

Activity 4

Reading-

- Imagine Language & Literacy or Lexia – 20-30 minutes three times a week.
- Read for 20 minutes each day- focus on reading a fiction story

Title_____

Author_____

Grammar-Adverbs PM7.16

Reading Comprehension- Cause and Effect RT7.6

Writing-Research, Informational – Use the Venn diagram you created yesterday about how honeybees and monarchs are the same and different. Write two paragraphs. The first paragraph will tell how the two are the same. Use the middle section of your Venn diagram.

The second paragraph will tell how the two are different. Use the information from the left and right.

Record each paragraph here. Write three details.

SAME

Honeybees and monarchs are the same because

DIFFERENT

Honeybees and monarchs are different because

Answer Key

Grammar

Circle the word or phrase that completes each sentence.

1. Fox trotted _____ to a grapevine hanging from an arch.
(calm/calmly)
2. The _____ red, ripe grapes hung high out of Fox's reach.
(really/real)
3. Crow said the grapes hung _____ than foxes jump.
(more high/higher)
4. Fox jumped the _____ of all foxes.
(more gracefully/most gracefully)

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PM7.16

Unit 7 | Blast! Crash! Splash!

Reading Comprehension

RT7.6 Cause and Effect

1. We nailed the windows shut because we knew a storm was coming.
2. The tsunami warning sounded so we moved to higher ground.
3. Since there were ten of us, we decided to stay in a hotel.
4. Because there was an earthquake, the power went out.
5. Residents were evacuated because of the flood.

Cause and Effect

Reteach

Review the Rules

To find an effect, ask: *What happened?* To find a cause, ask: *Why did it happen?*

Read the sentence.

There was a lot of trash in the street this morning because there was a windstorm last night.

Cause-and-effect sentences often use words such as *because, since, and so*.

Effect

What happened?
There was a lot of trash in the street this morning.

Cause

Why did it happen?
There was a windstorm last night.

Practice

Read each sentence. Underline the cause, and circle the effect.

1. We nailed the windows shut because we knew a storm was coming.
2. The tsunami warning sounded so we moved to higher ground.
3. Since there were ten of us, we decided to stay in a hotel.
4. Because there was an earthquake, the power went out.
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Apply

Tell a partner about some of the causes and effects you read in one of your Small Group Reading books.

Grammar: Reteach

Jump High, Fox!

Grammar Rules Adverbs

An adverb tells how, where, or when.	Fox ran <u>quickly</u> <u>here</u> <u>yesterday</u> .
An adverb can tell about an adjective.	Fox ate a <u>very</u> <u>small</u> meal.
An adverb that compares two actions uses <u>-er</u> . An adverb that compares three or more actions uses <u>-est</u> .	Red Robin sat <u>higher</u> than Fox. Crow perched the <u>highest</u> of all.
An adverb that ends in <u>-ly</u> and compares two actions , uses <u>less</u> or <u>more</u> . An adverb that ends in <u>-ly</u> and compares three or more actions , uses <u>least</u> or <u>most</u> .	Crow ate <u>less</u> <u>quickly</u> than Fox. Fox ate <u>more</u> <u>quickly</u> than Crow. Fox ate <u>least</u> <u>calmly</u> of all animals. He ate <u>most</u> <u>eagerly</u> of all.
A few adverbs have special forms for comparing.	<u>well</u> → <u>better</u> → <u>best</u> <u>badly</u> → <u>worse</u> → <u>worst</u>

Circle the word or phrase that completes each sentence.

- Fox trotted _____ to a grapevine hanging from an arch.
(calm/calmly)
- The _____ red, ripe grapes hung high out of Fox's reach.
(really/real)
- Crow said the grapes hung _____ than foxes jump.
(more high/higher)
- Fox jumped the _____ of all foxes.
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