



Compton USD Learning Packet #6

First Grade

Name _____

1st Grade Learning Packet

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Week 7

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1	Phonics: Diphthongs oi, oy Spelling: Diphthongs oi, oy Vocabulary	
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	Social Studies: Long Ago and Today - Day 1	
2	Read the story “ The Joy of a Ship” and answer the questions.	
	Complete Lesson 10.3: Read Bar Graphs	
	Social Studies: Long Ago and Today - Day 2	
3	Read the story “ How to Build a Snowman” and answer the questions. Read the passage and stop after one minute. Record the number of words read. Do this twice. High Frequency Words	
	Complete On Your Own and Problem Solving (pg. 427-428)	
	Social Studies: Long Ago and Today - Day 3	
4	Grammar: Prepositions Text Feature: Captions, Writing Trait: Organization	
	Complete Mid-Chapter Checkpoint	
	Social Studies: Long Ago and Today - Day 4	
5	Read the passage “ A Job Working With Animals” and answer the question	
	Complete Model & Draw, Share & Show, and On Your Own (pg. 434-435)	
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Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

The letters oi and oy can stand for the sound you hear in the middle of noise and the end of joy.

Read the sentence. Underline the word that has the same sound you hear at the end of joy. Write the word.

1. Bill is a boy.



2. This coin is a dime.



3. One end of the pin has a point.



4. This is the baby's toy.



5. The water will boil.



Name _____

A. Read the words in the box. Say each word. Then complete each word below to make a spelling word.

spoil	coin	join	joy
toy	boy	build	fall

.....

1. j _____ n

.....

2. bui _____

.....

3. c _____ n

.....

4. t _____

.....

5. sp _____ l

.....

6. f _____ ll

.....

7. j _____

.....

8. b _____

B. Write your own sentence. Use one or two words from the box. Check that your capital and lowercase letters are clear.

.....

9. _____

.....

Name _____

balance: If something can **balance**, it can stay in one place without falling.

section: A **section** is a small part of something bigger.

Circle balance or section to finish each sentence.

Then write the word.

1. We dig in one _____ of
the beach. balance section



2. Can Jon _____ the books?
balance section



3. Pat can _____ on the
branch. balance section



4. The star is in that _____
of the sky. balance section



Name _____

Write a real or made-up story about a family that builds something together. Include the words in the box in your story. Then draw a picture to go with your story.

balance: A thing can balance if it can stay in one place.









section: A section is a small part of something bigger.

Handwriting practice lines consisting of four sets of three horizontal lines each (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing a picture.

Model and Draw

Children at the Playground

	swings						
	slide						

A **picture graph** uses pictures to show information.

Each  stands for 1 child.

There are 4 children on the .















There are 2 children on the .

There are more children on the _____.

Share and Show



Our Favorite Activity at the Fair

	animals							
	rides							

Each  stands for 1 child.


Use the picture graph to answer the question.

1. Which activity did more children choose? Circle.






















2. How many children chose ? _____ children

3. How many children chose ? _____ children

4. How many fewer children chose  than ? _____ fewer children

On Your Own

What We Drink for Lunch

	milk								
	juice								
	water								

Each  stands for 1 child.

Use the picture graph to answer the question.

5. How many children
drink  ?

_____ children

6. How many children in all
drink  and  ?

_____ children

7. How many fewer children
drink  than  ?

_____ fewer children




8. How many more children
drink  than  ?

_____ more children

9. **THINK SMARTER** How
many children
in all drink ,
, and  ?



_____ children

10. **GO DEEPER** 4 new children
join the class. They
drink  at lunch. Now,
how many more children
drink  than  ?

_____ more children

Name _____ Date _____

Long Ago and Today - Day 1

Read the sentences below. Write LONG AGO or TODAY according to what each sentence describes.



1. We watch TV.



2. We use telegraphs.



3. We go to school.



4. We use computers.



5. We travel by horse.

Unit 5 Week 5

SOURCE TITLE: Time for Kids: The Joy of a Ship

LEXILE: 560L



1. Standard: R1 1.2

What is the selection all about?

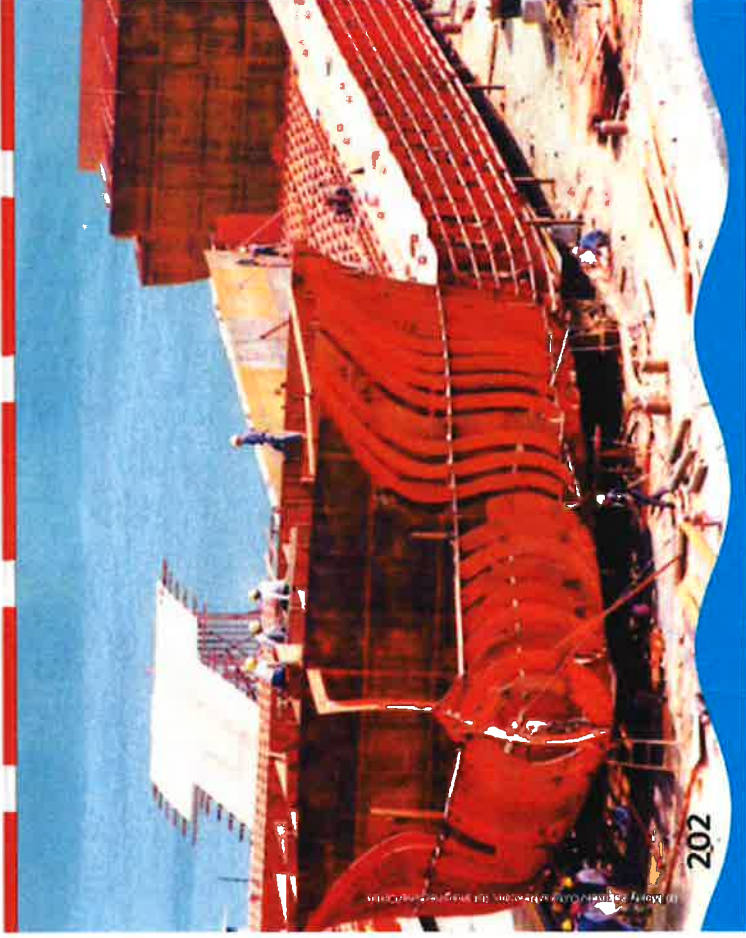
- A how ships float
- B how ships are built
- C how ships are used
- D how ships glide toward the open sea



What is needed to **build** a ship? Making ships employs many workers. This task uses lots of tools and parts as well. Let's see how a ship is made, step by step.



These people study the plans for the ship. There are many things to do!



2. Standard: RI 1.1

What is the first step in building a ship?

- (A) Workers build a frame.
- (B) Workers check all the joints.
- (C) Workers check the edges of the ship.
- (D) Workers paint the ship.

Frame It!



First, workers build a frame. The ship frame can **balance** on blocks up **above** a dock. Huge cranes hoist the big parts in place so they do not **fall**. Workers must avoid being bumped by these big pieces of steel.



3. Standard: RI 1.3

Read the statement in the box.

Stand back! The steel is very hot!

Which detail from the text supports the statement in the box.

- (A) Workers check all the joints.
- (B) The steel sheets are then ready for making a ship.
- (C) Hot steel flows into flat metal sheets and molds.
- (D) When steel gets cold, it gets hard.

Sheets of Steel

First, two kinds of metal are melted into steel. It boils! Hot steel flows into flat metal sheets and molds. When steel gets cold, it gets hard. The steel sheets are then ready for making a ship.



Stand back! The steel is very hot!

204

Getty Images

4. Standard: RI 1.3

Why should workers check all the joints of the ship?

- (A) to join the edges
- (B) to point out leaks and fix them
- (C) to paint it nicely
- (D) to make people pay a lot of money

5. Standard: L 1.3

Read the sentence from the story.

A worker joins each steel **section** by heating the edges, called joints.

The word **section** most likely means

_____.

- (A) parts
- (B) edges
- (C) gloves
- (D) heating



- ▶ A worker joins each steel **section** by heating the edges, called joints. Most workers put on gloves and a helmet to protect their hands and head.

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Then, the ship is painted, and this job is done! It gleams in the sun. The workers **knew** it would look nice! People will pay a lot of **money** to ride on this ship.

Out to Sea!

The people on the dock point with joy as the new ship begins the first trip! Those on the ship wave as it glides **toward** the open sea.



Did you know?

There are many kinds of ships on the sea.

Ice Breaker Ship ▼



Cargo Ship ▼



Aircraft Carrier ▼



Make Connections

What steps in ship building are risky? Essential Question



Name _____

Read Bar Graphs

Essential Question How can you read a bar graph to find the number that a bar shows?





Measurement and Data—
1.MD.4

MATHEMATICAL PRACTICES
MP.3, MP.4



Write a question about the graph.
Use ● to help solve the problem.

Type of Sneaker We Are Wearing											
 laces	○	○	○	○	○	○	○	○	○	○	
 no laces	○	○	○	○	○	○					

Each ○ stands for 1 child.



FOR THE TEACHER • Read the following problem. Emma's class made this picture graph. What question could Emma's class answer using the graph? Write the question and the answer.



Mathematical Practices

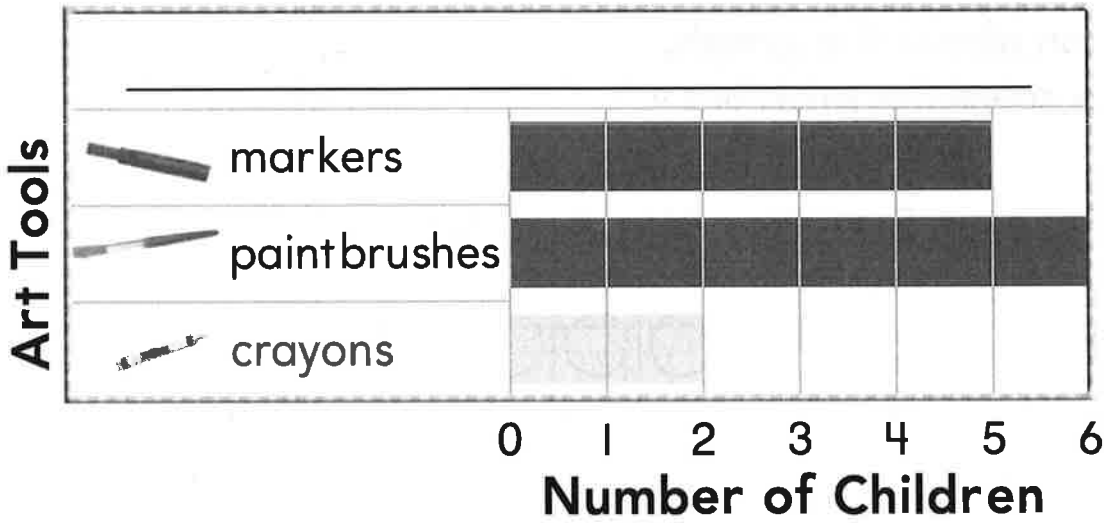
Describe how the class made this picture graph.

Model and Draw

In a **bar graph**, each bar shows information. You can compare the lengths of the bars.

What title describes this graph?

Touch the end of a bar. Look down to see the number of children.



Share and Show



Use the bar graph to answer the question.

1. How many children chose ?

_____ children

2. How many children chose ?

_____ children

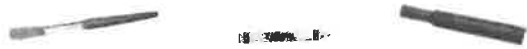
3. How many more children chose than ?

_____ more children

4. Which art tool did the fewest children choose? Circle.



5. Which art tool did the most children choose? Circle.



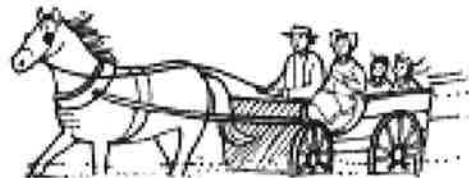
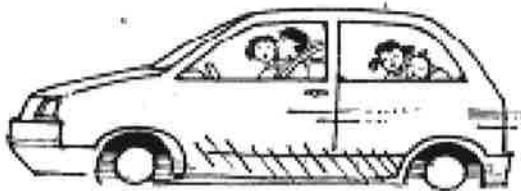
Name _____ Date _____

Long Ago and Today - Day 2

Looking at Change

Read the stories. Follow the directions.

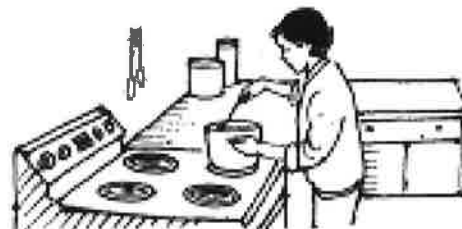
1. Mary's family travels in a wagon. A horse pulls the wagon. Circle the picture of Mary's family.



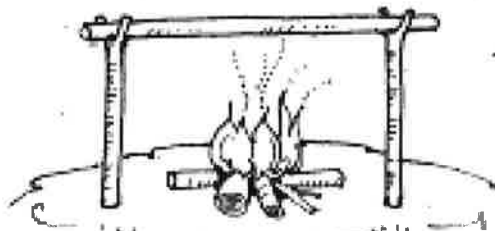
2. How does your family get around? Circle one picture.



3. Jack's mother cooks dinner. She uses an open fire. Circle the picture of Jack's mother.



4. How does your family cook dinner? Circle one picture.

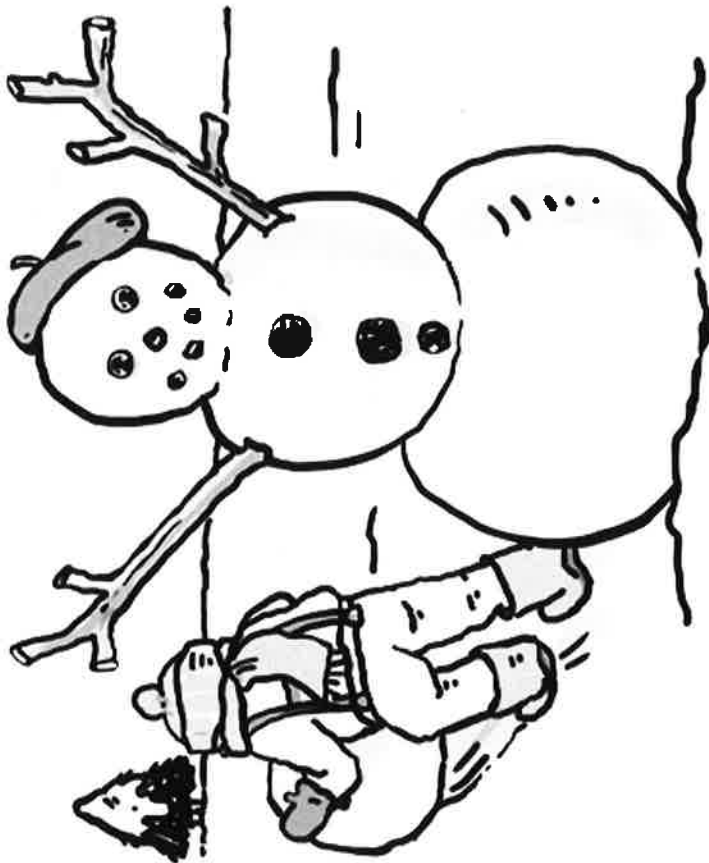


How to Build a Snowman



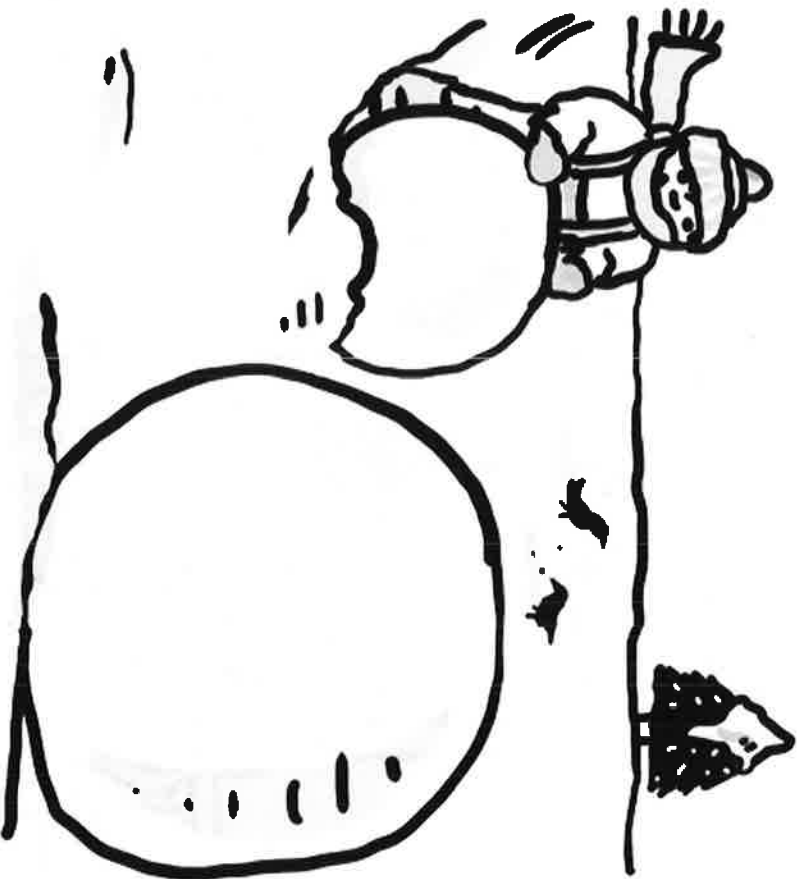
Look out the window!
Wet, heavy snow is falling.
You can build a snowman!

①



Now make a face.
Use stones or coins for eyes.
Use branches for arms.
Give it a hat. Enjoy!

④



First, roll some snow.
It will get big and round.

②



Next, roll more snow.
Then put it on top.
This is the body.
Next, make a head.

③

Name _____

A. Reread “How to Build a Snowman.” Read each sentence pair. Write a C if the sentence tells the cause. Write an E if it tells an effect

1. Wet, heavy snow falls. _____

You can build a snowman. _____



2. It will get big and round. _____

Roll some snow. _____

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

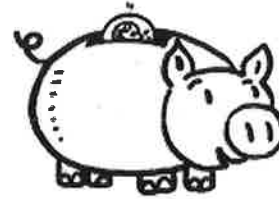
Name _____

Circle the word that completes each sentence.
Then write the word.

1. They are walking _____
_____ the bus. _____
_____ toward fall



2. I put _____ in a bank.
_____ above money



3. The rain is going to _____
_____ toward fall



4. They _____ how to fix it.
_____ knew fall



5. They will _____ something.
_____ knew build



6. I see stars _____ me.
_____ above build





Name _____



On Your Own

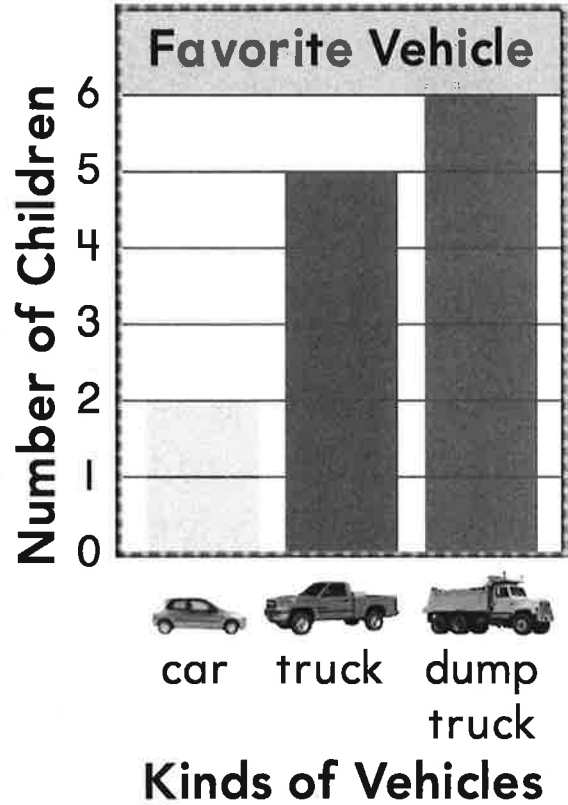
MATHEMATICAL PRACTICE

Use Graphs Use the bar graph to answer the question.

6. How many children chose ?
_____ children

7. How many children chose ?
_____ children

8. How many children in all chose  and ?
_____ children



9. How many more children chose  than ?
_____ more children

10. Which vehicle did the most children choose? Circle.   

11. **THINK SMARTER** Order the vehicles from least to most votes. Write 1 for the least votes and 3 for the most votes.



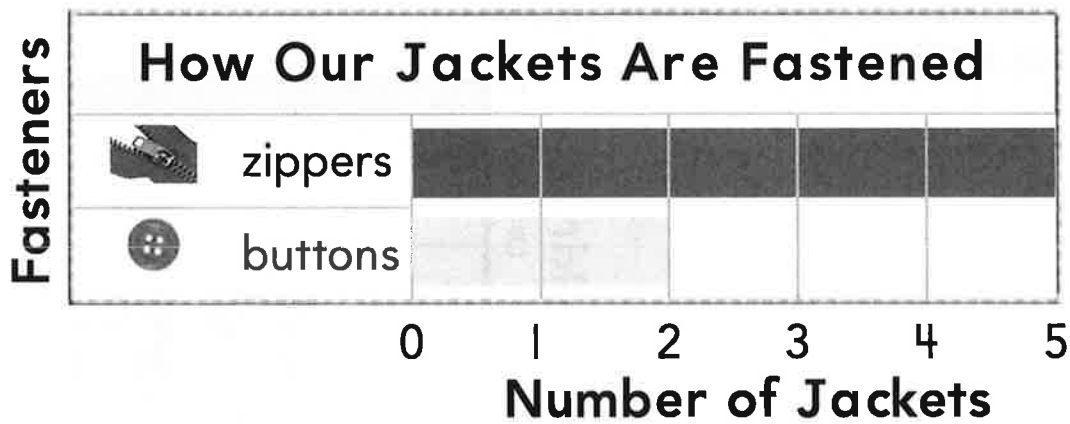










Problem Solving • Applications  **WRITE** Math

Use the bar graph to answer the question.





12. Kim puts on a jacket with .
Add her jacket to the graph.
Now how many jackets have ? _____ jackets

13. **GO DEEPER** Ed adds a row to the graph to show jackets with snaps. 2 fewer jackets have snaps than have zippers.
How many jackets have snaps? _____ jackets

14. **THINK SMARTER** How many more jackets have  than ? Circle the number in the box.

7
5
3

more jackets have  than .



TAKE HOME ACTIVITY • Have your child look through newspapers and magazines for examples of bar graphs. Talk about what information is shown in each graph you find.


FOR MORE PRACTICE:
Standards Practice Book


Name _____ Date _____


Long Ago and Today - Day 3


Transportation Past and Present

Transportation has changed. The pictures below show transportation from long ago and today. Circle the correct answer for each picture.

1.  long ago today

2.  long ago today

3.  long ago today

4.  long ago today

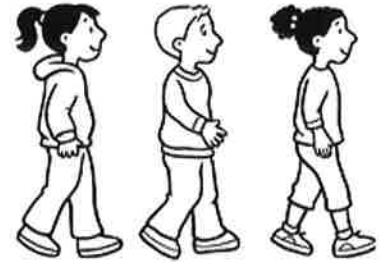
Name _____

A **preposition** connects one part of a sentence to another.

Words such as **toward**, **in**, **of**, **on**, **above**, **for**, **during**, and **beyond** link nouns to other words in a sentence.

Examples: The picture is **on** the wall.

We will walk **toward** the park.



Complete the sentences with a preposition from the box.

for

during

toward

beyond

1. We had a fire drill _____ gym.

2. We moved _____ the door.

3. We ended up at the park way _____ the soccer field.

4. The new soccer field was built _____ our team.

Name _____

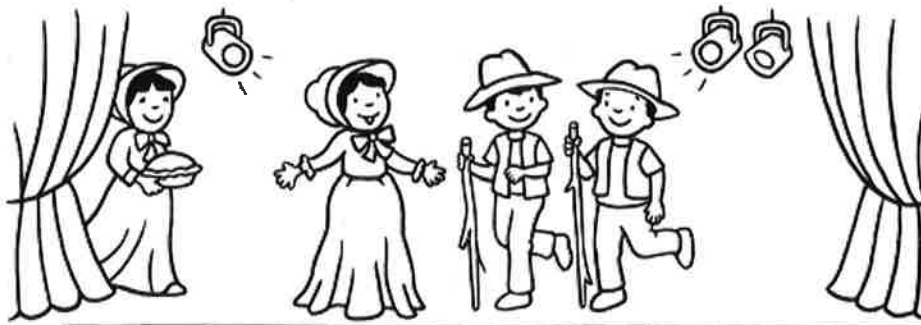
A **prepositional phrase** tells more about a noun or pronoun. It starts with a preposition. There are no verbs in a prepositional phrase.

Example: We moved **toward the stage**.

We were ready **for the show**.

Underline the prepositional phrases in the sentences.

1. All the kids in the play are here.
2. They are all on the stage.
3. It was good to be part of the cast.
4. We moved toward the stairs on the stage.
5. Our teacher was beyond the curtains telling us our lines.
6. The scenery was built in a week.



Name _____

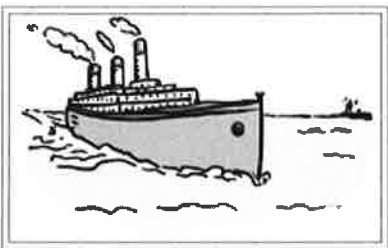
Captions give readers more information about a photo or picture.

Read the three captions below. Write the caption next to each picture.

The ship will go far.

This is the Newtown Bridge.

They are building a house.



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Name _____

A. Read the draft model. Use the questions to help you add a topic to the writing.

Draft Model

The outside can be made of bricks, wood or mud. Wood can be used to make floors, doors, and a roof, too. Glass is used for windows and sometimes even for the walls.

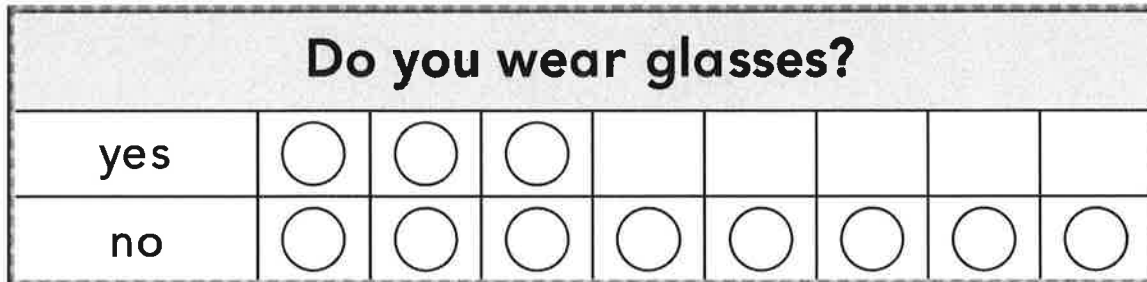
1. Does the writing tell what the topic is?
2. What do the sentences tell about?
3. What sentence could you add to tell what the topic is?

B. Work with your partner. Talk about how to add a sentence about the topic. Revise the draft on your own.

  **Mid-Chapter Checkpoint**

Concepts and Skills

Use the picture graph to answer the questions. (1.MD.4)

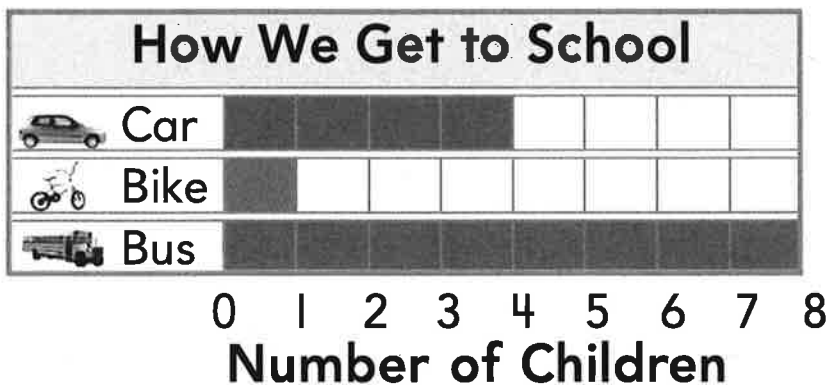


Each ○ stands for 1 child.

1. How many children do not wear glasses? _____
2. How many children wear glasses? _____

THINK SMARTER Use the bar graph to answer the questions. (1.MD.4)

Ways to Get to School



3. How many children take the bus to school? _____

4. **THINK SMARTER** Is the sentence true? Choose Yes or No.

5 children ride in a car or ride a bike. ○ Yes ○ No

More children go by car than by bus. ○ Yes ○ No

Fewer children go by bike than by car. ○ Yes ○ No

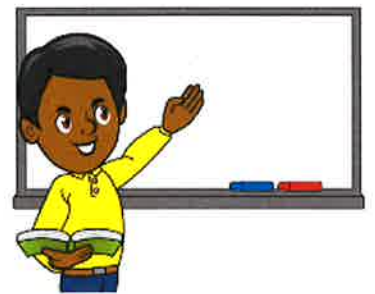
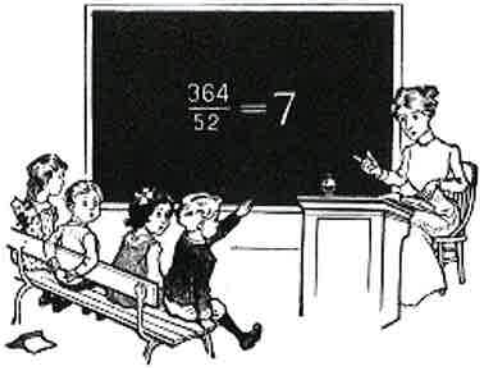
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Name _____ Date _____

Long Ago or Today? - Day 4

Schools in the Past

Circle the items that show things from a school in the past.





Read the passage. Then answer the question.

A Job Working With Animals

By Cal Smith

There are many jobs that involve working with and helping animals. If you have a pet, you may be familiar with the first job, a veterinarian. Veterinarians are animal doctors. Veterinarians take care of animals who are sick or hurt.

Another way to make a living and help animals is to become an animal shelter manager. An animal shelter manager is in charge of a place where people take care of animals that are taken there when they need a temporary place to live.





Pet sitters also are paid to take care of animals. Pet sitters are like babysitters for animals. You don't have to be an adult to be a pet sitter; you just have to be responsible!

Answer this question:

What is this article about?

Model and Draw

Do more children like chicken or pizza better?

Food We Like		Total
 chicken		3
 pizza		

You can use a **tally chart** to collect information.

Each | is a **tally mark**.

It stands for 1 child.

|||| stands for 5 children.



More children like pizza.



Share and Show



Complete the tally chart.

Boys and Girls in Our Class		Total
 boys		
 girls		




Use the tally chart to answer each question.

- How many girls are in the class? _____ girls
- How many boys are in the class? _____ boys
- How many children are in the class in all? _____ children
- Are there more boys or girls in the class? _____

Name _____

On Your Own

Complete the tally chart.

Our Favorite Sport		Total
 t-ball		
 soccer		
 swimming		

Use the tally chart to answer the question.

5. How many children chose ? _____ children



6. How many more children chose  than ? _____ more children

7. Which sport did the most children choose? Circle.



8. **THINK SMARTER** Write your own question about the tally chart.



9. **GO DEEPER** Sam asked some other children which sport they like. They all chose . Now the most children chose . How many children did Sam ask? _____ children

Name _____ Date _____

Long Ago or Today? - Day 5

Learn About the Past

You can learn about how people lived in the past by asking questions. Ask an older relative or neighbor these questions. Write down the answers.

Person's Name: _____

What did you do to help your family at home? _____

What games did you like to play?

Think About It Write your own question.

Question: _____

Answer: _____



Compton USD

Learning Packet # 6

ELD

Grade 1

Name: _____

1st Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 7

Day	Lesson	Date Completed
1	Phonics: Diphthongs oi, oy. Read the information in the box. Then, complete questions 1-6.	
	Phonics: Diphthongs oi, oy. Point to each picture and say the name of the picture. Write the diphthong on the first line. Write The name of the picture on the second line.	
	High-Frequency Words: Write the word from the box that completes each sentence.	
2	Vocabulary: Read the sample sentences in the box. Then, complete sections A (questions 1-2) and B (questions 3-4).	
	Vocabulary Strategy: Inflectional Endings. Read the information in the box. Then, complete sections A (questions 1-4) and B (question 5)..	
	Structural Analysis: Final Stable Syllables. First, read the information in the box. Then, complete questions 1-6.	
	Writing Trait: Organization. Read the Draft Model. Use the questions to help you revise the draft by adding a sentence about the topic.	
3	Reading Comprehension: Cause and Effect. Read the book “ How to Build a Snowman ”. Complete sections A & B of the first handout. Then, complete the Cause and Effect Chart using the information from the story.	
4	Differentiated Texts: Read the book “ Tree Houses ”. Respond to the text: a. Answer the questions 1-3 b. Write about it.	
	Text Feature: Captions. First, read the information in the box. Then, complete questions 1-6.)	
5	Leveled Reader: Read the book “ What is a Yurt? ”. Complete activities on pages 12-17.	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

1st Grade-ELD Learning Packet

ANSWER KEY

Week 7

Day	Lesson
1	<p>Phonics: Diphthongs oi, oy.</p> <p>1. Roy 2. coin 3. enjoys 4. toy 5. boil 6. point</p>
	<p>Phonics: Diphthongs oi, oy.</p> <p>1. oy cowboy 2. oi point 3. oi boil 4. oy joy 5. oi coin 6. oy toys</p>
	<p>High-Frequency Words:</p> <p>1. toward 2. money 3. fall 4. knew 5. build 6. above</p>
2	<p>Vocabulary:</p> <p>A. 1. b 2. a B. 3. balance 4. section</p>
	<p>Vocabulary Strategy: Inflectional Endings.</p> <p>A. 1. jump 2. pack 3. point 4. clean B. Model: The boy is pointing to the cookies.</p>
	<p>Structural Analysis: Final Stable Syllables.</p> <p>1. han/dle 2. crum/ ble 3. t/ tle 4. bub/ble 5. tur/tle 6. sam/ple</p>
	<p>Writing Trait: Organization.</p> <p>Model: The outside can be made of bricks, wood or mud. Wood can be used to make floors, doors, and a roof, too. Glass is used for windows and sometimes even for the walls. The outside of my house is made of bricks, wood, and glass.</p>
3	<p>Reading Comprehension: Cause and Effect. Read the book “How to Build a Snowman”.</p> <p>Comprehension:</p> <p>A. 1. E 2. C B. Students complete the chart with their own data.</p> <p>Cause and Effect Chart</p> <p>1. Students’ open response</p>
4	<p>Differentiated Texts: Read the book “Tree Houses”. Respond to the text:</p> <p>1. You need to plan to make sure the tree house is safe and fun 2. The tree house may fall 3. You need wood, nails, paint and tools.</p> <p>Write about it--Open response.</p>
	<p>Text Feature: Captions.</p>

	<ol style="list-style-type: none">1. This is Newtown bridge.2. They are building a house.3. This tool belt helps them carry tools.4. He is putting on a roof.5. The ship will travel far.6. This tall crane lifts things.
5	<p>Leveled Reader: Read the book “What is a Yurt?”.</p> <p>Retell: A yurt is a strong tent.</p> <p>Text Evidence:</p> <ol style="list-style-type: none">1. Nomads use wool mats to make the yurt warm.2. Yurts are still used in some places because they are good shelters.3. “What is a Yurt” it is a nonfiction story because it relates real facts.

Name _____

The letters oi and oy can stand for the sound you hear in the middle of noise and at the end of joy.

Use the words in the box to complete each sentence. Write the word on the line.

enjoys boil Roy toy point coin

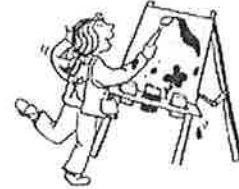
1. My name is _____ **Roy** _____



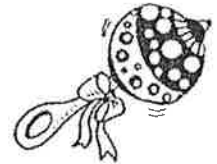
2. This _____ is a dime.



3. She _____ painting.



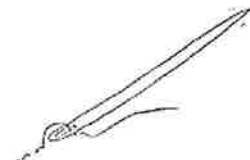
4. This is the baby's _____



5. The water will _____

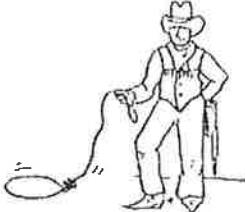


6. That _____ is sharp!




Name _____

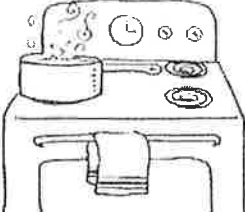
Write oi or oy to complete each word. Then write the word.

1.  _____


 cowb oy cowboy

2.  _____


 p _____ nt _____

3.  _____

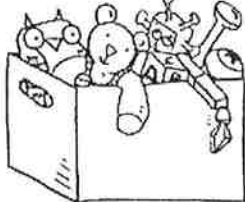
 b _____ l _____

4.  _____

 j _____

5.  _____

 c _____ n _____

6.  _____

 t _____ s _____

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Point to the first picture and ask children to name what they see. Say *cowboy*, emphasizing the *oy* sounds. Use *cowboy* in a sentence and have children repeat. Have partners complete items 2-6. Then have them say oral sentences for each word.

Name _____

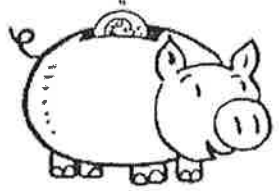
Write the word that completes each sentence.

above build fall knew money toward


1. They are walking _____ **toward** _____ the bus.




2. I save my _____ in a bank.




3. The rain is going to _____ !




4. We _____ how to fix it.



5. They will _____ something.



6. I see stars _____ me.



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Name _____

balance: I can balance a book on my head.

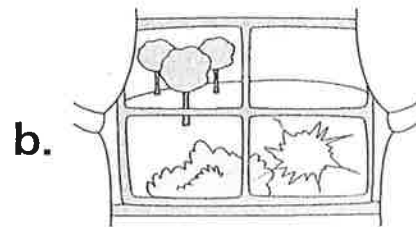
section: The bookbag has a section for pencils and pens.

A. Match each sentence to the picture.

1. One section of the glass is broken.



2. Jon can balance all those books.



B. Circle the word that completes the sentence. Write the word.

3. The bird can _____ on the branch.

 balance section

4. The back _____ of the class has books.

 balance section

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Name _____

An action word with the ending **-ed** means the action happened in the past.

An action word with the ending **-ing** means the action is happening now.

If you see a new word, look for the ending **-ed** or **-ing** and a root word. Use the meanings of the word parts to figure out the meaning of the new word.

A. Underline the ending. Circle the root word.

1. jumping



2. packed



3. pointing



4. cleaned



B. Write a sentence using a word above.

5. _____

Name _____

Many two-syllable words end with a **consonant + le**.
The consonant + le always stay together in the last syllable.

tum/**ble** = tumble sim/**ple** = simple
puz/**zle** = puzzle

Read the word. Draw a line between the syllables
in each word. Write the two syllables.

1. han/dle han dle
2. crumble
3. title
4. bubble
5. turtle
6. sample

Name _____

A. Read the draft model. Use the questions to help you add a topic to the writing.

Draft Model

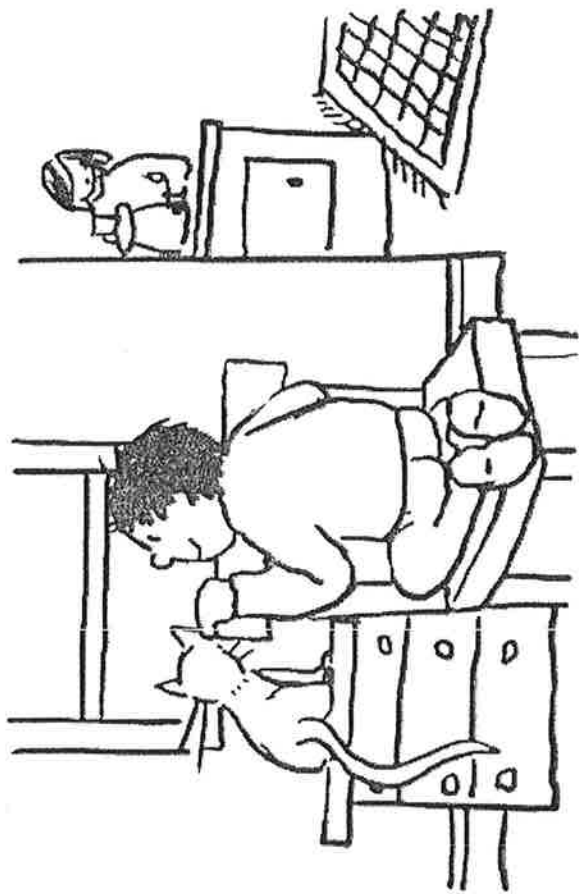
The outside can be made of bricks, wood or mud. Wood can be used to make floors, doors, and a roof, too. Glass is used for windows and sometimes even for the walls.

1. Does the writing tell what the topic is?
2. What do the sentences tell about?
3. What sentence could you add to tell what the topic is?

B. Now revise the draft by adding a sentence about the topic.

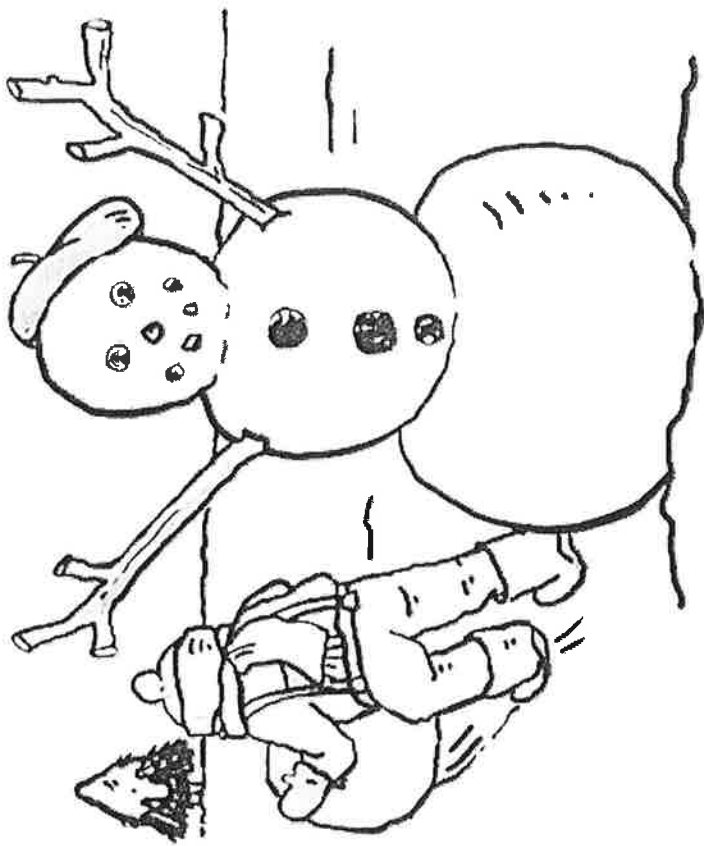
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How to Build a Snowman



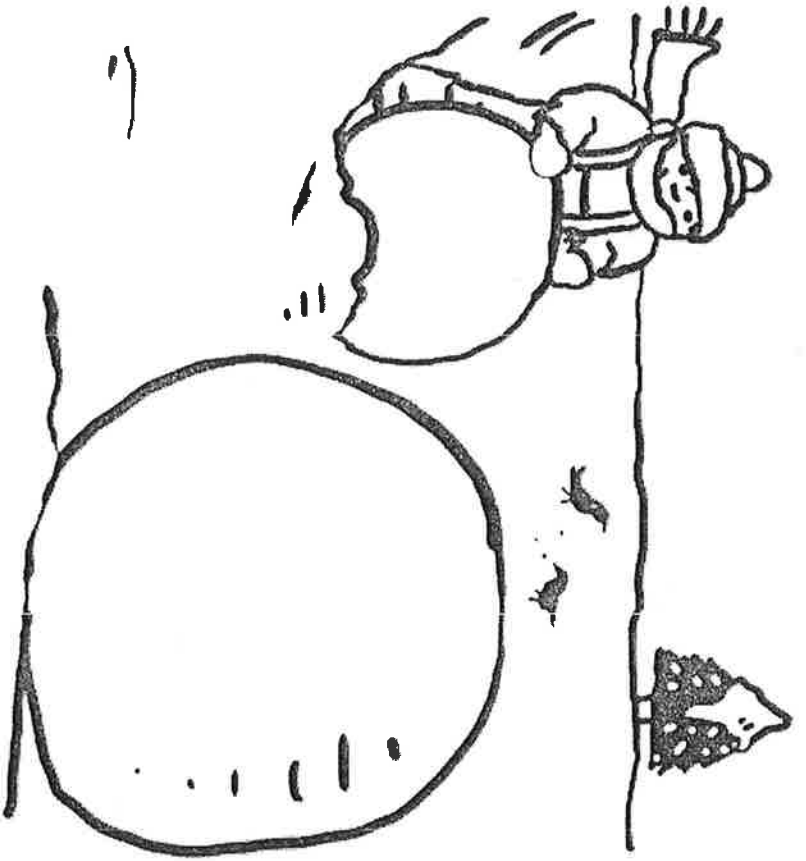
Look out the window.
Wet, heavy snow is falling.
You can build a snowman!

①



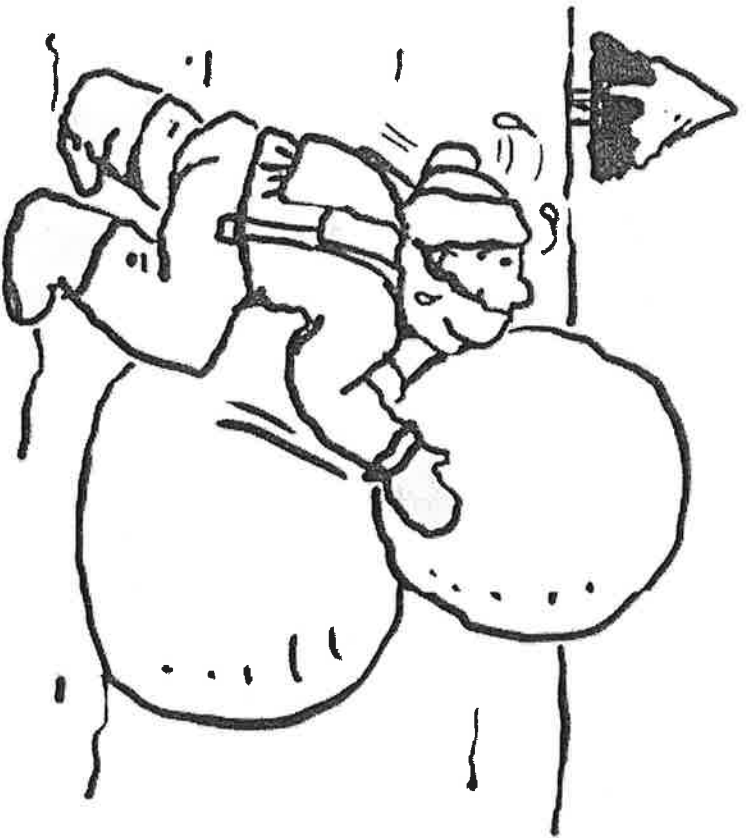
Now make a face.
Use coins or stones for eyes.
Use branches for arms.
Give it a hat. Enjoy!

④



First, roll some snow.
It will get big and round.

②



Next, roll more snow.
Then put it on top.
This is the body.
Next, make a head.

③

Name _____

A. Reread "How to Build a Snowman." Read each sentence pair. Write a C if the sentence tells the cause. Write an E if it tells an effect.

1. Wet, heavy snow falls. _____

You can build a snowman. _____



2. It will get big and round. _____

Roll some snow. _____

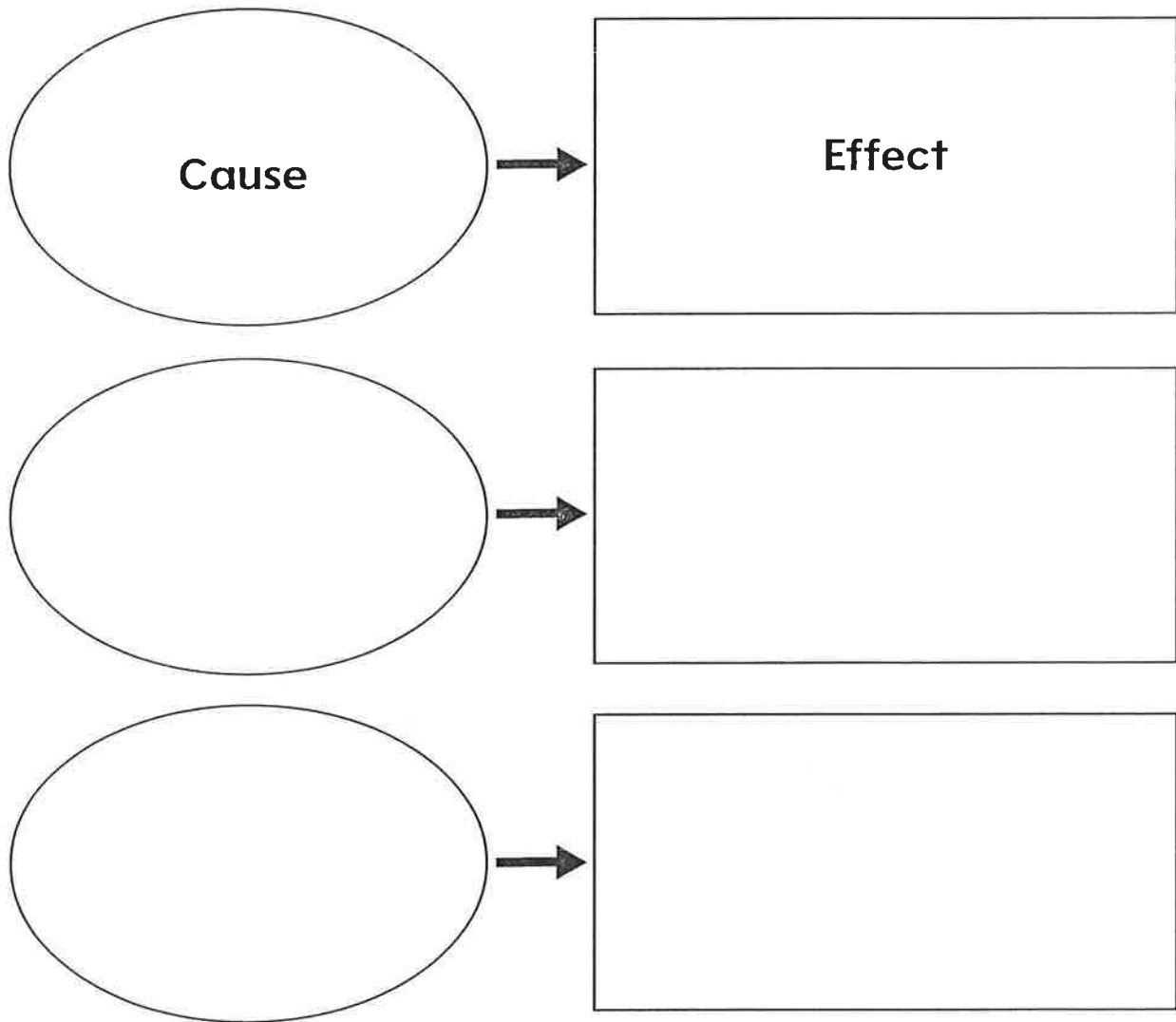
B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name _____

Fill in the Cause and Effect Chart. Use words from the story.



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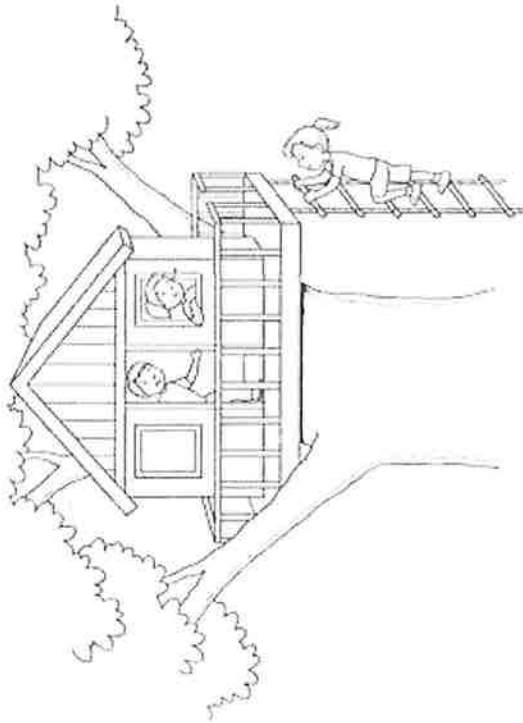


Essential Question

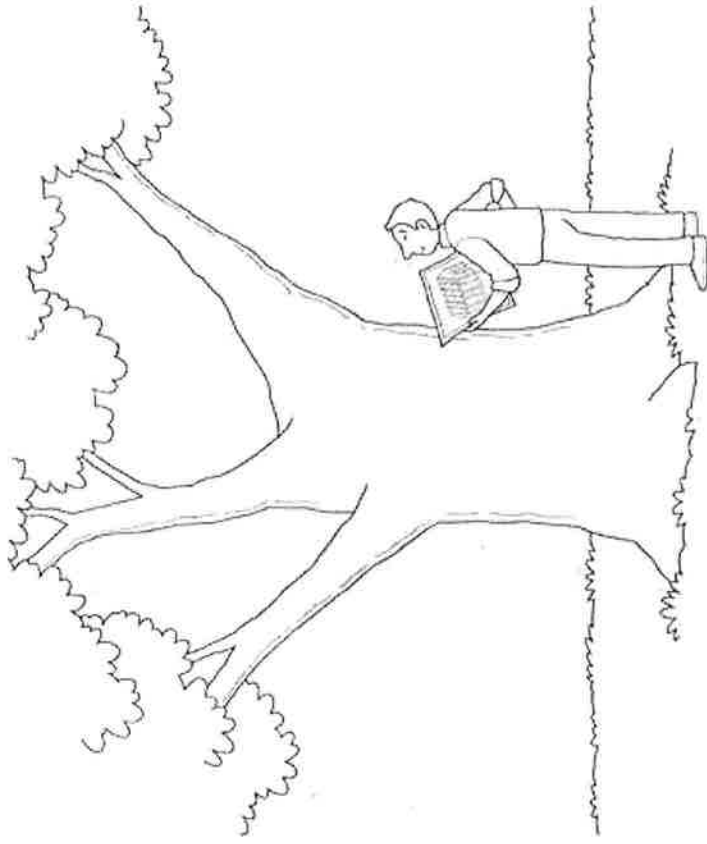
How do things get built?

Tree Houses

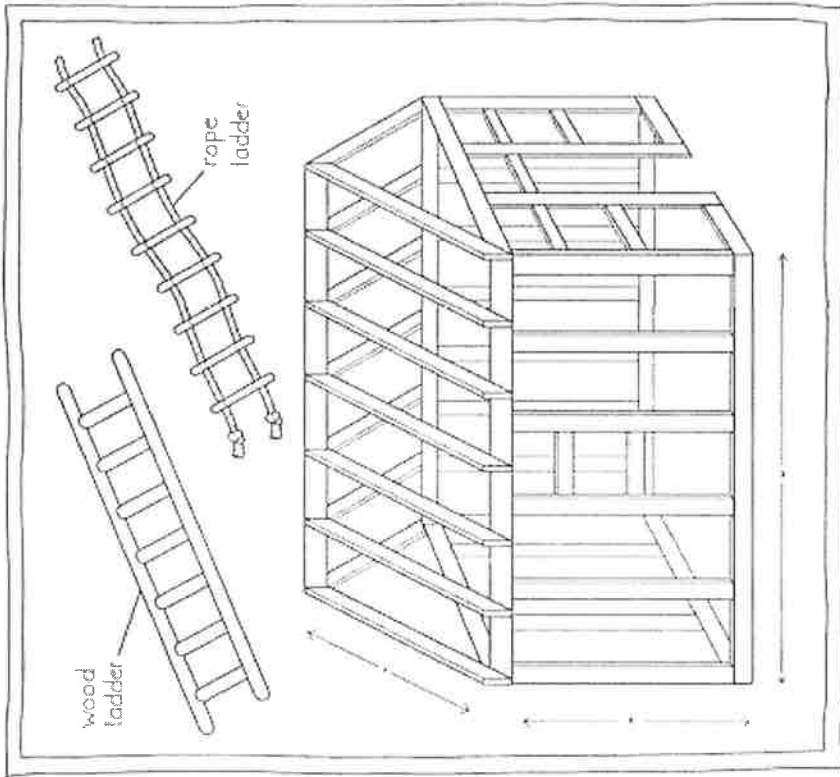
Nonfiction



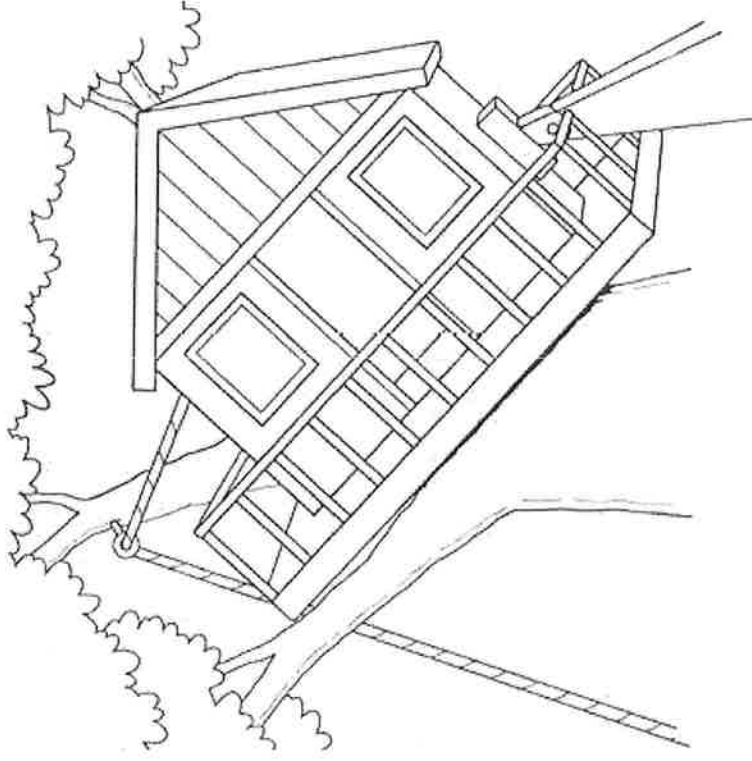
Tree houses are great places to play. But do you know how to build one? First, you need to plan.



The right tree is very important. It must be strong so the tree house does not fall.



The house will be high above the ground. It will need a strong ladder for people to climb up.



You make the house from wood. You build it on the ground. You use a hoist to lift it up. Then, it's done!

Read "Tree Houses" with a partner.
Discuss the questions below.

- 1. Why is it important to pick a good tree?

- 2. Why do you need a strong ladder?

- 3. Where are tree houses built?

Write about it. Why should you plan a tree house?



Respond to the Text Guide children to retell the story, and to talk about the different steps to building a tree house. Have partners read and discuss the questions. Then have children write about why it's important to plan a tree house. Have partners share their ideas.

Name _____

Captions give readers more information about a photo or picture.

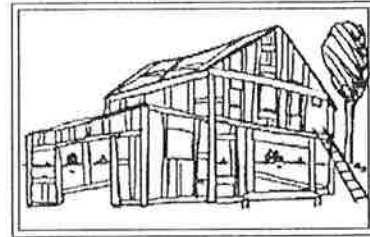
Circle the caption that tells about the picture.

1.



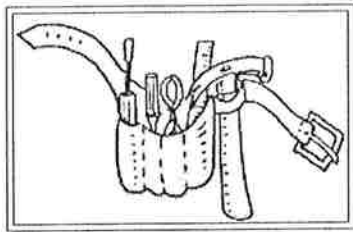
This is Newtown Bridge.
This is Newtown School.

2.



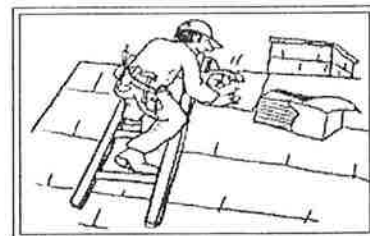
They are building a house.
They are building a park.

3.



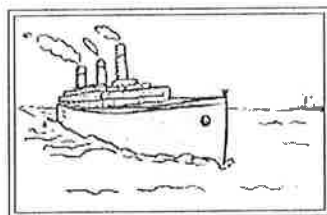
This hard hat keeps them safe.
This tool belt helps them carry tools.

4.



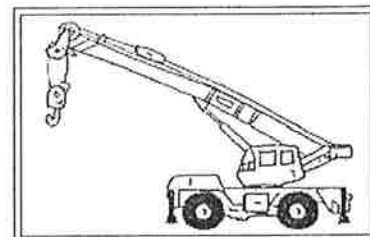
He is building a porch.
He is putting on a roof.

5.



The ship will travel far.
The bus takes you home.

6.



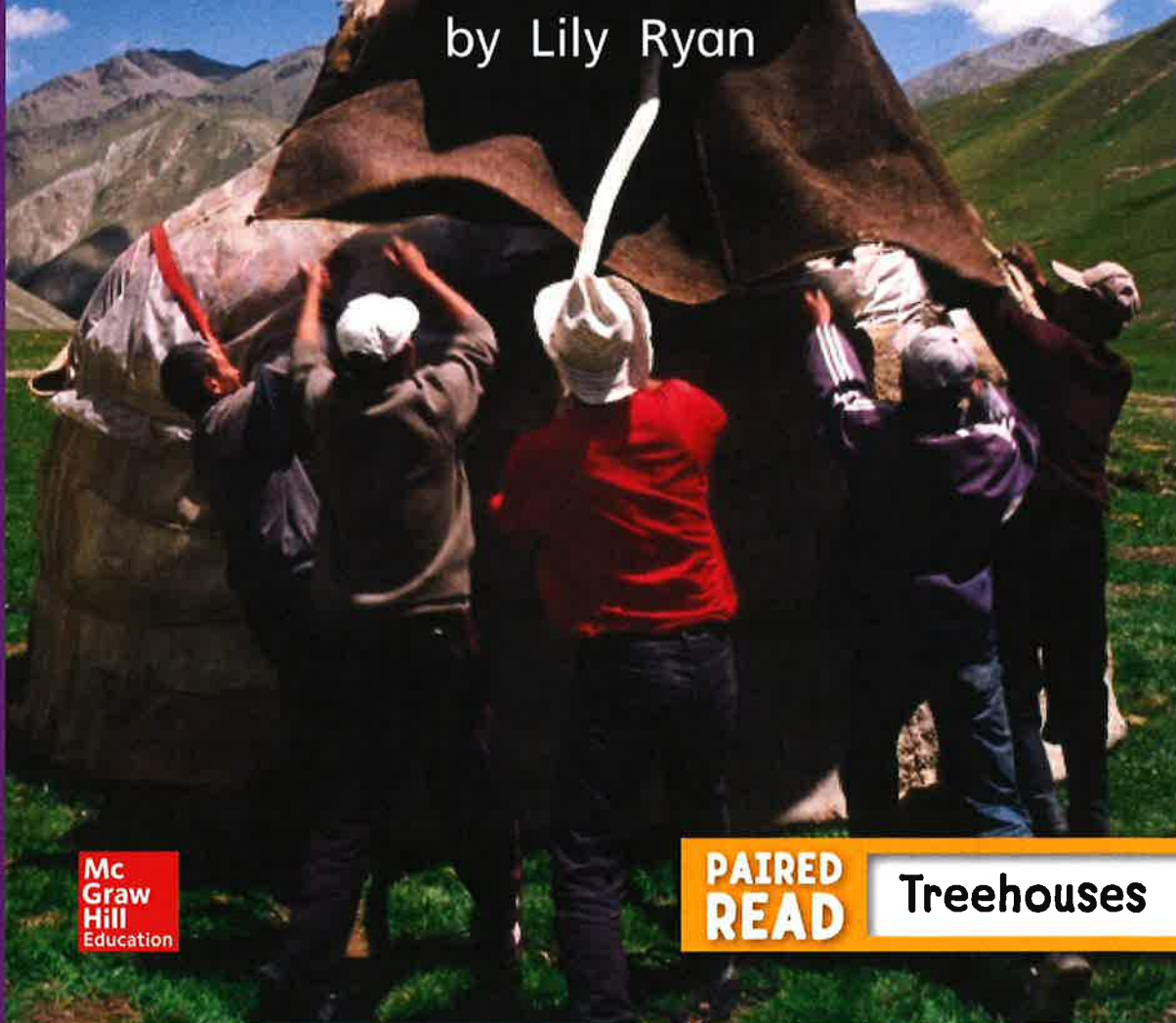
This small car goes fast.
This tall crane lifts things.

Nonfiction

WHAT IS A YURTT?



by Lily Ryan



Mc
Graw
Hill
Education

PAIRED
READ

Treehouses

STRATEGIES & SKILLS

Comprehension

Strategy: Ask and Answer Questions

Skill: Cause and Effect

Vocabulary

above, balance, build,
fall, knew, money, section,
toward

ELL Vocabulary

camp, canvas

Phonics

Diphthongs: *oi, oy*

Content Standards Science

Practice of Science

Word count: 231**

Photography Credit: (bkgd) Thomas Lehne/lotuseaters/Alamy Stock Photo, (t) flocu/Shutterstock.com

**The total word count is based on words in the running text and headings only. Numerals and words in captions, labels, diagrams, charts, and sidebars are not included.

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Genre Nonfiction



Essential Question

How do things get built?

WHAT IS A YURTT?



by Lily Ryan

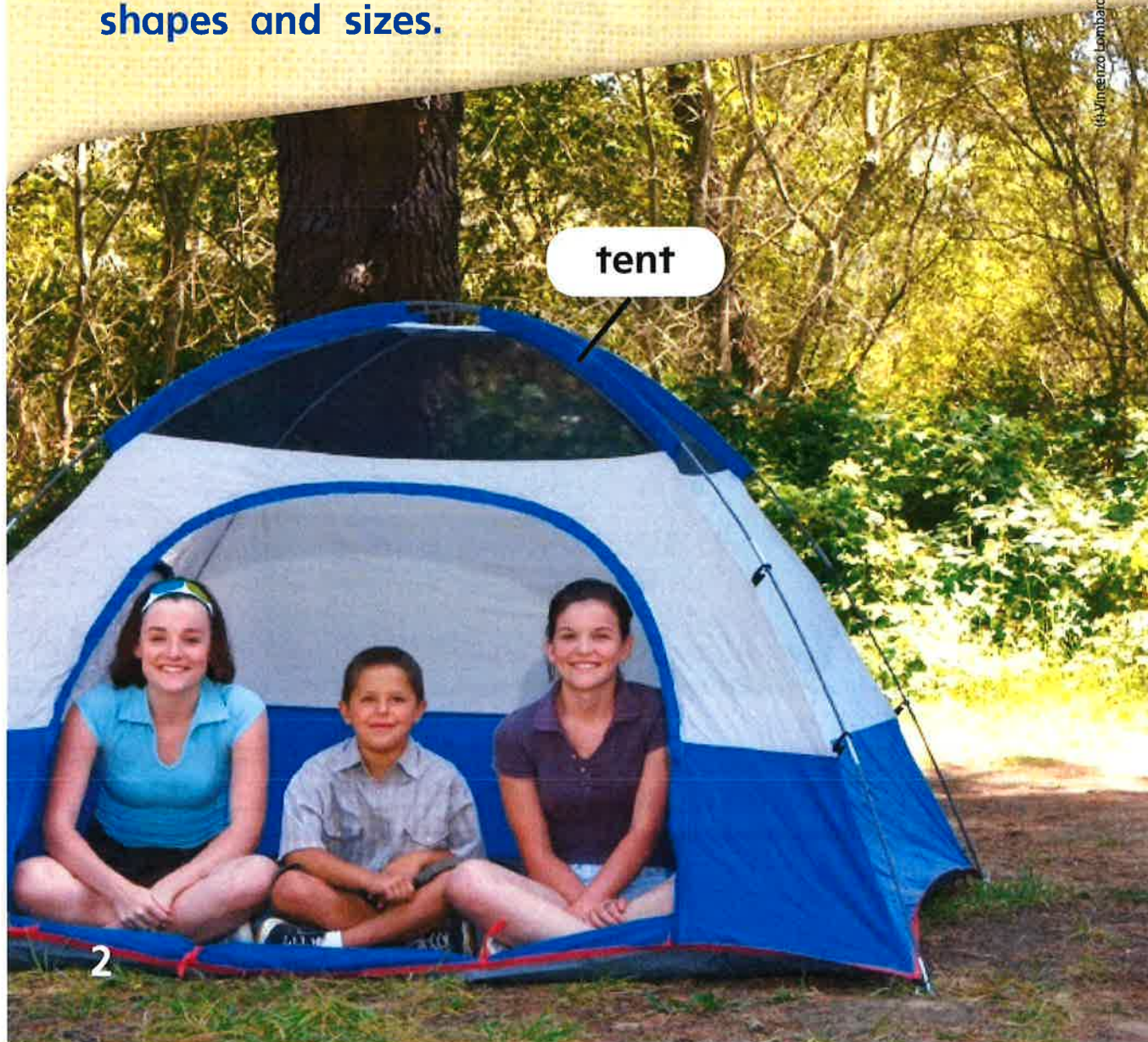


(bkgd) Vincenzo Lombardo/Photographer's Choice RF/Getty Images, (c) floccu/Shutterstock.com, (b) Gary Crabbe/Alamy Stock Photo

PAIRED READ	Treehouses 13
--------------------	--------------------------------

Do you like to camp? Many people enjoy it. Campers set up tents and then go fishing or hiking.

Tents come in many shapes and sizes.



Campers like to fall asleep with the stars above them. Campers take down their tent when it's time to go home.

In Other Words put away.
En español, *desarmaron*.



A yurt is a strong tent. Long ago, people called nomads lived in yurts. Nomads moved a lot, so they took their yurts with them. Nomads knew how to take apart a yurt quickly.

This camel carries a yurt on its back.

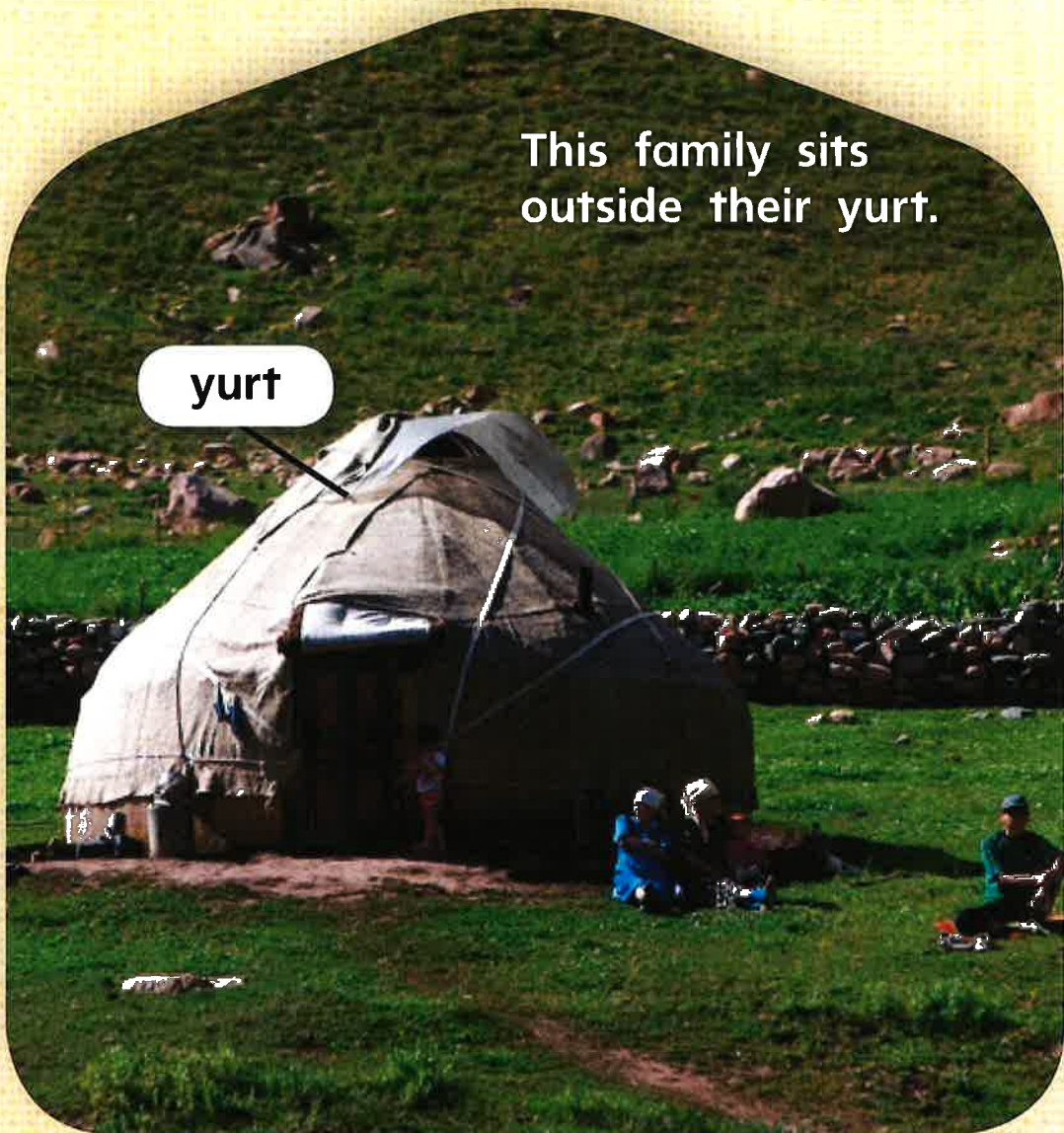
(bkgd) Vincenzo Lombardo/Photographer's Choice RF/Getty Images, (inset) marcus wilson-smith/Alamy Stock Photo



camel

This family sits
outside their yurt.

yurt



Nomads used wool mats in
winter to make the yurt warm.
They did not need the mats
in summer.

STOP AND CHECK

What is a yurt?



A yurt has a round frame. The roof goes on top of the frame.

**Language
Detective**

Round is an adjective. Find another adjective on page 4.

roof

frame

This family is busy putting together their yurt.

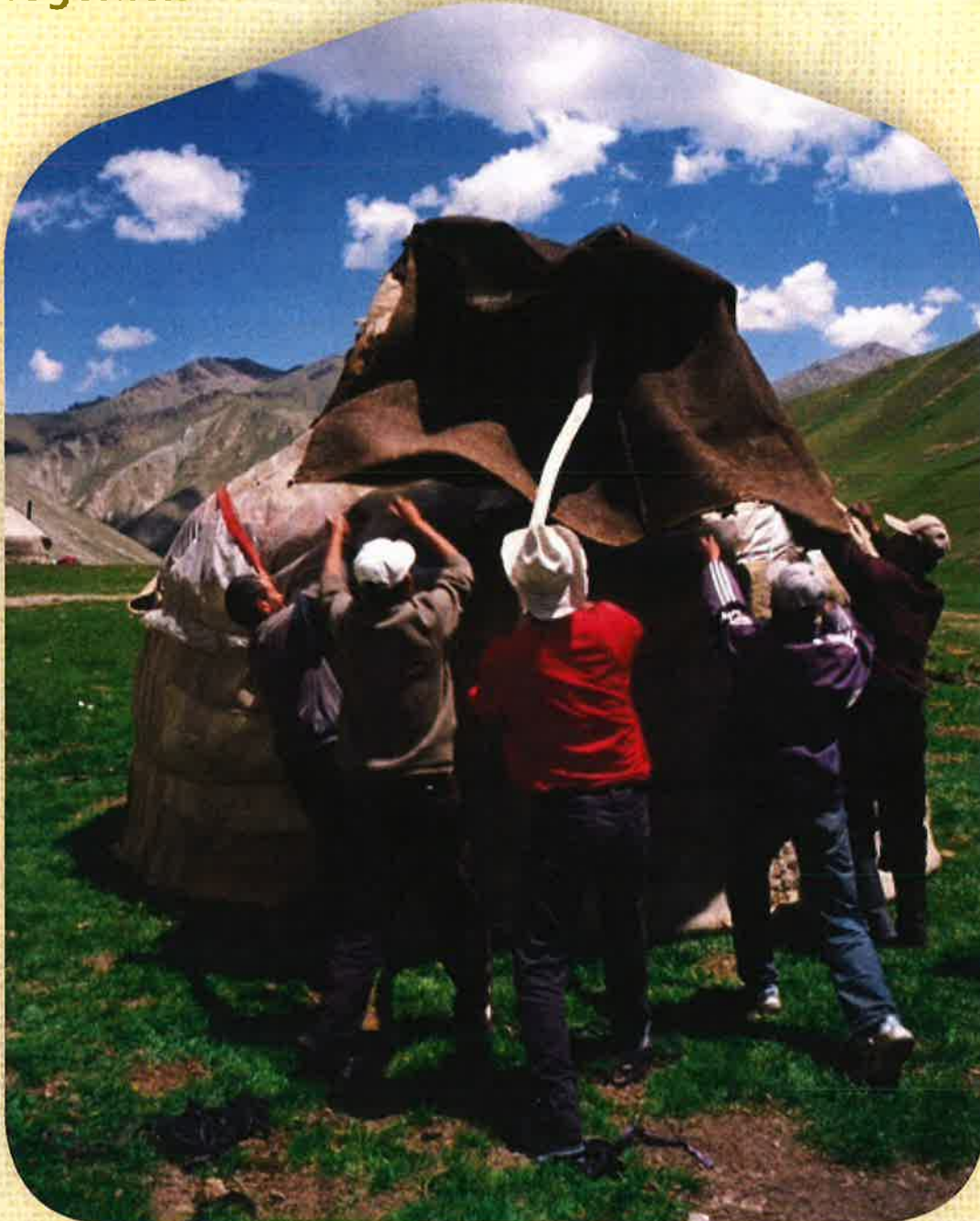
The frame is covered with canvas.
The frame is covered one section
at a time.

(inset) Dan Atkin/Alamy Stock Photo



Next, the roof is covered. This helps keep the rain out.

Many people need to help to put this yurt together.



(bkgd) Vincenzo Lombardo/Photographer's Choice RF/Getty Images, (inset) Thomas Lehine/lotuseaters/Alamy Stock Photo



Yurts are still used in some places because they are good shelters. Animals balance the yurts on their backs when it's time to move.

Language Detective

Because is a word that joins two sentences. Find another word that joins on page 4.

Alain Le Garsmeur/Alamy Stock Photo

This is a yurt village in Asia.



Some people live in a yurt
year round. Yurts can be like
other homes.

In Other Words all year.
En español, *todo el año*.



(bkgd) Vincenzo Lombardo/Photographer's Choice RF/Getty Images, (b) Mark Bolton Photography/Alamy Stock Photo, Inset Gary Crabb/Alamy Stock Photo



You can build your own yurt!
A yurt kit does not cost much
money.

Would you like to live in a yurt?

Some people like to live in a yurt.

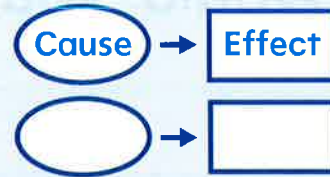
STOP AND CHECK

How are yurts
made?

Respond to Reading

Retell

Use your own words
to retell *What Is
a Yurt?*



Text Evidence

1. Why did nomads use wool mats in yurts in winter? **Cause and Effect**
2. Look at page 9. Why do people still use yurts today?
Cause and Effect
3. How can you tell that *What Is a Yurt?* is nonfiction? **Genre**

Genre **Nonfiction**



Compare Texts

Read about another home you can build.

Treehouses

This is the world's largest wooden treehouse.

(a) Ryan McVay/Digital Vision/Getty Images, (b) Zoo Imaging Photography/Alamy



stairs

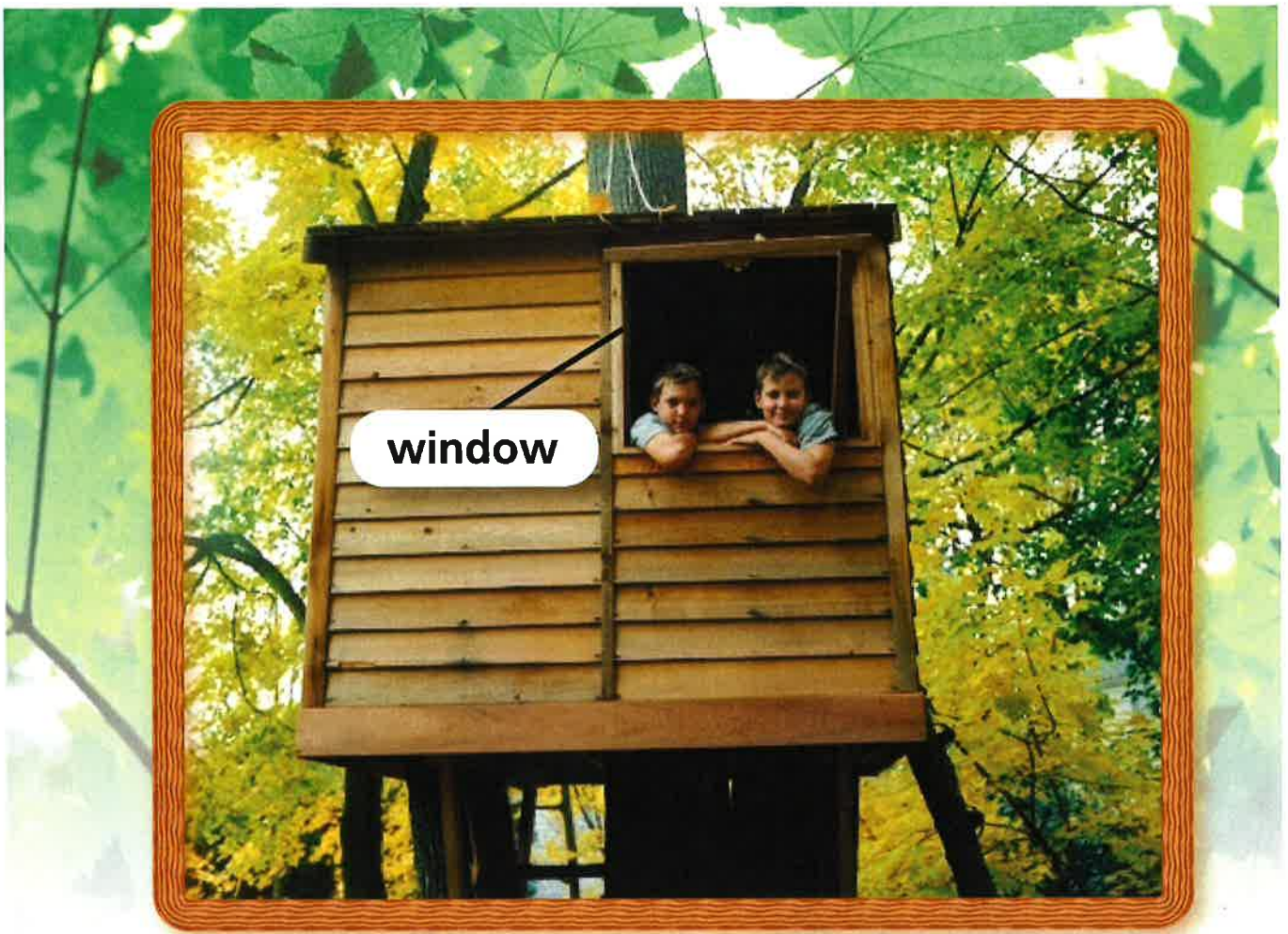
This treehouse has stairs and railings to keep people safe.



railing

(t) Tobias Kleinschmidt/Alamy Stock Photo, (b) Christian Kober/Alamy Stock Photo

Look at this tree. What do you see toward the top of the steps?
It is a house!



The boys look out a window in their treehouse.

Some treehouses are for fun. Kids can play in a treehouse or just sit and read a book.



Make Connections

How are treehouses and yurts the same? [Text to Text](#)

Focus on Science

Purpose To learn about camping outside

What to Do

Step 1

With a partner, look in magazines or books about camping.

Step 2

List three things you need to camp.

Step 3

Draw a picture. Include the three things in your list.

Conclusion Share your picture with the class.

Nonfiction

Thinkmark

The Topic

What is this book about?

Text Structure

How does the author tell about the information in *What Is a Yurt?*

Make Connections

How is a yurt the same as your house? How is a yurt different from your house?

Build It!

Science

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