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Reading



Background Information

The following facts might help you better understand this book:

- The island in *Nim's Island* is not a real place, but it is like many islands in the South Pacific. Undersea volcanoes formed islands like this one.
- Coral reefs, which are large rocky underwater areas with many types of animals and plants, often encircle these islands. The map illustration in the book shows that *Nim's Island* has a “fringing reef,” which is a shelf growing close to the island's shore.

WEEK 1 Think about It

Many forces affect our Earth. In this book, tropical storms and a volcanic eruption change an island's surface. Before reading *Nim's Island*, think about the following questions:

- What forces change Earth's surface near your home?
- How can people help protect the environment?
- How do you think reading *Nim's Island* will help you better understand *Earth in Action*?

Discuss your thoughts with others during Workshop. As you discuss *Nim's Island*, think about what you learned from the reading. Post any new ideas or questions about *Earth in Action* on the Concept/Question Board .

Read about It

VOCABULARY Review the vocabulary words and definitions that follow from Chapters 1–3 of *Nim's Island*.

whorly (wor' l) adj. in the shape of a pattern made by a series of circles (Chapter 1)

barometer (b rä' m tŕ) n. an instrument that measures air pressure and can help forecast the weather (Chapter 1)

COMPREHENSION Read Chapters 1–3 of Nim’s Island. As you read, answer the following questions to check your understanding. Remember to post additional questions or answers to the Concept/Question Board.

7. What are three scientific things Jack and Nim work on together on the island? (Chapter 1)

8. Nim says, “It’d be funny having a friend that could talk.” Who are Nim’s friends that cannot talk? (Chapter 2)

9. What happened to Jack his first night at sea? (Chapter 3)

Wrap It Up

At the end of the week, discuss any questions you still have. Clarify any vocabulary words or ideas that are still confusing. Write any final comments about the first three chapters.

COMPREHENSION Read Chapters 4–6 of Nim’s Island. As you read, answer the following questions to check your understanding. Remember to post additional questions or answers to the Concept/Question Board.

6. What new way do Nim and Jack find to communicate once Jack can no longer make phone calls? (Chapter 4)

7. Why does Chica come to the island each year, and why does she stay longer than a sea turtle normally would? (Chapter 5)

8. What experiment does Nim do for Alex Rover? (Chapters 4 and 6)

Wrap It Up

At the end of the week, review the vocabulary and questions that have been posted on the Concept/Question Board. Make a prediction about what will happen next to Nim.

WEEK 3 Read about It

VOCABULARY Below are some vocabulary words and definitions from Chapters 7–9 of *Nim's Island*.

bellowed (be' l d) v. a form of the verb *bellow*: a deep roaring sound or shout (Chapter 7)

bleak (bl k) adj. wide open and without plants; not welcoming (Chapter 8)

reproachfully (ri pr ch' ful) adv. in a way that shows disapproval (Chapter 8)

putrid (p ' tr d) adj. rotting; unpleasant smelling (Chapter 8)

oozy (' z) adj. gooey or slimy (Chapter 9)

Complete each sentence below with the correct vocabulary word.

1. The dog looked at his owner _____ when she forgot to put out his dinner.
2. We laughed when the _____ mud squished around our toes.
3. The seals on the coast _____ noisily.
4. A _____ smell came from the rotten tomatoes.
5. The icy wind came screaming across the _____

7. Describe two things Nim does to scare the Troppo Tourists away. (Chapter 8)

8. While making the coconut raft, Nim gets angry at Selkie and Fred. What might be the real reason she is upset? (Chapter 9)

Wrap It Up

At the end of the week, clarify any vocabulary words or ideas that are still confusing. Write a question you have about these three chapters.

COMPREHENSION Read Chapters 10–12 of *Nim's Island*. As you read, answer the following questions to check your understanding. Remember to post additional questions or answers to the Concept/Question Board.

6. What does Alex Rover finally realize about Nim when Nim emails asking for help with her knee? (Chapter 10)

WEEK 5 Read about It

VOCABULARY Below are some vocabulary words and definitions from Chapters 13–16 of *Nim's Island*.

scuttling (sk ' t l ing) v. a form of the verb scuttle: to move quickly with short steps (Chapter 13)

frail (fr l) adj. easily damaged (Chapter 13)

smudge (smuj) n. a smear or blur (Chapter 13)

smug (smug) adj. showing pride in an annoying way (Chapter 14)

Each underlined vocabulary word has more than one meaning. Reach each sentence. Circle the definition that matches the word's use.

1. His _____

WEEK 6 Talk about It

Think about Nim’s Island. Work with a partner during Workshop to answer these questions.

1. Scientists use the scientific method to test theories or ideas. Explain one way Nim acts as a scientist and tests a theory.

2. Name one way Nim uses nature to accomplish a task in an unusual way.

3. What forces in the story change things on Earth’s surface?

Write about It

Response to Literature: Setting

You are going to plan and write a response to literature explaining how setting affects the story of Nim’s Island.

PREWRITING Remember that a story’s setting is where and when that story takes place. In Nim’s Island, most of the story takes place on a South Pacific island that is Nim and Jack’s home.

The setting in Nim’s Island affects the plot in many ways. Think about Nim’s life. How would it be different if she did not live on the island? How do the island and ocean affect the way Alex travels to see Nim? What plot events would have been different without the island setting? Brainstorm a list of examples that show how the setting affects the story.

Use a TREE graphic organizer to plan your paragraph:

- The Topic Sentence tells what you believe.
- Give three or more Reasons to show why you believe this.
- Explain each reason.
- Include an Ending sentence to wrap it up.

DRAFTING Use your TREE graphic organizer to write a draft of your paragraph.

REVISING Once you have finished your draft, read it out loud to a partner during Workshop. Have the partner ask questions about anything that is not clear in your paragraph. Make any changes that will help clarify those details.

EDITING During Workshop, have your partner mark any mistakes you made in spelling, punctuation, and capitalization. Write a new copy of your paragraph, and fix those errors.

PUBLISHING Write or type a final, clean copy of your paragraph.

Wrap It Up

During Workshop, read aloud your paragraph to a group of classmates. Discuss the setting and plot examples you used to support your topic sentence.

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Read about It

VOCABULARY Below are some vocabulary words and definitions from Chapters 1–3 of *The Cricket in Times Square*.

scrounging (skroun' jing) v. a form of the verb scrounge: to get something by looking in many places (Chapter 1)

niche (nich) n. a hollow or curved space in a wall (Chapter 1)

refuse (re' fy s) n. garbage (Chapter 2)

sheen (sh n) n. a shininess caused by reflected light (Chapter 2)

melody (me' l d) n. the pleasing notes that make a song (Chapter 3)

excitable

COMPREHENSION Read Chapters 1–3 of *The Cricket in Times Square*. As you read, answer the following questions to check your understanding. Remember to post additional questions or answers to the Concept/Question Board .

7. What problem does Mario have at the beginning of the book? (Chapter 1)

8. What are two reasons Mama does not want a cricket for a pet? (Chapter 2)

9. How did Chester Cricket end up in New York City? (Chapter 3)

Wrap It Up

At the end of the week, discuss any questions you still have. Clarify any vocabulary words or ideas that are still confusing. Write any final comments about the first three chapters.

Read about It

VOCABULARY Below are some vocabulary words and definitions from Chapters 4–6 of *The Cricket in Times Square*.

acquaintance (kw n' t n(t)s) n. the state of knowing someone a little bit (Chapter 4)

leery (l r') adj.

COMPREHENSION Read Chapters 4–6 of *The Cricket in Times Square*. As you read, answer the following questions to check your understanding. Remember to post additional questions or answers to the Concept/Question Board .

6. How is Harry and Tucker’s relationship different than that of country mice and cats, and why? (Chapter 4)

7. Why does Mario want to go to Chinatown? (Chapter 5)

8. According to Sai Fong’s story, what does a cricket sing about? (Chapter 6)

Wrap It Up

At the end of the week, review the vocabulary and questions that have been posted on the Concept/Question Board . Make a prediction about what will happen next to Mario.

Read about It

VOCABULARY Below are some vocabulary words and definitions from Chapters 7–9 of *The Cricket in Times Square*.

browse (brouz) v. to look through casually (Chapters 7–9) F 456.037 B67 p 46-74

spongy (sp n' j) adj.

COMPREHENSION Read Chapters 7–9 of

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WEEK 4 Read about It

VOCABULARY Below are some vocabulary words and definitions from Chapters 10–12 of *The Cricket in Times Square*.

luminous (l' m n s) adj. full of light; shining (Chapter 10)

ovation (v' sh n) n. an audience applauding or cheering for a long time, in order to show they like a performance (Chapter 10)

jinx (jingks) n. a person or thing that brings bad luck (Chapter 11)

tempo (tem' p) n. the speed of a piece of music (Chapter 11)

precious (pre' sh s) adj. costly or valuable (Chapter 12)

compositions (käm p zi' sh nz) n. plural form of composition: a work of music, writing, or art (Chapter 12)

Read each sentence. Decide whether the underlined word makes sense. If it does, write correct on the line. If it does not, write the vocabulary word that should replace it.

1. The girl played a piano piece with a quick tempo.

2. Because Sai always lost games when he wore his red jersey, he thought the jersey was a composition.

3. The luminous moon shone brightly in the sky.

4. After the lovely song, the audience gave the band a standing jinx.

5. The museum kept the precious ring in a locked case.

6. I love many famous ovations, but my favorite musical piece is called "Ode to Joy."

COMPREHENSION Read Chapters 10–12 of *The Cricket in Times Square*. As you read, answer the following questions to check your understanding. Remember to post additional questions or answers to the Concept/Question Board .

7. How does Chester alert people about the fire? (Chapter 10)

8. Why does Chester’s music cause Mama to change her mind about sending him away? (Chapter 11)

9. How does Tucker help Chester learn songs that he can play? (Chapter 12)

WEEK 5 Read about It

VOCABULARY Below are some vocabulary words and definitions from Chapters 13–15 of *The Cricket in Times Square*.

remarkable (ri mar' k b l) adj. unusual or special (Chapter 13)

retire (ri t r') v. to leave a job and stop working (Chapter 14)

summit (su' mit) n. the highest level of something (Chapter 14)

commuters (k m ' tûrz) n. plural form of commuter : a person who travels to a job (Chapter 14)

smidgin (smi' j n) n. a very small bit (Chapter 15)

Read each question. Write an answer using one of the vocabulary words.

1. If you could have only a tiny bite of dessert, how much of what kind of dessert would you want to have?

- 2.

COMPREHENSION Read Chapters 13–15 of *The Cricket in Times Square*. As you read, answer the following questions to check your understanding. Remember to post additional questions or answers to the Concept/Question Board .

6. Give at least two reasons why Chester was not happy with his fame. (Chapter 13)

WEEK 6 Talk about It

Think about *The Cricket in Times Square*. Work with a partner during Workshop to answer these questions.

1. How did Chester, Tucker, and Harry work as a team to help the Bellinis?

2. In Chapter 5, Mr. Smedley tells the story of Orpheus, whose music made the whole world silent. Why do you think the author gave Chapter 14 the title “Orpheus”?

3. Why do you think Mario is glad Chester decided to leave?

Write about It

Descriptive Paragraph of a Place

You are going to plan and write a descriptive paragraph.

PREWRITING Sound is very important in *The Cricket in Times Square*. Read the last paragraph in Chapter 1, and notice all the sound words that are used there.

Paragraphs like this one in the story are good examples of onomatopoeia. Onomatopoeia is the use of words that sound like what they name. In the last paragraph of Chapter 1, some onomatopoetic words are rumble, thrumming, hooting, and babble.

Think of a place you have visited that has many interesting noises. Make a list of onomatopoetic words that relate to it.

DRAFTING Using your list of onomatopoetic words, write a descriptive paragraph about taking a walk through your chosen place. Although sound is the most important thing to communicate in your paragraph, also think about describing things that appeal to the senses of sight and touch.

REVISING Once you have finished your draft, read it out loud to a partner during Workshop. Have the partner ask questions about anything that is not clear in your paragraph. Make any changes that will help clarify those details.

EDITING During Workshop, have your partner mark any mistakes you made in spelling, punctuation, and capitalization. Write a new copy of your paragraph, and fix those errors.

PUBLISHING Write or type a final, clean copy of your paragraph.

Wrap It Up

During Workshop, read aloud your paragraph to a group of classmates. Discuss the examples of onomatopoeia you used in your paragraph. Ask the group to describe how the sound words helped them better understand the setting.