

Name _____

What Potters Do

Fill in the circle by the correct answer. Then answer the questions.

1. Artists who make pottery are called _____.
 A vases
 B kilns
 C potters
2. Artists can use ____ to make lines and shapes on clay.
 A clay tools
 B kilns
 C cups
3. What is the main idea of the text?
Potters are artists who make things from clay.
4. Write the sentences that tell you what potters do to bake their clay art.
Potters put their work into large ovens.
The pottery bakes inside of the kiln.

Write About the Topic

Use the Writing Form to draw and write about what you read.



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Pottery III 175

Name _____

Making Clay Art

Fill in the circle by the correct answer. Then answer the questions.

1. Potters start to make pottery art with a _____.
 A clump of clay
 B bowl of paint
 C hot kiln
2. Water helps potters ____ clay more easily.
 A paint
 B bake
 C shape
3. How can potters add colors to their works of art?
They can add colors with glaze.
4. Why is the kiln important in making pottery?
The kiln makes pottery hard and bakes the glaze.

Write About the Topic

Use the Writing Form to draw and write about what you read.



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Pottery III 179

Name _____

Using a Pottery Wheel

Fill in the circle by the correct answer. Then answer the questions.

1. The potter uses a wheel to make a _____.
 A ball of clay
 B clay bowl
 C pottery kiln
2. Potters need ____ to become good artists.
 A luck
 B water
 C practice
3. Why can it be hard to use a pottery wheel?
Sometimes the clay shape can fall in.
4. Why does the potter bake the bowl?
She bakes the bowl to make it hard.

Write About the Topic

Use the Writing Form to draw and write about what you read.



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Pottery III 177

Sample Lesson



DAY 1

Read the rule aloud to introduce students to the concept of details. Then guide students through the activities. For example:

- Activity A:** Write the word **detail** on the board. Say the word aloud and have students repeat after you. Then have students trace the word.
- Activity B:** After reading the sentences for item 1, ask: *What do the sentences say about Ally?* (She is a friend; she has long hair; she smiles.) Say: *These are details about Ally.* Then guide students in reading and underlining the words that tell about these details. Repeat the process for item 2.

Convention: Read the rule aloud. Have students point to the first letter of each name as you read it aloud. Then have them trace the capital letter.

Name: _____

Week 3 • Day 1



Details tell about your topic.

A. Trace the word.

detailB. Read the sentences.
Underline the details.

1. Ally is my friend.
She has long hair.
She smiles a lot.



Ally

2. Bananas taste good.
They are yellow.
They smell sweet.



bananas

Convention
Start a name with
a capital letter.Read the names.
Trace the capital letters.

Ally Josh

Maria Sam

24 IDEAS

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DAY 2

Read the rule aloud and remind students what a detail is. Then guide students through the activities. For example:

- Activity A:** Direct students to the picture before reading the questions aloud. For question 1, model thinking through the answer. Say: *It looks like Ted spilled his cereal! Is he happy or sad?* (sad) Repeat the process for questions 2 and 3, writing the answers on the board for students to copy.
- Activity B:** Ask: *What is one thing that Ted has?* Return to questions 1–3 to find possible answers. (e.g., hat, sad face, bowl) Then copy the sentence frame onto the board and model finishing it. For example: *Ted has a sad face.* Have students complete their sentence frames accordingly.

Convention: Read the rule and the sentence aloud. Then read Ted's name aloud as students trace over it. Then have them point to and circle the capital letter.

Name: _____

Week 3 • Day 2



Use details to tell about your topic.

A. Look at the picture of Ted.
Answer the questions about him.

1. Is Ted happy or sad?
sad



2. What is on Ted's head?
a hat

3. What is in Ted's hands?
a spoon and/or a bowl

B. Finish the sentence.

Sample Answer:

Ted has a hatconvention
Start a name with
a capital letter.

Trace the name. Circle the capital letter.

I see Ted.

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IDEAS 25

Name: _____ Week 3 • Day 3

 Use details to tell about your topic.

A. Look at the picture of the bus.
Add a detail to the picture.



SCHOOL
Details will vary.

B. Write the detail you added to the picture.

Sample Answer: kids

 Copy the first and last name.
Start both with a capital letter.

Lisa Wong

26 IDEAS Daily 6-Trait Writing • EMC 6021 • © Evan-Moor Corp.

Name: _____ Week 3 • Day 4

 Use details to tell about your topic.

Write your name in the box.
Draw or write details about yourself in the ovals.

Name: _____

Detail:
Sample Answer:
1 sister

Detail:
Sample Answer:
green eyes

Detail:
Sample Answer:
6 years old

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DAY 3

Read the rule aloud. Then guide students through the activities. For example:

- **Activity A:** Point to the bus and lead students in brainstorming details in the picture, such as wheels, windows, doors, driver, kids. Then ask: *What detail could we add to the picture?* (e.g., more kids in the windows) Have students add the detail to their pictures.
- **Activity B:** Say: *We drew (detail) in the picture. That is the detail we added.* Then write the word on the board for students to copy.

Convention: Remind students of the rule. Point out the first and last name as you read them aloud. Have students copy them.

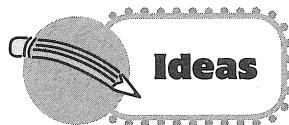
DAY 4

Read the rule aloud and explain that today, students will think about details that describe themselves. Then guide students through the activity. For example:

- Copy the web onto the board. Say: *This is a web. We put our topic at the top. We put details about the topic in the ovals underneath.*
- Have students write their names in the box. Say: *You are the topic. Now, let's think of details about you. You could say how old you are, where you live, or what color hair you have.* Write some general details on the board for students to copy. (e.g., 6 years old; brown hair) Model writing the details in the appropriate parts of the web. Circulate and assist students as they fill in their webs.

DAY 5 Writing Prompt

- Post this sentence starter: *My name is _____.* Model filling it in with your name. Then post another starter, such as *I am _____ years old.* or *I have _____.* Have students copy the starters and fill them in with their names and details from their webs.
- Remind students to begin their names with a capital letter.



Details tell about your topic.

A. Trace the word.

detail

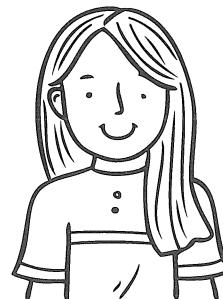
B. Read the sentences.

Underline the details.

1. Ally is my friend.

She has long hair.

She smiles a lot.

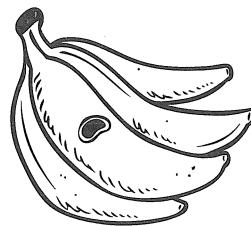


Ally

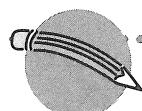
2. Bananas taste good.

They are yellow.

They smell sweet.



bananas



Convention

Start a name with
a capital letter.

Read the names.
Trace the capital letters.

Ally

Josh

Maria Sam



Use details to tell about your topic.

- A. Look at the picture of Ted.
Answer the questions about him.

1. Is Ted happy or sad?

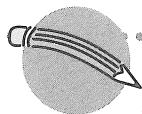
2. What is on Ted's head?

3. What is in Ted's hands?



- B. Finish the sentence.

Ted has a _____.

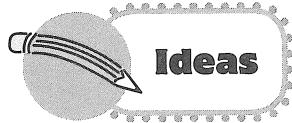


Convention

Start a name with
a capital letter.

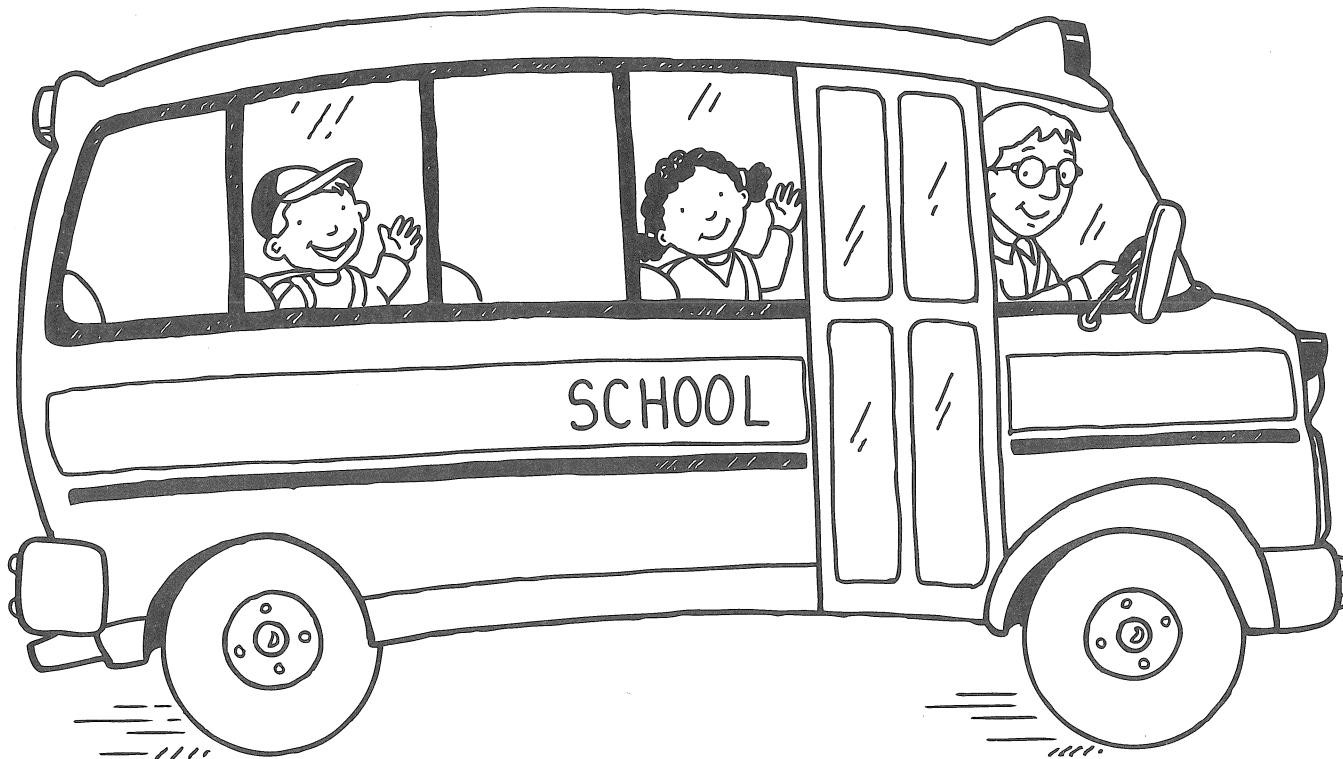
Trace the name. Circle the capital letter.

I see Ted.



Use details to tell about your topic.

- A. Look at the picture of the bus.
Add a detail to the picture.



- B. Write the detail you added to the picture.
-
-

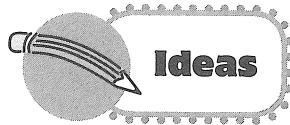


Convention

Start a name with
a capital letter.

Copy the first and last name.
Start both with a capital letter.

Lisa Wong



Use details to tell about your topic.

Write your name in the box.

Draw or write details about yourself in the ovals.

Name:

Detail:

Detail:

Detail:

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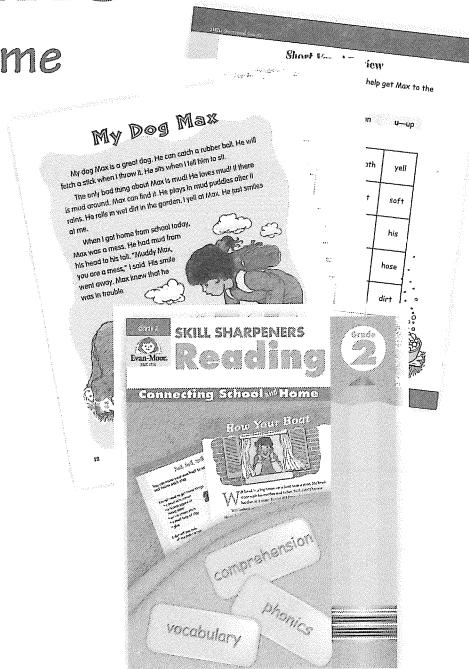
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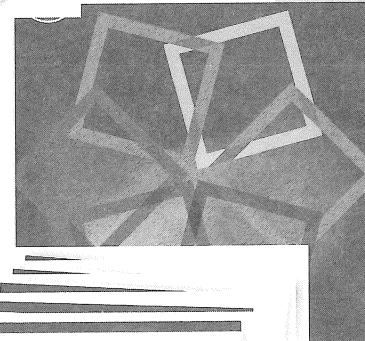


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