



These answers will vary. Examples given.

Page 175

Name _____

Staying at an Ice Hotel

Fill in the circle by the correct answer. Then write the answers to numbers 3, 4, and 5.

1. One reason ice hotel visitors should wear a lot of layers is that _____.
 A the ice hotel does not provide shelter
 B temperatures can drop below zero
 C they can stay in a warm room
 D there are furs and animal skins on the beds

2. It would be most unlikely to find an ice hotel in _____.
 A Australia
 B Russia
 C Switzerland
 D Greenland

3. How does the Art Suite in the photo compare to a hotel room you've stayed in before?

* I haven't stayed in a room that had bear figures in it. I haven't seen a bed with thick fur blankets or ice blocks.

4. Explain the purpose of putting a mattress and sleeping bags on the beds.

* The purpose is probably to create a barrier between the icy bed and the body. It allows the person to feel warm.

5. Would you rather stay in a traditional hotel or an ice hotel? Explain why.

* I'd rather stay in a traditional one most of the time, but I'd like to try the ice hotel because it would be unique.

Write About the Topic

Use the Writing Form to write about what you read.

How are ice hotels similar to other hotels you know about?
How are they different? Use details from the text.



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Ice Hotels ■ ■ ■ 175

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Name _____

Ice Hotel: A Modern Symbol

Fill in the circle by the correct answer. Then write the answers to numbers 3, 4, and 5.

1. The main idea of this text is that ice hotels symbolize _____.
 A the values of the countries they are built in
 B how travelers should behave
 C an excellent modern traveling experience
 D the strengths and weaknesses of hotels

2. The bold headings in the text indicate _____, according to the author.
 A traits that people find only in ice hotels
 B things that people are trying to avoid
 C what Sweden, Canada, Finland, Norway, and Romania are known for
 D things that modern travelers value

3. Ice hotels have become popular in a short time. What does this suggest about them?

* It suggests that ice hotels provide people with a good experience. It means people like them.

4. Is it significant that artists help build ice hotels? Explain why or why not.

* Yes, because it supports the idea that the hotels are innovative. A lot of thought goes into the hotel's look.

5. Do you think the author would stay in an ice hotel? Explain why or why not.

* I think the author would stay in an ice hotel because of the positive comments and facts in the text.

Write About the Topic

Use the Writing Form to write about what you read.

Is the author's claim that ice hotels symbolize what modern travelers value convincing? Use details from the text for support.



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Ice Hotels ■ ■ ■ 179

Page 177

Name _____

People Love Ice Hotels

Fill in the circle by the correct answer. Then write the answers to numbers 3, 4, and 5.

1. Ice hotels are similar to traditional hotels because they both usually _____.
 A have snice in their buildings
 B stay open for only a few months every year
 C require multiple layers of clothing
 D offer beds, food, and entertainment

2. Which detail supports the idea that ice hotels are beautiful?

- A The rooms can get very cold.
 B They are built by artists.
 C There are food and drink vendors.
 D One of them has an area of 60,000 square feet (5,500 square meters).

3. Could an ice hotel be successful without snice? Explain why or why not.

* Possibly, but not as successful. Snice is denser than snow, so it insulates better and prevents quicker melting.

4. Why would someone choose to host a large event at an ice hotel?

* Ice hotels are beautiful and majestic. They have large banquet halls. They are unique.

5. What can you infer about ice hotels from the fact that they attract so many guests?

* They are well liked. People enjoy staying there, and they think it's fun and comfortable.

Write About the Topic

Use the Writing Form to write about what you read.

Write a short essay persuading a friend that it would be safe and fun to stay at an ice hotel. Use details from the text.



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Sample Lesson



DAY 1

Read the rule aloud. Explain that to elaborate means "to develop further or tell more about something." Then guide students through the activities.

- Activity A:** Have students read both letters.

Then say: *Pat's letter says the students used to have fun in the writer's club. Rula's letter says the club members used to have fun staying after school and thinking up stories to write. Which writer elaborated on the details more?* (Rula) Continue to go through the letters, comparing details. Then have students write their answers to the question.

- Activity B (Convention):** Say: *Negative words are words such as no, not, never, nothing, nobody, and nowhere. Using two negatives in a sentence is called using a double negative. When you see double negatives, you should remove one, because you only need one.* Read sentence 1 aloud and ask: *What is the double negative? ("don't live nowhere") How could we change that sentence to make it correct?* ("The students don't live anywhere near..." or "The students live nowhere near...") Model using proofreading marks to correct the sentence. Repeat the process for the second sentence.

DAY 2

Read the rule aloud. Then guide students through the activities.

- Activity A:** Read the essay aloud. Say: *This essay's ideas are too general. The lack of specific examples makes the paragraph boring.* Point out the word *things* and ask: *What are some specific things that a photograph can help you remember?* Use the students' answers to model filling in the first box. Have students complete the rest of the chart independently. Then review the answers.

- Activity B (Convention):** Review the definition of double negatives. Then read aloud sentence 1 and say: *Never is a negative because it means "not ever." Couldn't is a negative because it is a contraction for could not. So, what is the double negative? (couldn't never)* Say: *There are two ways to fix this: "I could never give up my camera" or "I couldn't ever give up my camera."* Have students complete the activity independently.

Name: _____

Week 4 • Day 1



Good writers elaborate on ideas and details to paint a meaningful picture for the reader.

- A. Two students wrote letters to their principal. Read the letters and answer the question.

Dear Ms. Wong,

We want the Writer's Club to come back. We used to have fun. Now we don't have anyplace to meet, and it's hard to find times to get together. Some teachers said they could help. We need to meet sometime at school.

Sincerely,
Pat Johnston

Dear Ms. Wong,

We don't want the Writer's Club to end. The other club members and I used to have fun after school, thinking of plots and characters. Now there's nowhere for us to meet. We want to talk about our stories and read each other's work, but we live miles from each other. There's no way to get together after school except for the Writer's Club. Mr. Gonzales and Ms. Zane have both said we can use their rooms.

Sincerely,
Rula Paz

Which writer did a better job of elaborating? Give at least two examples of specific details to support your answer.

Sample Answer:

Rula's letter has better details. She tells what the Writer's Club used to do. She also tells exactly which teachers will help.

- B. Use proofreading marks to correct the double negatives in these sentences.

Delete mark over "don't" OR delete mark over "nowhere"

1. The students don't live nowhere near each other.

Delete mark over "not" OR delete mark over "never" and insertion of "ever"

2. We're not never going to have a place to meet.

30 IDEAS

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Name: _____

Week 4 • Day 2



Look for ways to elaborate on your ideas by making your details and examples more specific.

- A. Read this short essay. The words in bold are not very specific. How could the writer have elaborated more on her ideas? Use the chart below to write more specific examples the writer might have included instead.

Photographs are a good way to help remember things. Important events in my life are shown through photos. Photos help me remember the fun times with my friends.

Sample Answers:

Too General	More Specific
things	people, places, and events that are special to you
important events	the day I was born, the first time I rode a bike, starring in the school play
fun times	parties, trips, holiday celebrations

- B. Rewrite each sentence to fix the double negative.

1. I couldn't never give up my camera.

I could never (OR couldn't ever) give up my camera.

2. Stacey doesn't want nobody to take her picture.

Stacey doesn't want anybody to take her picture.

3. There's not nothing better than taking pictures.

There isn't anything (OR There is nothing) better than taking pictures.

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IDEAS 31

Name: _____

Week 4 • Day 3

 **Ideas** Elaborate on your ideas to be persuasive. Use specific details and examples that support your argument.

A. Read Joey's first draft of a letter to a newspaper. Use proofreading marks to fix any sentences that have double negatives. Then underline vague words and phrases that Joey could improve to provide details that support his argument.

Dear Editor: **Sample Answers:**
I heard that the city wants to close the Bevington Library because it doesn't have anymore money to pay the staff or buy anymore books. We need to keep the library open. My family uses the library a lot. We check out lots of things. We go there a lot in the summer. Whenever I write a report, people help me find information there. If the library closes, where will kids go?

B. Read Joey's revision. Underline the specific details and examples he added to support his argument.

I heard that the city wants to close the Bevington Library because it doesn't have anymore money to pay the staff or buy anymore books. We need to keep the library open so students like me can use it. My family goes to the library every Saturday. My dad checks out books to read, and my brothers rent CDs and DVDs that they can't afford to buy. In the summer, my sister and I always join the reading program and earn prizes for reading books. And, whenever I need to write a report, Mr. Jue helps me find tons of information about my topic. If the library closes, where will kids go to get help like that?

C. Imagine that a library in your area has to close. Write two reasons why you think it shouldn't.

Answers will vary

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DAY 3

Read the rule aloud. Then guide students through the activities.

- **Activity A (Convention):** Read the letter aloud and have students correct the double negatives. Then say: *Joey wrote this letter because he wants to persuade other people that the library shouldn't be closed. He has given several reasons but hasn't elaborated on them very well.* Direct students to the sentence "My family uses the library a lot." Ask: *Is this sentence specific? Does it tell us exactly how often or when they use the library?* (no) Guide students through the rest of the paragraph, underlining similarly vague statements.
- **Activity B:** Read the paragraph aloud. Then call students' attention to the third sentence ("My family goes to...") and ask: *What did Joey change?* (the word a lot to every Saturday) Ask: *Why is this better?* (It's more specific and meaningful.) Have students complete the activity in pairs.
- **Activity C:** After students write their reasons, invite volunteers to share what they wrote.

Name: _____

Week 4 • Day 4

 **Ideas** When you want to be persuasive, choose meaningful details that support your reasons.

Think of a change you would like to see in your community or school and prepare to write a letter to the editor of your local newspaper about it. Use the questions below to plan your ideas. **Sample Answers:**

1. What change or action would you like to see taken?
I want the city to build a skateboard park.

2. Why is this change or action necessary?
Kids need a place to skateboard safely.

3. How could the change or action take place? Who would be involved?
The skateboard park could be built where the old playground was. It would be built by the City Recreation Department. Then the city could charge admission to help pay for the park.

4. Who might be against the idea? What would you say to them?
People who live near the park might worry that it will be too noisy. But we could limit the park hours to certain times or build a wall to keep noise down. People might think it costs too much, but if we charge admission, the city will actually make money.

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DAY 4

Read the rule aloud. Then guide students through the activity.

- Say: *A letter to a newspaper editor is often written to persuade readers to do something.* Point out that letters to the editor are typically about issues related to neighborhood improvement, recreation, public transportation, the environment, or crime. Help students brainstorm specific topics.
- Use the sample answers on the reduced page to the left to model answering the questions. For question 4, point out that it's important to think of possible arguments against your position so you can address them.

DAY 5 **Writing Prompt**



- Use your answers to the questions on Day 4 to write a letter to the editor about an important issue. Include specific details, examples, and reasons that elaborate on your opinion.
- Be sure to fix any double negatives in your letter.



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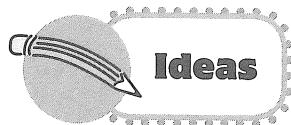
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fun times	

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3. How could the change or action take place? Who would be involved?

4. Who might be against the idea? What would you say to them?

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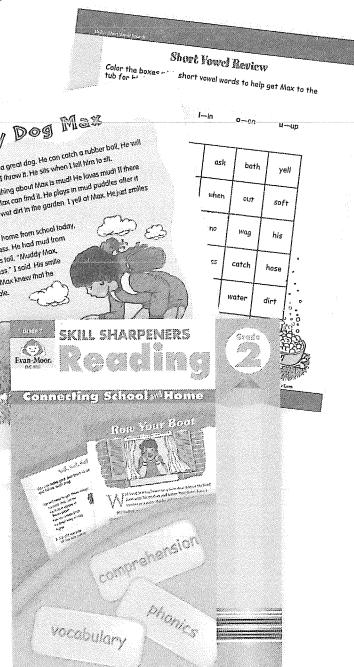
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Reading



Activity Book
Print

GRADE	EMC
PreK	4527
K	4528
1	4529
2	4530
3	4531
4	4532
5	4533
6	4534

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*Grade 1 includes minibooks



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Student Book

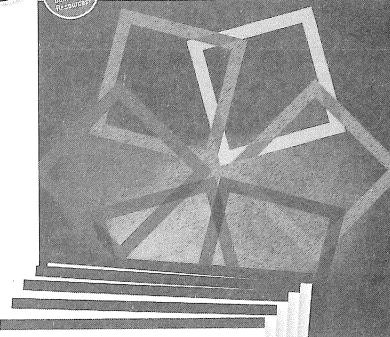
Developed for
COMMON CORE



Reading Literary Text

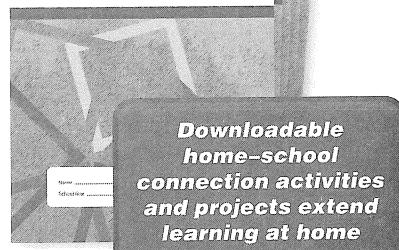
Grade 5

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• Study of genre and literary elements
• Supports range of reading and level of comprehension
• Oral and written close reading activities
• Text-based writing prompts



Reading Literary Text
Student Practice Book

5



GRADE	EMC	GRADE	EMC	GRADE	EMC	GRADE	EMC
1	3211	1	3211i	1	6491	1	6481
2	3212	2	3212i	2	6492	2	6482
3	3213	3	3213i	3	6493	3	6483
4	3214	4	3214i	4	6494	4	6484
5	3215	5	3215i	5	6495	5	6485
6	3216	6	3216i	6	6496	6	6486