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# Common Core State Standards

Each activity in this book meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.teachercreated.com/standards/>.

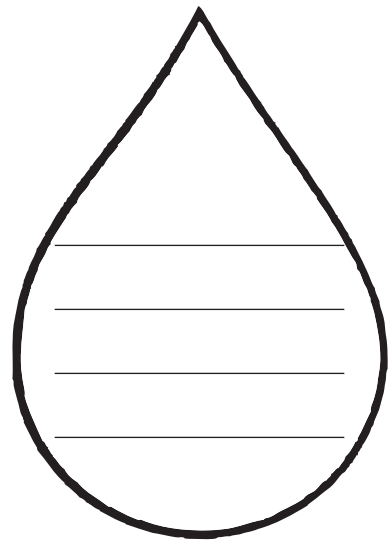
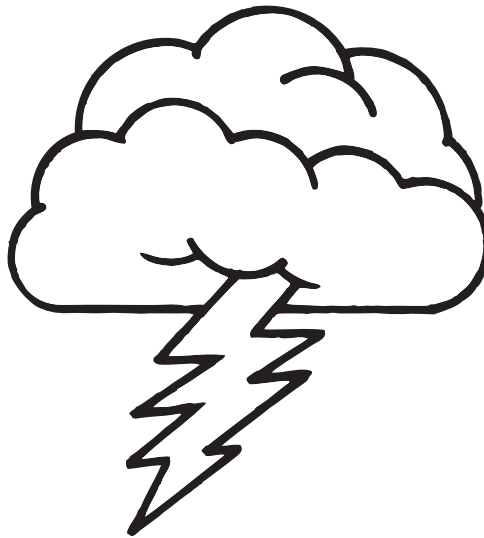
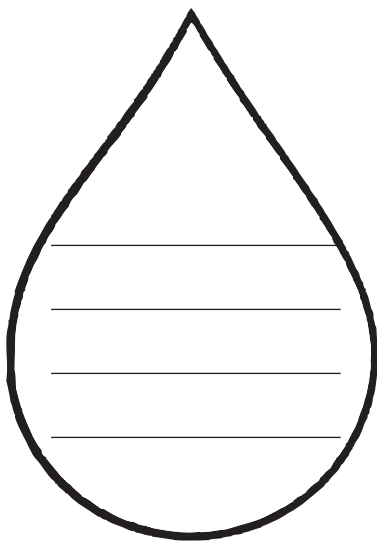
<b>Reading: Informational Text Standards</b>	
<b>Key Ideas and Details</b>	
ELA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ELA.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Integration of Knowledge and Ideas</b>	
ELA.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
ELA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<b>Reading: Foundational Skills Standards</b>	
<b>Fluency</b>	
ELA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
<b>Writing Standards</b>	
<b>Production and Distribution of Writing</b>	
ELA.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
ELA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>Research to Build and Present Knowledge</b>	
ELA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>Speaking &amp; Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
ELA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
ELA.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Vocabulary Acquisition and Use</b>	
ELA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

# Partly Sunny or Partly Cloudy?

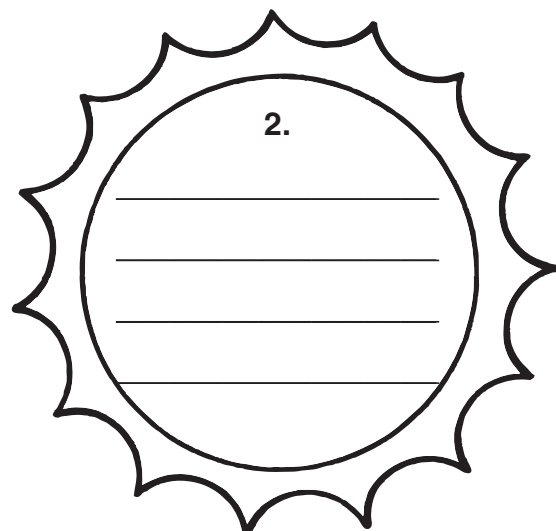
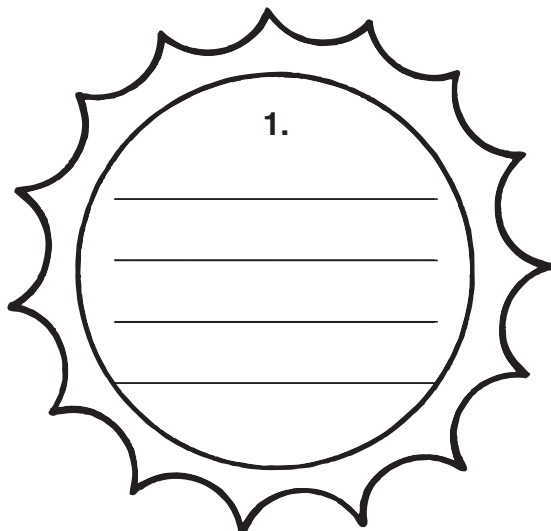


**Directions:**

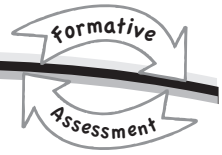
1. Write two things inside the raindrops that were “a little cloudy” to you about today’s lesson.



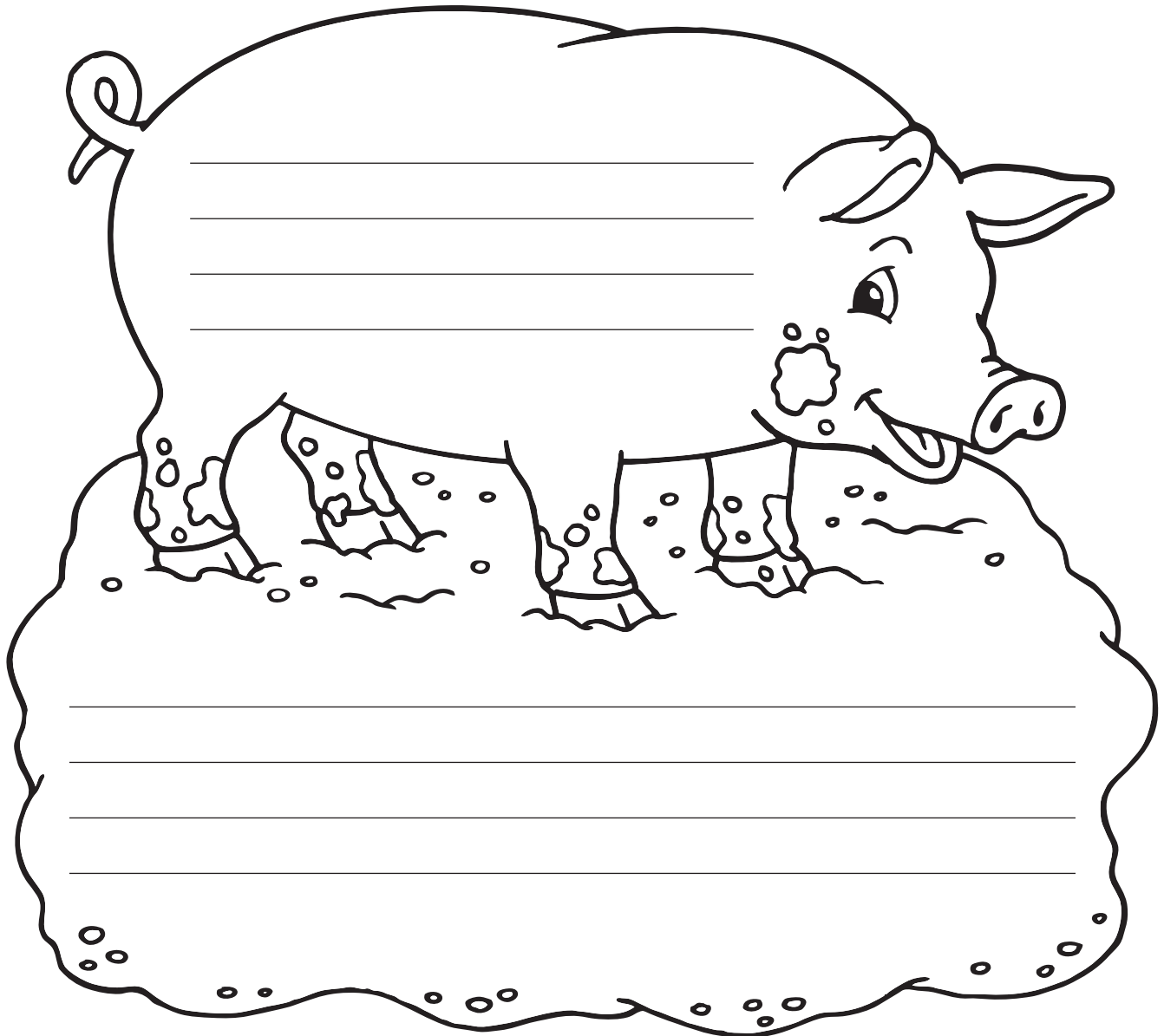
2. Write two things inside the suns that were perfectly clear to you about today’s lesson.



# Clear as Mud



**Directions:** Write notes from today's lesson inside the pig. Write anything about today's lesson that is still not clear inside the mud puddle.



**Something extra:** Think about one of the topics you really understood today. Pretend the teacher asked you to explain this topic to a student who is not at school today. On the back of this sheet, write a short letter to the absent student explaining what you know about this part of the lesson.

# The Big Picture




**Materials needed:**

- crayons or colored pencils


**Directions:** Years ago, people used to call movies “picture shows.” Imagine today’s lesson is going to be made into a movie or picture show.

Complete the movie poster drawn below. Use the poster to show and tell the big picture (the whole story) of today’s lesson.

Draw a picture in the center of the movie poster and write words to describe the lesson on the lines. Be sure to add color to your poster.



## THE BIG PICTURE



Inspired by a true story.

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Rated G for Great!