

Being a Reader™

SECOND EDITION

STUDENT RESPONSE BOOK



Stop and Ask Questions About *Tani's Search for the Heart 1*

Name: _____

Stop 1

Stop 2

Stop 3

Stop 4

Stop and Ask Questions About *Tani's Search for the Heart 2*

Name:

Divide the page into four sections. Label the sections *Stop 1*, *Stop 2*, *Stop 3*, and *Stop 4*. At each stop write your questions in the appropriate section.

GRADE FIVE SAMPLE PAGES

Stop and Ask Questions About “The Egyptian Myth of Isis and the Seven Scorpions”

Name:

Divide the page into three sections. Label the sections *Stop 1*, *Stop 2*, and *Stop 3*.
At each stop write your questions in the appropriate section.

GRADE FIVE SAMPLE PAGES

Stop and Ask Questions About My Independent Reading Book

Name: _____

Title: _____

Author: _____

Write the title and author of your book. Divide the page into five sections. Label the sections *Before Reading*, *Stop 1*, *Stop 2*, *Stop 3*, and *Stop 4*. At each stop write your questions in the appropriate section.

GRADE FIVE SAMPLE PAGES

Combine the information in each set of sentences into one sentence.

- Satchmo picked up the book.
- Satchmo tossed the book.
- Satchmo caught the book.

- Satchmo thought Mr. Jerry's dog looked big.
- Satchmo thought Mr. Jerry's dog looked husky.
- Satchmo thought Mr. Jerry's dog looked like a monster.

Excerpt from “Satchmo’s Master Plan”

Name: _____

Okay, Satch. You’re prepared.

You’ve thought it all through.

You will not get bit. You will not get eaten.

Breathe, Satch. Breathe and work it all out.

If the dog jumps the fence,

when the dog jumps the fence don’t panic.

Just do what you’ve planned.

Break to the right. If Mr. Jerry’s pickup truck is parked on the street, jump into

the back of it and

scream for help.

That’s the first base. That’s your go-to. But

if for some reason Mr. Jerry’s truck isn’t there,

if for some reason he’s out. I don’t know,

saving other dogs while his neighbors run for their lives,

then keep going right onto the Carters’ property.

You won’t have time to ring their doorbell,

plus Mr. and Mrs. Carter will be at work,

so run

behind their house. They have a pool. It’s not a big pool,

and actually, you’ve never even seen it, but you remember

your mother talking about

how all the neighbors are gossiping about how they were

putting a pool in their backyard

in this neighborhood,

and she was saying it like she wasn’t gossiping too,

so if there’s actually a pool back there dive in.

Don’t worry about how deep it is.

You can swim.

Excerpts from “Satchmo’s Master Plan” from *Look Both Ways: A tale told in ten blocks* by Jason Reynolds. Text copyright © 2019 by Jason Reynolds. Reprinted with the permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children’s Publishing Division. All rights reserved.

My Inferences About *Tani's Search for the Heart*

Name:

Write about the inferences you can make from the illustrations from *Tani's Search for the Heart*. Be sure to include the clues you used from the illustration to make your inferences.

Lined area for writing inferences.

GRADE FIVE SAMPLE PAGES

"Amazing Auntie Anne"

by Cynthia Leitich Smith

Name: _____

"Huge news!
Great Auntie Anne is coming!"

I knew her through Story, only Story.
Grew up at the Indian School, back in the dust-bowl days.
Took blame, punishment to spare other children.
Planned to escape.
Stayed because baby brother was too little to run.

She's all everybody can talk about.
"A millionaire!"
"Flat broke."
"College girl, nurse."
"Owns a grocery store."
"A chain of grocery stores!"
"No, an air-conditioning company."
"Speaks English. Mvskoke."
"Spanish too!"
"Spied for the US during the big war."
"A spy!"
"In Mexico!"
Mexico?

Today's the day!
Jello salad, pork, and blue dumplings,
broccoli-cheese-rice casserole.
Auntie arrives!
Waving out her window, blaring the Cadillac horn.

"My baby brother's baby!" she exclaims.
Girl hero, war-time-nurse, maybe spy-millionaire.
Thrilled to meet me. Me!
She's known me through Story, only Story.
I've known Great Auntie Anne through Story.
Until now.

Now.

As we'll meet through true Story.

"Amazing Auntie Anne" from *I Remember: Poems and Pictures of Heritage* by Cynthia Leitich Smith. Copyright © 2019 by Cynthia Leitich Smith. Used by permission of Lee & Low Books.

"La visita"

by Margarita Engle

Name: _____

When Abuelita visits
time seems to stop.
I begin to feel like a wise old cubana,
while she becomes young and American
as we trade our grandmother
granddaughter
two-country
stories.
Sitting side by side, we embroider
colorful stitches on circles
of soft, dream-filled cloth.
Inside my stiff embroidery hoop, a wilderness
of messy flowers starts to grow, the edges
sloppy, because needles are slippery
and my fingers feel too small
for perfection.
¡Perfecto! Abuelita says with a smile
to show that she's happy I tried.
I wait to see if she's going to follow
the island tradition of turning cloth over
to witness and judge any lumpy knots
or stray strands at the back
of a young girl's jumbled
stitches.
Instead, she just gives me a hug
and lets me speak of modern things
that make me sound wise
in a youthful
new country
way.
When Abuelita visits
all the way from Cuba
both of us stroll
through gardens
of distance
embroidered
by time.

"La visita" from *I Remember: Poems and Pictures of Heritage* by Margarita Engle. Copyright © 2019 by Margarita Engle.
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Double-Entry Journal About “La visita”

Name: _____

Create a double-entry journal. Label the left section *What I Read* and the right section *What I Inferred*. Use the double-entry journal to record your thinking about “La visita.”

GRADE FIVE SAMPLE PAGES

Name: _____

Traits	
Important Events	

GRADE FIVE SAMPLE PAGES

My Visualizations About *Wangari Maathai*

Name: _____

Write about what you visualized as you listened to the first passage.

Write about what you visualized as you listened to the second passage.

GRADE FIVE SAMPLE PAGES

My Thoughts About a Quote from *Wangari Maathai*

Name: _____

Read the two quotes below. Choose one of the quotes and circle it. Write what you think it means and how it adds to your understanding of Wangari Maathai.

- "Trees are living symbols of peace and hope."
- "To the young people I say, you are a gift to your communities and indeed the world. You are our hope and our future."

What I Know About Wangari
Maathai and the Green Belt
Movement

Name:

Before Reading

After Reading

Write what you think about Wangari Maathai and the Green Belt Movement on the lines below.

THE GREEN BELT MOVEMENT

By Carlos Quinteros III

"IF YOU DESTROY THE FOREST THEN THE RIVER WILL STOP FLOWING, THE RAINS WILL BECOME IRREGULAR, THE CROPS WILL FAIL, AND YOU WILL DIE OF HUNGER AND STARVATION."

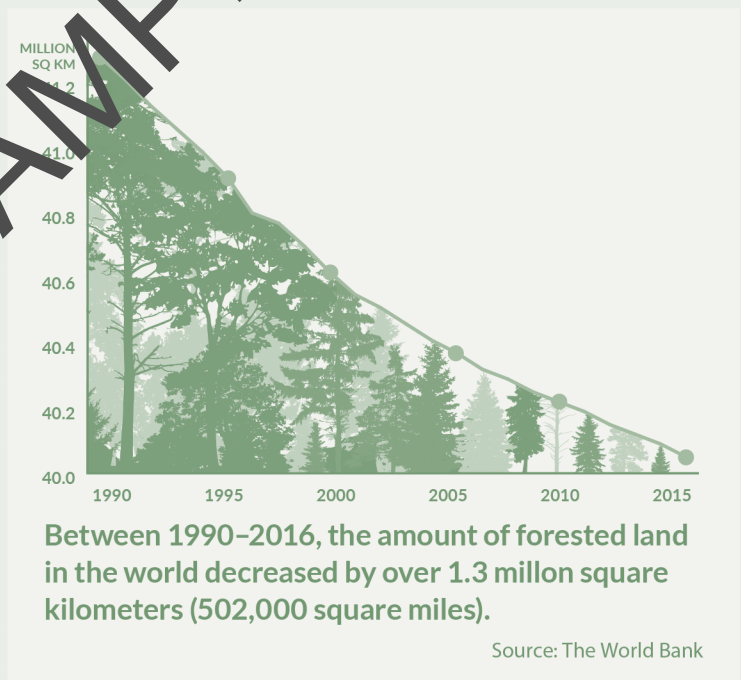
— Wangari Maathai, environmental activist and Green Belt Movement founder

DESTROYING THE FOREST

Trees play a very important role in the environment. They improve water quality, reduce flooding and erosion, and provide habitats for other plants and animals. They also absorb pollutants in their leaves, which helps to improve air quality. About 30 percent of the world's land is covered with forests, but they are disappearing quickly. People are destroying forests to make space for farms, to construct homes, buildings, and roads, to use the wood for fuel, and to cut mines. Natural disasters such as fires, droughts, and tropical storms are also destroying forests. The destruction of forests has a devastating impact on people, animals, and the environment. Fortunately, people are finding ways to help regrow forests.

DEFORESTATION IN KENYA

When people cut down or burn all the trees in a particular area, it is called deforestation. Over fifty years ago, deforestation started to endanger the people



and environment of Kenya. The loss of shady forests in Kenya's hot climate caused the soil and streams to dry up. In addition, without the protection of trees, wind and rain swept away lots of soil, making it difficult to grow crops for food. Rural women, or women who live in the countryside, struggled to find food, water, and wood for their families. Entire communities began to suffer.

THE GREEN BELT MOVEMENT TAKES ROOT

To help communities in Kenya and reverse the effects of deforestation, Wangari Maathai started the Green Belt Movement (GBM) in 1977. A green belt is an area of undeveloped land that encircles a city or town. By law, people are not allowed to build houses or factories on a green belt so that the area is kept green—full of flourishing trees and plants. Maathai's work with the Green Belt Movement was so important that she won the Nobel Peace Prize, an international prize given to someone who works for peace, in 2004.



Illegal deforestation in Kenya occurred from the 1960s through the 1990s. People cut down trees to harvest timber and make fuel.

Maathai launched the GBM with a simple but powerful idea—the community comes together to save the forests, which in turn, reduces poverty and protects the environment. GBM visits villages in Kenya and works to empower communities—especially women—to protect the environment and improve their daily lives. The program teaches women how to plant seeds and care for young seedlings until they become mature seedlings. Then GBM pays the women for the mature seedlings and replants them in the Kenyan forests to help the forests thrive. Teaching women how to plant and grow tree seedlings encourages them to become more involved in their communities and creates opportunities for them. For example, they can use the money they earn to invest in their own businesses and families.

Not only does GBM plant trees and create opportunities for women, but it also fights against actions that negatively affect the environment. For example, in 1989, GBM stopped the Kenyan government from building



As of 2018, GBM has supported over 4,000 community tree nursery groups.

a 60-story skyscraper in a public park in the country's capital, Nairobi. The construction would have devastated this natural environment that provides fresh air and an open space for recreation.

THE GREEN BELT MOVEMENT CONTINUES TO GROW

As of 2020, the Green Belt Movement has planted over 51 million trees. Today, the organization is more important than ever. In addition to its ongoing work educating community members about the environment, it also helps women in villages learn ways to stay healthy. For example, GBM teaches them how to build stoves outside their homes so they do not get sick from indoor air pollution. GBM also works with other organizations to fight deforestation and climate change. Recently, GBM partnered with the Billion Tree Campaign run by the United Nations Environment Programme. The campaign's goal is to plant a billion trees around the planet! Moreover, GBM promotes and builds awareness about *mottainai*, a Japanese word that means to have respect for the resources around you and not waste them. Leaders encourage and teach people about reducing, reusing, and recycling waste. In these ways, GBM continues to make an impact on the people and environment in Kenya and around the world.

It is truly inspiring how one person's idea can spark a movement. Wangari Maathai died in 2011, but her spirit and love for people and the environment will carry on through the Green Belt Movement—and through you!

How to Find Main Ideas

Name: _____

I identify the
TOPIC by
previewing
the text.

I identify
IMPORTANT
IDEAS.

I identify
MAIN IDEAS.



To preview an article, I read the title, section headings, and text features.

To preview a book, I read the front and back cover and table of contents.

To identify important ideas, I read each section, and ask:

Q What do the headings tell me about the topic?

Q What information in each section is important to remember? What is interesting but not as important?

Based on the important ideas I identified, I ask:

Q What do I think is a main idea?

Topic: what a text or section of text is about

Important ideas: ideas that are important to remember about the topic of a text or section of text

Supporting details: details, examples, and descriptions that tell more about an important idea

Main idea: what the author wants readers to know about the topic of a text or section of text

Notes About *Environmental*
Activist: Wangari Maathai

Name:

Questions	
Thoughts	
Important Ideas	

Sentences About Wangari Maathai and the Green Belt Movement

Name: _____

Read the sentences in each box. Combine the information from the two sentences into one sentence and write it on the lines provided.

- Animals use trees for food.
- Animals use trees for shelter.

- The Green Belt Movement planted millions of trees.
- The Green Belt Movement empowered thousands of Kenyan women.

Excerpt 2 from *Environmental Activist: Wangari Maathai*

Name: _____

Read the excerpt below. Draw one line under an important idea in this passage. Draw two lines under a supporting detail that supports the important idea.

THE GREEN BELT MOVEMENT

Maathai began a massive reforestation program called the Green Belt Movement in 1977. She involved women living in rural villages. She taught them how to plant trees with the goal of reforesting Kenya. They started small, growing seedlings in a nursery. As the trees grew, they were replanted throughout the country.

Maathai got help from women all around Kenya. The Green Belt Movement paid them for every tree they planted. Not only did the program help plant millions of trees, but it also brought money to the villages. The people had fresh water and firewood again, and the money helped families grow and thrive.

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