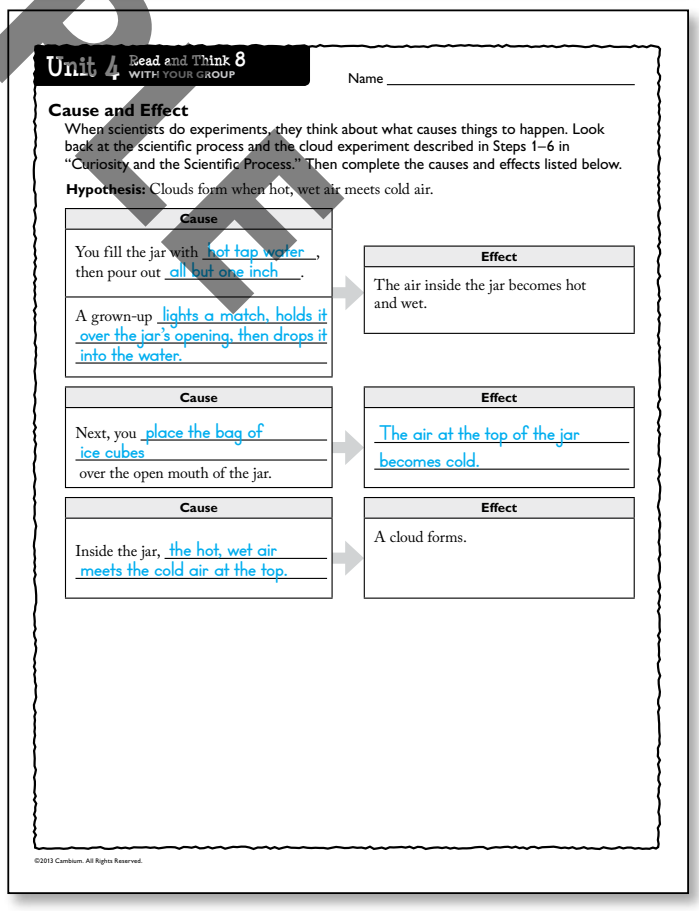
2. Read the passage two times. Cross out a notebook each time you read the passage.

Everyday Science

Do you need laboratory assistants and fancy equipment to be a scientist? Scientists in movies have these things. All you really need, though, is an understanding of the scientific process—and a question you want to answer. Once you've formed your hypothesis, you may need ideas for how to test it. Do Internet research or check out a library book on science experiments for kids. Many experiments can be done with household items. Do you want to overcome the force of gravity? You can do so with an ordinary glass of water. You can also create static electricity by rubbing two balloons together, or make a thermometer using a plastic bottle and a drinking straw. You can even build a clock that uses lemons for batteries! With a little imagination, some research, and help from a grown-up, you can explore many scientific questions.

13 28 41 56 70 86 101 115 130 144

3. Set a timer. Read the passage again and have your partner time you. Then cross out the timer.



Unit 4 Read and Think 8 WITH YOUR GROUP

Name _____

Cause and Effect

When scientists do experiments, they think about what causes things to happen. Look back at the scientific process and the cloud experiment described in Steps 1–6 in "Curiosity and the Scientific Process." Then complete the causes and effects listed below.

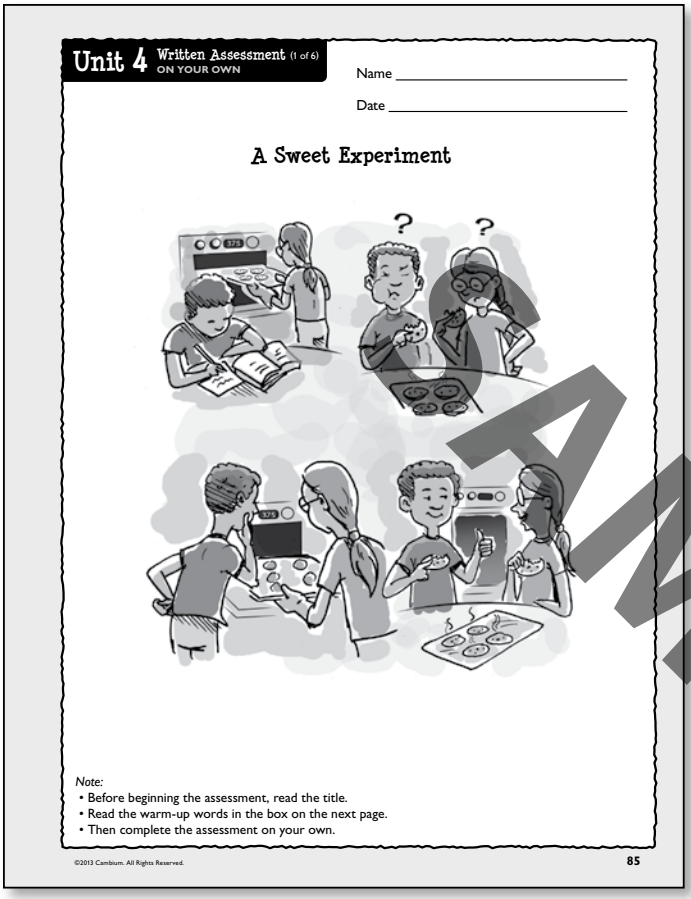
Hypothesis: Clouds form when hot, wet air meets cold air.

Cause	Effect
You fill the jar with hot tap water, then pour out all but one inch.	The air inside the jar becomes hot and wet.
A grown-up lights a match, holds it over the jar's opening, then drops it into the water.	
Cause	**Effect**
Next, you place the bag of ice cubes over the open mouth of the jar.	The air at the top of the jar becomes cold.
Cause	**Effect**
Inside the jar, the hot, wet air meets the cold air at the top.	A cloud forms.

Written Assessment 30 Minutes

Comprehension and Vocabulary

- Students study the passage title and illustration on page 85.
- Students read the passage warm-up words at the top of page 86.
- Students answer the comprehension and vocabulary questions on pages 88–90.



Unit 4 Written Assessment (1 of 6) ON YOUR OWN

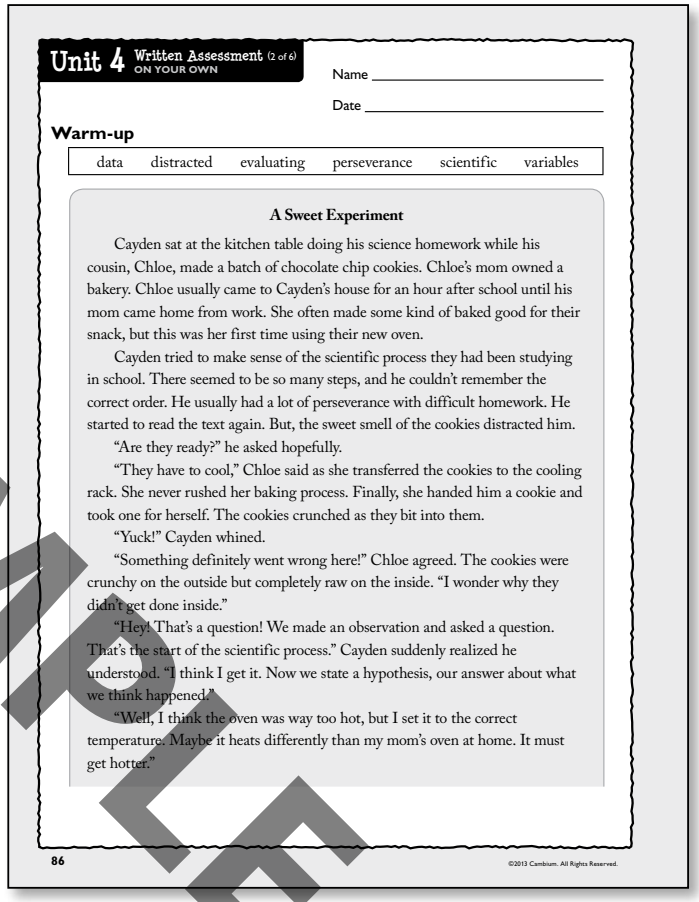
Name _____

Date _____

A Sweet Experiment

Note:
- Before beginning the assessment, read the title.
- Read the warm-up words in the box on the next page.
- Then complete the assessment on your own.

85



Unit 4 Written Assessment (2 of 6) ON YOUR OWN

Name _____

Date _____

Warm-up

data	distracted	evaluating	perseverance	scientific	variables

A Sweet Experiment

Cayden sat at the kitchen table doing his science homework while his cousin, Chloe, made a batch of chocolate chip cookies. Chloe's mom owned a bakery. Chloe usually came to Cayden's house for an hour after school until his mom came home from work. She often made some kind of baked good for their snack, but this was her first time using their new oven.

Cayden tried to make sense of the scientific process they had been studying in school. There seemed to be so many steps, and he couldn't remember the correct order. He usually had a lot of perseverance with difficult homework. He started to read the text again. But, the sweet smell of the cookies distracted him.

"Are they ready?" he asked hopefully.

"They have to cool," Chloe said as she transferred the cookies to the cooling rack. She never rushed her baking process. Finally, she handed him a cookie and took one for herself. The cookies crunched as they bit into them.

"Yuck!" Cayden whined.

"Something definitely went wrong here!" Chloe agreed. The cookies were crunchy on the outside but completely raw on the inside. "I wonder why they didn't get done inside."

"Hey! That's a question! We made an observation and asked a question. That's the start of the scientific process." Cayden suddenly realized he understood. "I think I get it. Now we state a hypothesis, our answer about what we think happened."

"Well, I think the oven was way too hot, but I set it to the correct temperature. Maybe it heats differently than my mom's oven at home. It must get hotter."

86

Unit 4 Written Assessment (3 of 6) ON YOUR OWN

Name _____

Date _____

"Okay, now we need to test our hypothesis. Do you have more cookie dough? We have to use the same substance. If we change too many variables, we won't know what the answer is."

Chloe turned the oven temperature down and prepared another tray of cookie dough exactly like the first one. This time the cookies were perfect. As Cayden ate a second cookie, he said, "I like evaluating this data! I think we can draw a conclusion that the oven heats hotter than most. Now all we have to do is publish our findings."

He wrote a note to his mom and put it on the refrigerator. *Beware, Mom. Our new oven heats up too hot. But the cookies are delicious!*

Unit 4 Written Assessment (4 of 6) ON YOUR OWN

Name _____

Date _____

PARTS OF A STORY

1. Complete the story map with information from "A Sweet Experiment."

● BEGINNING

Setting — **Where:** the kitchen at Cayden's house

Characters — Cayden, Chloe

Problem — The first batch of cookies is raw inside, so the characters want to find out why.

■ MIDDLE

Action — **Write what happens. Use complete sentences.**

- Cayden says they need to state a hypothesis.
- Chloe says maybe Cayden's oven gets hotter than her mom's.
- They test the hypothesis. They turn the temperature down and bake more cookies.
- The cookies come out perfect.

▲ END

Solution — **Write what happened at the end.**

The hypothesis was right. Cayden writes a note telling his mom about the oven.

Unit 4 Written Assessment (5 of 6) ON YOUR OWN

Name _____

Date _____

GENRE

2. Which of the following suggests that "A Sweet Experiment" is realistic fiction?

- ○ There are only two characters.
- ● The characters seem like people you could know.
- ○ The characters solve their problem at the end.

INFERENCES

3. Who do you think taught Chloe how to bake cookies? Explain.

Her mom probably taught her because her mom owns a bakery. She probably knows how to bake many things.

COMPARE TEXTS

4. How are Chloe and Cayden like Rosie in "The Case of the 'Stolen' Bounce"?

They do an experiment to find something out.

VOCABULARY

5. The order of events in a story is also known as the _____.

- ○ genre
- ○ solution
- ● sequence

6. A cookie that is *completely* burned is _____.

- ○ a little bit burned
- ○ half burned, half raw
- ● burned all the way through

7. How could a boy show *perseverance* while running a race?

- ○ by running the whole race backwards
- ● by running even after he starts getting tired
- ○ by running so fast that he wins the race

Unit 4 Written Assessment (6 of 6) ON YOUR OWN

Name _____

Date _____

VOCABULARY *(continued)*

8. Which of these is a *substance*?

- ● salt
- ○ actions
- ○ happiness

9. When do scientists form a *conclusion*?

- ○ before doing an experiment
- ○ during an experiment
- ● after finishing an experiment

10. If there was an *eruption* of water from a pipe, what did the water do?

- ○ It flowed through the pipe.
- ● It sprayed out of the pipe.
- ○ It froze inside the pipe.

11. A *hypothesis* is a _____.

- ● belief that you can test
- ○ question that you cannot answer
- ○ fact that you know for certain

12. If two dancers dance *differently*, they _____.

- ○ enjoy dancing together
- ● do not dance in the same way
- ○ practice dancing every day

13. If you use a *process* to do a task, you _____.

- ● do certain steps in order
- ○ need tools to get it done
- ○ work as quickly as you can

SCORING Date _____

Parts of a Story	___ /8	Genre	___ /1	Inferences	___ /1
Compare Texts	___ /1	Vocabulary	___ /9	Total	___ /20