

Name: \_\_\_\_\_ Week of: 11/19/18



**NPFE – Kindergarten**  
**Read & Respond – Concepts of Print Books**



**DAY #1 - MONDAY**

Concepts of Print Book Title: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Write a letter you saw in the story:

\_\_\_\_\_

**DAY #2 - TUESDAY**

Concepts of Print Book Title: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Write your first and last name:

\_\_\_\_\_

## **DAY #3 - WEDNESDAY**

**Concepts of Print Book Title:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Write one of the words you read in your story:**

\_\_\_\_\_

## **DAY #4 - THURSDAY**

**Concepts of Print Book Title:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Choose an illustration in your Concepts of Print Book and write a sentence describing what you see in the picture.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Roots Read Respond Form (Levels 1-3)



Dear Families,

Your child is EXPECTED to complete one portion of the Read and Respond Form every night of the week. PLEASE NOTE: each portion is checked **DAILY** and should be kept in your child's SFA folder until your child's teacher has checked all sections. **100% of the form is to be completed by Friday** – this is a goal and a challenge that our class is reaching for weekly. Please encourage at least 20 minutes of reading every night! Please remember to have students write in complete sentences, except for when making lists of words. Both the Roots books and books from your collection at home will be used each day.

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

Week Of: November 19, 2018

Story Title(s): \_\_\_\_\_

Monday	Minutes Read:	Listener Signature: _____	Date:
<p><b>Day #1 (Green words are words you can sound out. Example: cat)</b></p> <p>Write 5 <b>green words</b>. Then use <b>one</b> of the <b>green words</b> you wrote in a complete sentence.</p> <p>_____</p> <p>_____</p> <p>What other story did you read? Remember to write your answer in a complete sentence.</p> <p>_____</p> <p>What was the <b>setting</b> of that story? Remember to write your answer in a complete sentence.</p> <p>_____</p> <p>_____</p>			

Tuesday	Minutes Read:	Listener Signature: _____	Date:
<p><b>Day #2 (Red words are words that you cannot sound out. Example: the)</b></p> <p>Write 3 <b>red words</b>. Then use <b>one</b> of the <b>red words</b> you wrote in a complete sentence.</p> <p>_____</p> <p>_____</p> <p>What other story did you read? Remember to write your answer in a complete sentence.</p> <p>_____</p> <p>Who were the <b>characters</b> in that story? Remember to write your answer in a complete sentence.</p> <p>_____</p> <p>_____</p>			



## Roots Read Respond Form (Levels 1-3)



Wednesday	Minutes Read:	Listener Signature: _____	Date:
<b>Day #3</b>			
Write the names of the characters from your Roots book. Remember to write your answer in a complete sentence.			
_____			
_____			
What other story did you read? Remember to write your answer in a complete sentence.			
_____			
Draw an illustration that shows the <u>problem</u> you read about in the Shared Story.			

Thursday	Minutes Read:	Listener Signature: _____	Date:
<b>Day #4</b>			
Write about your favorite part of the Roots story. Why was this your favorite part? Remember to write your answer in a complete sentence.			
_____			
_____			
What other story did you read? Remember to write your answer in a complete sentence.			
_____			
How did the story end? Remember to write your answer in a complete sentence.			
_____			
_____			
_____			



# Roots Read Respond Form (Level 4)



Dear Families,

Your child is EXPECTED to complete one portion of the Read and Respond Form *every night of the week*. PLEASE NOTE: each portion is checked **DAILY** and should be kept in your child's SFA folder until your child's teacher has checked all sections. **100% of the form is to be completed by Friday** -- this is a goal and a challenge that our class is reaching for weekly. Please encourage at least 20 minutes of reading every night! Please remember to have students write in complete sentences, except for when making lists of words.

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

Week Of: November 19, 2018

Story Title: \_\_\_\_\_

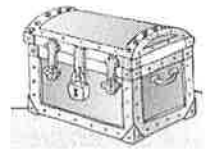
Author: \_\_\_\_\_

Monday	Minutes Read:	Listener Signature: _____	Date:
<p><b>Day #1</b></p> <p>What is the main idea of the story? Be sure to write in complete sentences and use evidence from the text to support your answer.</p> <hr/> <hr/> <hr/> <hr/> <hr/>			

Tuesday	Minutes Read:	Listener Signature: _____	Date:
<p><b>Day #2</b></p> <p>Explain how the title connects to the reading selection. Be sure to write in complete sentences and use evidence from the text to support your answer.</p> <hr/> <hr/> <hr/> <hr/>			



# Roots Read Respond Form (Level 4)



Wednesday	Minutes Read:	Listener Signature: _____	Date:
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**Day #3**

What is the author's purpose for writing this story? What pictures helped you discover the author's purpose? Be sure to write in complete sentences and use evidence from the text to support your answer.

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Thursday	Minutes Read:	Listener Signature: _____	Date:
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**Day #4**

**Pre-Write:** Use the graphic organizer below to gather information from the Shared Story you read. You will use these ideas to write a summary of the events that took place in the story.

**Detail**

:

**Detail**

:

**Write:** Use the information from your graphic organizer to write a summary describing the events that took place in the Shared Story. Be sure to write in complete sentences and use specific details from the text.

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New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

Wings: 2<sup>nd</sup> Grade  
Week of: November 19<sup>th</sup> – 23<sup>rd</sup>, 2018  
Genre: Informational – Historical

\*\*\*Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #1. The genres for 2<sup>nd</sup> Grade Quarter #1 include: **Informational – Historical and Literature – Traditional Literature.** \*\*\*

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Title:			
Author:			
<b>Graphic Organizer:</b> After reading the attached passage, complete the graphic organizer below. After reading the attached passage. Fill in the graphic organizer with ideas from the story.			
<b>How:</b>  <b>Why:</b>  <b>Where:</b>		<b>What:</b>  <b>Who:</b>  <b>When:</b>	
Textual Evidence:		Textual Evidence:	
Main Idea:			

1  
Gandy  
11/21/18

New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

<b>Tuesday</b>	Minutes Read: _____	Listeners Initials: _____	Week of: _____
<b>Constructed Response</b>			
<b>Directions:</b> Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (RI.2.6 / RL.2.6).			
What is the main purpose of the text? What is the author trying to: answer, explain, or describe? Use evidence from the text to support your answer.			

<b>Wednesday</b>	Minutes Read: _____	Listeners Initials: _____	Week of: _____
<b>No School for Students</b> <b>Thursday 11/23/17</b> <b>Thanksgiving Break</b>			

<b>Thursday</b>	Minutes Read: _____	Listeners Initials: _____	Week of: _____
<b>No School for Students</b> <b>Friday 11/24/17</b> <b>Thanksgiving Break</b>			

**Pictures of the Year**  
By: Rachelle Kreisman

People today take lots of photos. Many people use cell phones to photograph their daily lives with friends and family.

Some photographs, however, are really memorable. They capture important events, such as birthday parties or weddings, or they show beautiful places. Years later, people may look at these special photos to **remember** the past.

Long ago, however, cameras had not been invented yet. How did people back then record important moments?



New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

Some people told stories about old times. Others wrote down what they remembered. Some people made special drawings to help them recall important moments. Among those people were Native Americans of the Lakota tribe.

Every year, Lakota leaders decided which event was most important. A Lakota artist was then asked to draw a special picture of that event. Because each year's picture was decided on during the winter, the drawings became known as *winter counts*.

For a long time, winter counts were drawn on animal skins. Later, the drawings were done on paper. The pictures told the history of the tribe. Each year, the newest winter count was added to the Lakota collection of pictures from earlier times. That helped people keep track of the years.

Today, winter counts are important records of the Lakota's past.

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New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

Wings: 3<sup>rd</sup> Grade  
Week of: November 19<sup>th</sup> – 23<sup>rd</sup>, 2018  
Genre: Informational – Scientific / Technical

\*\*\*Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #2. The genres for 3<sup>rd</sup> Grade Quarter #1 include: *Informational – Scientific / Technical and Literature Story*. \*\*\*

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Title:			
Author:			
<b>Graphic Organizer:</b> Complete the graphic organizer. What have you learned about caterpillars that you can include in your graphic organizer? Complete the sequencing chain based on what you read about in the passage. Make sure to use textual evidence to support your graphic organizer.			
First,			
Second,			
Third,			
Then,			
Next,			
Last,			

*Handwritten signature*

New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

<b>Tuesday</b>	Minutes Read: _____	Listeners Initials: _____	Week of: _____
<b>Constructed Response</b>			
<b>Directions:</b> Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (RI.3.2 / RL.3.2).			
What is the main idea of the text / passage? Support your answer with key details from the text and explain how the key details you choose support the main idea.			

<b>Wednesday</b>	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Title:			
Author:			
<p><b>No School for Students</b>  <b>Thursday 11/23/17</b>  <b>Thanksgiving Break</b></p>			

<b>Thursday</b>	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Title:			
Author:			
<b>College Bound Questions:</b>			
<p><b>No School for Students</b>  <b>Friday 11/24/17</b>  <b>Thanksgiving Break</b></p>			

**Caterpillars**

By: Elizabeth Shepherd

1. One day eggs are shining on a leaf like specks of gold or green. Soon some tiny, wormlike animals hatch. They have many legs and big mouths. They are caterpillars, ready to munch on plants.
2. The inchworm caterpillar has 10 legs. Its six front legs have five joints. Each leg ends in a tiny claw.
3. The four back legs have no joints. Soft and wrinkly, each one stands on tiny hooks. The soft legs help the hind end catch up to the head end.

New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

4. The woolly bear caterpillar has six jointed legs and 10 soft legs. Few caterpillars have more than 10 legs without joints.
5. You can feel how the legs with joints differ from the legs without joints just by letting a caterpillar walk on your hand. But please do not try this with a hairy one. The hairs give some people rashes.
6. A caterpillar cannot run off or bite. Still, holding one is not easy. It may try some tricks to get away. It may hump up its back. It may jerk the front part of its body into the air or sway like a snake.
7. Caterpillars do little but chew. In a few days their tough skin cannot stretch anymore. Then the caterpillar sheds its old skin and crawls out in a soft, new one. Before the new skin gets stiff, the caterpillar puffs itself with air.
8. The wrinkly new skin becomes smooth. There is now room inside for growing.
9. The young caterpillar goes on eating. Soon its new skin is too tight, and it sheds again. Each time it may change color. It may grow horns or knobs or hairs. It may get new stripes or spots. Such things help it match the plants it is eating—or scare away an enemy.
10. The caterpillar grows as big as its parents, and then even a bit bigger. When it is fully grown, it grows a hard skin around itself and becomes a pupa (P • YOU • PA). Some caterpillars may first wrap themselves in a cocoon (KUH • COON) of silk and hairs. They may just bury themselves in the ground. Other caterpillars make cases that match the plants around them.
11. The word pupa means “doll,” and, like a doll, the pupa does not move. Its back part, or abdomen (AB • DO • MEN), may twitch if you touch it. Inside the hard cover, the animal is changing. It loses its wormlike shape and its soft legs. It gets new mouth parts and it gets wings.
12. The changes may happen quickly or slowly. Each animal changes at its own rate and in its own time.
13. At last, the animal pushes out of its case and slowly spreads its wings. The wings are soft and flabby. The animal gives them little shakes as blood moves through them. Now it is ready to fly.

**Word Bank**

<b>abdomen</b>	the back part of a caterpillar
<b>cocoon</b>	an outer covering that protects a caterpillar while its body is changing
<b>pupa</b>	the stage in a caterpillar's life when it grows a hard skin around itself

New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

Wings: 4<sup>th</sup> Grade  
Week of: November 19<sup>th</sup> – 23<sup>rd</sup>, 2018  
Genre: Informational – Historical

\*\*\*Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #2. The genres for 4<sup>th</sup> Grade Quarter #1 include: *Informational – Historical, Literature – Story, and Literature – Poetry.* \*\*\*

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Title:			
Author:			
<b>Graphic Organizer:</b> After reading the attached passage, complete the graphic organizer below. After reading the attached passage. Fill in the graphic organizer with ideas from the story.			
<b>How:</b>  <b>Why:</b>  <b>Where:</b>		<b>What:</b>  <b>Who:</b>  <b>When:</b>	
Textual Evidence:		Textual Evidence:	
Main Idea:			

1  
Cynthia  
10/24/18

New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

<b>Tuesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Constructed Response</b>			
<b>Directions:</b> Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (RI.4.2 / RL.4.2).			
Summarize the main idea of the text / passage. Support your answer with key details from the text and explain how the key details you choose support the main idea.			

<b>Wednesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Title:</b>			
<b>Author:</b>			
<b>No School for Students Thursday 11/23/17 Thanksgiving Break</b>			

<b>Thursday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Title:</b>			
<b>Author:</b>			
<b>College Bound Questions:</b>			
<b>No School for Students Friday 11/24/17 Thanksgiving Break</b>			

**Mae C. Jemison**

By: Wade Hudson

1. At the Kennedy Space Center in Florida, scientists got ready for an exciting launch. The space shuttle Endeavour was on the launch pad. Its nose pointed straight up toward the clouds. Inside, seven astronauts sat very still in their seats. Each waited for Endeavour to blast off into space. One of the astronauts was Mae C. Jemison.

New Paradigm for Education  
Daily Read & Respond Homework

Name: \_\_\_\_\_ Reading Level: \_\_\_\_\_

2. Mae was born in Decatur, Georgia. Her family moved to Chicago when she was very young. Her parents told her to study hard and learn as much as she could. Mae loved to learn. She spent many hours in the library reading books about science and science fiction.
3. Mae grew up in the 1960s. The whole country was excited about space travel and space exploration. Like many other girls and boys, Mae wanted to be an astronaut. But there were no women astronauts in America then. There were no black astronauts, either. So what were her chances? Mae just kept on dreaming about exploring in space. Nothing was going to stop her.
4. When she was sixteen, Mae graduated from high school. Her grades were very good. Stanford University gave her a scholarship and she went there. Mae wanted to be a doctor, so she went to medical school. Later Mae joined the Peace Corps to help needy people in other countries. She went to Sierra Leone and Liberia in West Africa. She used what she had learned in medical school to help the people there.
5. But Mae still dreamed of becoming an astronaut. She returned to the United States in 1985. She applied to the astronaut program at the National Aeronautics and Space Administration (NASA).
6. One day, in August 1987, a man from NASA called Jemison with great news. Jemison had been chosen for the astronaut program. She was very happy. Nearly two thousand people had applied to the program. Only fifteen had been selected. Mae Jemison felt really special.
7. The training program was hard. Astronauts must be strong and fit, so they exercise. They study mathematics, earth resources, meteorology, guidance and navigation, astronomy, physics, and computers. There is much to learn to get ready for space travel.
8. After training for a year, Mae C. Jemison was officially an astronaut. She was eager to travel into space, but she had to wait her turn. Finally, in 1991, she was selected for the space flight on the Endeavour.
9. Now Mae had to train for the trip. She was chosen to be the science mission specialist. She had experiments to do while in space.
10. The day finally arrived. As Endeavour sped away from Earth, Mae C. Jemison became the first black woman to explore space.
11. It was a great day for this proud American. She was very happy. Her dream had come true.

New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

**Wings: 5<sup>th</sup> Grade**  
**Week of: November 19<sup>th</sup> – 23<sup>rd</sup>, 2018**  
**Genre: Informational – Scientific / Technical**

\*\*\*Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #2. The genres for 5th Quarter #2 include: Informational – Scientific / Technical and Literature Story: Linked Passage Set. \*\*\*

<b>Monday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
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**Title:**

**Author:**

**After reading the attached passage, complete the graphic organizer below.**

<b>How:</b>  <b>Why:</b>  <b>Where:</b>	<b>What:</b>  <b>Who:</b>  <b>When:</b>
<i>Textual Evidence:</i>	<i>Textual Evidence:</i>
<b>Main Idea:</b>	

*1/23/18*



New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

<b>Tuesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Constructed Response</b>			
<b>Directions:</b> Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (RI.5.2/RL.5.2)			
Summarize the main idea of the text/passage. Support your answer with key details from the text and explain how the key details you chose support the main idea.			

<b>Wednesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>No School for Students</b> <b>Thursday 11/23/17</b> <b>Thanksgiving Break</b>			

<b>Thursday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>No School for Students</b> <b>Friday 11/24/17</b> <b>Thanksgiving Break</b>			

## Rainbows

Everyone enjoys seeing a rainbow in the sky, but have you ever wondered how rainbows are formed? Rainbows can be seen when sunlight shines on raindrops at just the right angle. To humans, sunlight appears white, but it is really made up of the entire spectrum of colors, such as red, orange, yellow, green, blue, indigo, and violet.

Have you ever seen a rainbow on a wall, reflected there by sunlight shining on a piece of glass somewhere in the room? When sunlight hits raindrops, the raindrops act like the piece of glass. They bend the rays of the sunlight so that it is broken apart into its different colors. The colors are reflected back to you as a rainbow.

However, certain conditions are needed in order to see a rainbow in the sky. First, it must be raining somewhere in the distance. Second, the sun must be shining fairly low in the sky. Third, the observer must be between the sun and the rain. Finally, the sun must be behind the observer.

The biggest, most colorful rainbows are those seen in the sky, but rainbows can also be seen in some other places. For example, rainbows may sometimes be seen if the sun is shining on the mist at the base of a waterfall. A person may see a faint rainbow in a fountain or even in the spray of a backyard water sprinkler if the conditions are just right.

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

Reading Level: \_\_\_\_\_

### **Rainbow Experiment**

If the conditions are not right for seeing a rainbow outside in the sky, you can experiment with making your own rainbow inside by using a glass of water and a flashlight.

#### **Material Needed**

- a large, clear drinking glass
- water
- a sheet of plain white paper
- masking tape
- a flashlight

#### **What to Do**

1. Fill a glass with water almost to the top.
2. Place the glass near the edge of a counter or a table.
3. Place a sheet of plain white paper on the floor a few inches away from the counter or table.
4. Put two pieces of masking tape over the front of a flashlight so that the light comes out through a slit about 1/8 inch wide.
5. Darken the room to obtain the best results.
6. Hold the flashlight at an angle above the glass and shine the light through the water onto the sheet of paper on the floor.
7. Move the flashlight until you can see a rainbow on the paper.

#### **What Is Happening**

The beam of light from the flashlight that passes through the glass of water is similar to sunlight that passes through raindrops. The water bends the light so that it separates into the colors of a rainbow.