

Name: _____

Date: _____

Day 1

Spell the Words

Spell the words in the sound boxes. There will not always be a sound to fill in every box in the grid.

glow _____

stone _____

close _____






road _____

globe _____

Choose a Syllable Division Strategy

For each word listed below, choose the proper syllable division strategy. Then record the word in the chart and mark how to divide it.

Words: solid, mantle, inside, between, magma, other, protect

				
VC CV r a b b i t	V CV t i g e r	VC V c a m e l	V V l i o n	C + le t u r t l e

Vowel Pattern Sort

Use the chart on page 9 to sort words by vowel patterns.

Words: Earth, stone, whole, coat, plate, solid, globe, float, outside

Did you fill in the chart on page 9? yes no



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Plates, Quakes, and Glowing Magma
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Day 1, continued

Read and Respond

First, read the text out loud with proper phrasing. Then answer each question in a complete sentence. Underline the evidence for your answers in the text.

If we could look inside the Earth again, we would see that under the Earth's crust there is a deep layer of stone. This layer is called the Earth's *mantle*. The stone in the Earth's mantle can get very, very hot. So hot, in fact, that some of the stone melts into a glowing liquid rock called *magma*. Magma is not a runny liquid, like water. It is a thick liquid, like cake batter. Now we know that big chunks of the Earth's crust float on a layer of glowing melted rock. In other words, Earth's plates float on magma!

1. What is below the Earth's crust? _____

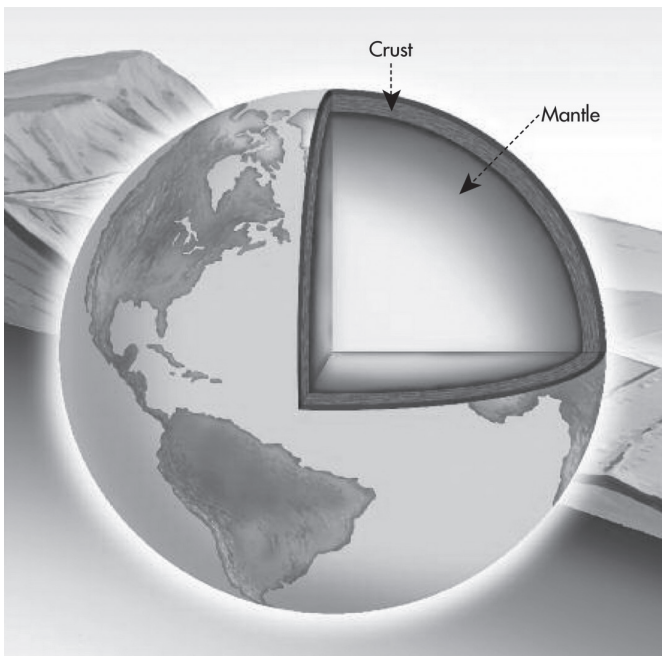
2. What is the mantle made of? _____

3. What is magma like? _____

4. Did you underline the evidence in the text? yes no

Text Features

1. What kind of text feature is used in this illustration? _____



2. What does this text feature help you understand? _____



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Day 2

Spell the Words

Spell the words in the sound boxes. There will not always be a sound to fill in every box in the grid.

slope

float

zone






cope

whole

Choose a Syllable Division Strategy

For each word listed below, choose the proper syllable division strategy. Then record the word in the chart and mark how to divide it.

Words: tumble, construct, rumble, shelter, elbow, crumble, table, children

				
VC CV r a b b i t	V CV t i g e r	VC V c a m e l	V V l i o n	C + le t u r t l e

Vowel Pattern Sort

Use the chart on page 9 to sort words by vowel patterns.

Words: glow, mantle, earthquake, slow, slide, slope, zone, road

Did you fill in the chart on page 9? yes no



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Day 2, continued

Read and Respond

First, read the text out loud with proper phrasing. Then answer each question in a complete sentence. Underline the evidence for your answers in the text.

At the edge, where two plates meet, the land can shake. When the land suddenly shakes because of plates moving, it is called an *earthquake*. Some earthquakes happen when one plate slowly bumps into or slides up or down past another plate. Some earthquakes happen when two plates slowly float away from each other and the gap between the plates gets bigger... Many quakes are so small you cannot feel them. But big quakes can happen when plates get stuck as one plate is sliding past the other. When the plates come unstuck, the Earth's crust shakes very suddenly. This is an earthquake you can feel!

1. What is an earthquake? _____

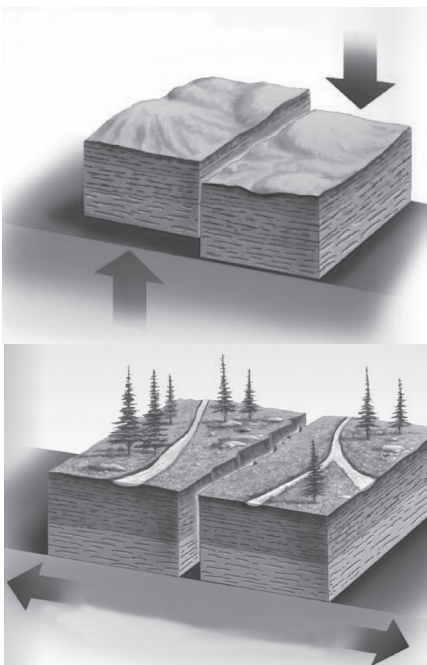
2. What are two ways that earthquakes can happen? _____

3. What causes an earthquake you can feel? _____

4. Did you underline the evidence in the text? yes no

Text Features

1. What do the arrows in the text features below help you understand? _____



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Day 3

Connecting Spelling to Meaning

First, read each example from the book. Next, find the word to be examined in **bold** in the example. Then, write the base word in the “base word” column. After that, write the word sum in the word sum column. Next, circle the pronunciation of the ending. Finally, answer the questions.

Example from the book	Base word	Word sum	Pronunciation of ending
The cracks split the crust into very big chunks .			/s/ /z/ /iz/
			/s/ /z/ /iz/
... landslides can rumble down steep slopes ...			/s/ /z/ /iz/
			/t/ /d/ /id/
People who live in earthquake zones need to construct strong buildings, roads , bridges , and homes .			/s/ /z/ /iz/
			/s/ /z/ /iz/
			/t/ /d/ /id/
			/s/ /z/ /iz/

Circle the correct answer that finishes the sentence:

- When the suffix *-es* is added to a noun, it means _____.
 A. there is more than one
 B. the action already happened
- When the suffix *-s* is added to a noun, it means _____.
 A. the action already happened
 B. there is more than one

Vowel Pattern Sort

Use the chart on page 9 to sort words by vowel patterns.

Words: home, crumble, safe, cope, adult, low, shelter, protect, elbow

Did you fill in the chart on page 9? yes no



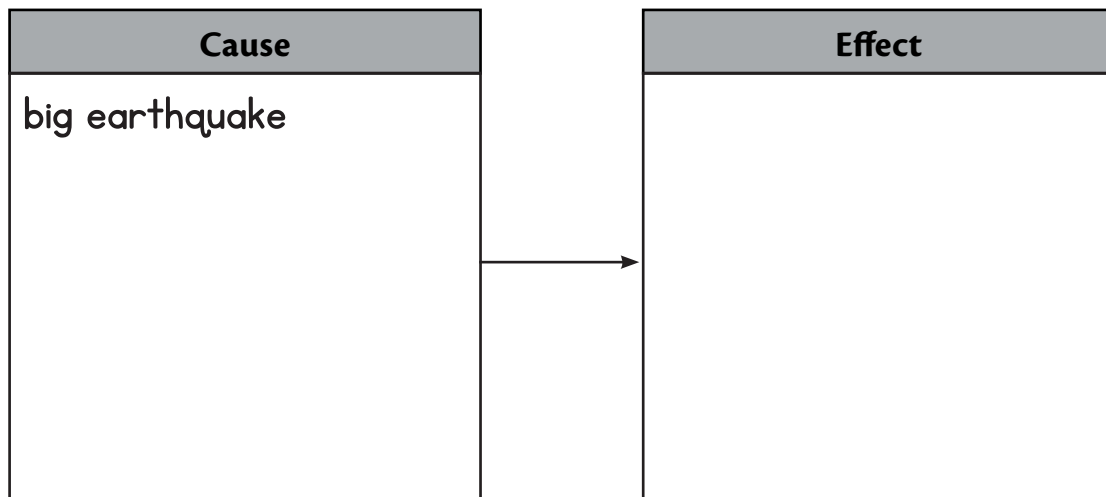
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Day 3, continued

Read and Respond

First, read the text out loud with proper phrasing. Then, use the organizer to show cause and effect. Next, underline the evidence in the text.

When the plates come unstuck, the Earth's crust shakes very suddenly. This is an earthquake you can feel! When a big earthquake happens, stones can tumble from cliffs, landslides can rumble down steep slopes, and cracks can split the Earth's crust.



2. Did you underline the evidence in the text? yes no

Vocabulary Words

1. Use your own words to describe what **rumble** means.

2. Write your own sentence using the word **split**. Do not rewrite the sentence from the book.



Day 4

Word-Reading Fluency

Read each row of words from left to right. Then read each column of words from top to bottom.

stone	know	goal	oak	doe
coat	whole	glow	cope	fellow
elbow	float	globe	slow	tiptoe
toe	home	road	close	low
zone	show	rope	follow	slope

Choose one word from the list and write a complete sentence using that word.

Determine the Author's Purpose

Think about why the author might have written this informational text. Then, answer each question.

1. In my opinion, the author's purpose for writing this informational text was _____

2. I think this because _____



Day 5

Think and Write

What is the most interesting thing you learned when you read Plates, Quakes, and Glowing Magma? Be sure to explain why it is interesting to you.

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a circular logo. The logo has a dark border and contains a stylized leaf in the center. The words "Flyleaf Publishing" are written along the top inner curve of the circle, and "Books to Remember" is written along the bottom inner curve. Below the logo, the text "Reading Series Three:" is printed, followed by "Plates, Quakes, and Glowing Magma" in a slightly larger font.



Reading Series Three:
Plates, Quakes, and Glowing Magma
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Vowel Pattern Sort

- Day 1 Words: Earth, stone, whole, coat, plate, solid, globe, float, outside
- Day 2 Words: glow, mantle, earthquake, slow, slide, slope, zone, road
- Day 3 Words: home, crumble, safe, cope, adult, low, shelter, protect, elbow



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Open Syllable V	Closed Syllable VC	Silent e Syllable VCe	Bossy-r Syllable Vr	Consonant-le Syllable C + le	Vowel Team Syllable VV	Irregular Pronunciations
					Digraph Vowel Team	
Other VV Spelling Patterns						