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| 1. How do we get the things we need?   From the time we get up in the morning to the time we go to sleep at night, we need things to help us survive. We meet these needs in a variety of ways. Finding water, building shelter, and weaving clothes are some ways we meet our needs. People also need water to survive. Some people collect water from wells. Others get it from rivers, lakes, or streams. Some people meet their needs by saving money. They set aside money and supplies for times when resources are scarce, or hard to find. The woman in the photograph on pages 18-19 in the Reading/Writing workshop is meeting a need by harvesting rice, a food upon which millions of people depend. She may share what she collects with our community. Growing and harvesting plants is one way to meet our need for food. Raising livestock and hunting are others. We need other things to do well and to be happy, such as a good education, a good job, and a community. People get the things they need to survive by finding, growing, making, trading for, or buying them. People get what they need to do well and be happy in many different ways. A good |

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| ***Mali. He has tomatoes growing in his yard. He has plans to sell his flowers in the market.*** |

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| ***education and a good job often go together. Community comes from living and working together with people in a way that is good for everyone. For example, in “A Fresh Idea,” Mali is interested in planting a garden because Mrs. Fair won’t be selling fresh tomatoes anymore. Mali loves tomatoes, so she wants to grow her own. So, Mr. Taylor, her neighbor, and Mali make a deal that she can use part of Mr. Taylor’s yard for planting tomatoes, and she will give him some tomatoes. Mali buys tomato plants, and Mr. Taylor helps her plant and stake them. Mali invests by spending money on in growing tomato plants so that she could get tomatoes. She grew more tomatoes than she could eat, so she sold her tomatoes, and the money she made was more than the money she spent on the plants, making a profit of $20. By the end of the story, Mr. Taylor is happier. He has made friends with*** |

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| 1. ***Vocabulary:*** 2. ***Loan: A loan is money borrowed.*** 3. ***Profit: Profit is the amount of money left after all business costs have been paid.*** 4. ***Prosper: When you prosper, you do well and become successful.*** 5. ***Risk: Risk is the chance of loss or harm.*** 6. ***Savings: Savings is money set aside for the future.*** 7. ***Scarce: When something is scarce, it is difficult to get or find.*** 8. ***Wages: Wages are payments received for work done.*** 9. ***Afford: If you can afford something, you have money enough to pay for it.*** |

3B

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5A

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| 1. ***On page 23, what is Mali doing? What do her actions reveal about her?***   ***Mali shows she is enthusiastic by running and skipping instead of just walking. Pausing to look at budding trees also shows that she is attentive.***   1. ***On page 23, what do Mali’s feelings about the stand closing reveal about her?***   ***Since Mali says that the stand is the only place to buy fresh tomatoes, I can infer that she considers fresh food to be important and is upset that it will be harder to find.***   1. ***How can we access complex text on page 23?***   ***Connection of Ideas:***  ***We can make inferences about Mr. Taylor’s character to understand what he needs. In the fourth paragraph on page 23, Mr. Taylor is looking at the flowers that he and his wife planted. We can learn that Mrs. Taylor died during the last year and infer that Mr. Taylor is lonely and is missing his wife. Here we can connect the ideas to further infer that he needs to feel happy again.*** |

6A

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| 1. ***What comprehension skill can we use in “A Fresh Idea?”***   ***Sequence:***  ***The sequence is the order in which plot events happen in a story. The sequence of events includes the most important events at the beginning, middle, and end. Sequence also includes when characters and settings are introduced. When I read the paragraphs on page 23 of “A Fresh Idea,” I can see the sequence of events that leads to Mali’s idea. The beginning of the story introduces Mali, her mom, and their neighborhood. Then we learn about Mali’s problems.*** |

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| |  | | --- | | ***Characters:***  ***Mali, Mali’s mom, and Mr. Taylor*** | | ***Setting:***  ***Mali’s neighborhood in spring*** | | ***Beginning:***  ***Mali learns that the tomato stand will not be at the summer market anymore. Mali sees her neighbor in his garden and gets an idea. Mr. Taylor lets Mali use his land.*** | | ***Middle:***  ***Mali decides to use her savings to buy tomato plants to plant in the garden. She does so, and buys all the tomato plants she can afford. She and Mr. Taylor put up stakes and wait for the plants to grow.*** | | ***End:***  ***The fruit turns out to be riper than she expected. There were more tomatoes than she could eat, so she decides to sell some of them in the market. She made a profit of $20. Mr. Taylor looks forward to the next summer.*** | |

5B

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| 1. ***What comprehension strategy can we use to understand “A Fresh Idea?”***   ***Reread:***  ***When you read a story for the first time, you may find that some details, descriptions, or events are confusing. We can reread to understand difficult parts. For example, on page 23, you may not be sure how Mali got the idea to grow a garden on her own with Mr. Taylor’s help. When I reread, I see that Mr. Taylor knows how to plant gardens. He is also sad because his wife died. Mali got her idea after noticing Mr. Taylor’s flowers and his sadness. She realizes that she could grow tomatoes in his garden and help him feel better.*** |

7A

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| 1. ***What is the genre of “A Fresh Idea?”***   ***Realistic Fiction:***   * ***Realistic fiction tells about characters that are like people we might know in real life. It also tells about everyday events that could happen in real life.*** * ***Realistic fiction includes descriptive details and dialogue, or the exact words that characters say.*** * ***Realistic fiction often includes illustrations. These illustrations can help us get to know the characters and picture the setting of a story by giving readers visual clues about characters, settings, and events.***   ***I can tell that “A Fresh Idea” is a realistic fiction. Details about the neighborhood, as well as the illustrations, show me that this story could happen in real life. Also, the characters say and do things that people might say and do in real life.*** |

8A

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| 1. ***What vocabulary strategy should we use in “A Fresh Idea?”***   ***Context Clues:***  ***When we read a sentence and do not know what a word means, you can look at the other words and phrases in the sentence to help you figure out the meaning. For example, when I read the sentence “Finally, Mali placed the stakes in the ground to help hold the plants up,” I am not sure what stakes are. I can use the phrase, “to help hold the plants up” to help me figure out what stakes do. Stakes help hold up tomato plants.*** |

8B

“One Hen”

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| 1. ***How can we access complex text on page 10?***   ***Prior Knowledge:***  ***The setting of this story is in Ghana in West Africa. Many people in Ghana, especially in rural areas, face economic challenges. Farmers have limited access to fertilizers, irrigation, and good seeds that produce better crops. During times of drought, food is scarce.***   1. ***What is the author’s craft on page 11?***   ***Word Choice:***  ***The author uses verbs such as “tugs” and “hoists” because they have stronger connotations than their synonyms, such as pulls and lifts. They help me create a more meaningful image in my mind by illustrating the extra effort Kojo must take helping his mother. The author’s use of these words helps me to understand that Kojo has a hard life and does the work of an adult. The author shows me through her word choice that Kojo and his mother don’t have much to eat because they grow their own food and never have much money to buy extra.*** |

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| 1. ***How can we access complex text in “A Fresh Idea?”***   ***Genre:***  ***While reading realistic fiction, we may have difficulty making connections between the text and the illustrations. For example, in “A Fresh Idea,” the information about tomatoes in the last paragraph on page 24 gives details about how tomato plants are planted and why they need stakes. This shows that the text is realistic fiction because these are events that could happen in real life. The illustration on page 24 also helps me to understand the paragraph by showing what stakes look like and how they are used to hold up plants.*** |

9A

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| ***The families in the village are trying to make their lives better by saving their money so that one family can borrow the savings and buy something important.***   1. ***What comprehension strategy can we use to understand the text on page 12?***   ***Reread:***  ***I know that when I’m reading a story and I get to a part I don’t understand, I can go back and reread. I may have missed an important point the first time I read. On page 12, I read about families borrowing money. I’m not sure where they are getting this money, so I know I need to go back and reread. If I reread page 11, I find out that each family saves a bit of money so that one family can buy something important. That must be how the families take turns buying things they need.*** |

10A

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| 1. ***What comprehension skill can we use to understand page 12?***   ***Character, Setting, Plot- Sequence:***   |  | | --- | | ***Character:***  ***Kojo, Kojo’s mother*** | | ***Setting:***  ***A village in the Ashanti region of Ghana*** | | ***Beginning:***  ***Using a loan, Kojo’s mother buys a cart, and Kojo buys a hen.*** | |

10B

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9B

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| 1. ***Second-hand: previously owned or used.*** 2. ***Speckled: Covered with spots.*** 3. ***Plump: Fat or round.*** 4. ***Comb: The fleshy growth on the top of a chicken’s head.*** 5. ***How can we access complex text on page 12?***   ***Connection of Ideas:***  ***To understand how the loan process works in the story, we need to follow the sequence of events. For example, in the first paragraph on page 12, the Achempong family borrows money from the group’s savings and buy fruit to sell at the market. The family repays the loan with the profit they make from selling the fruit. Next, the Duodu family borrows the money to buy a sewing machine.*** |

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