

Continuous Learning

April 27-May 4, 2020

Grades K-2





AUDIO

Audio with
Highlighting



ANNOTATE

The Blackout

written by Zetta Elliott • illustrated by
Maxime Lebrun

The lights went out
during the storm.

Everything went quiet.



“I will check on Mr. Stevens,”
Mama says.



“I will check on Martha and Todd,” Papa says.



“I will check on Mrs. Johnson,”
I say.



CLOSE READ



Underline the words that tell
what the boy says.

I go upstairs with my flashlight.



Mrs. Johnson's radio was always on.
But now it is silent.



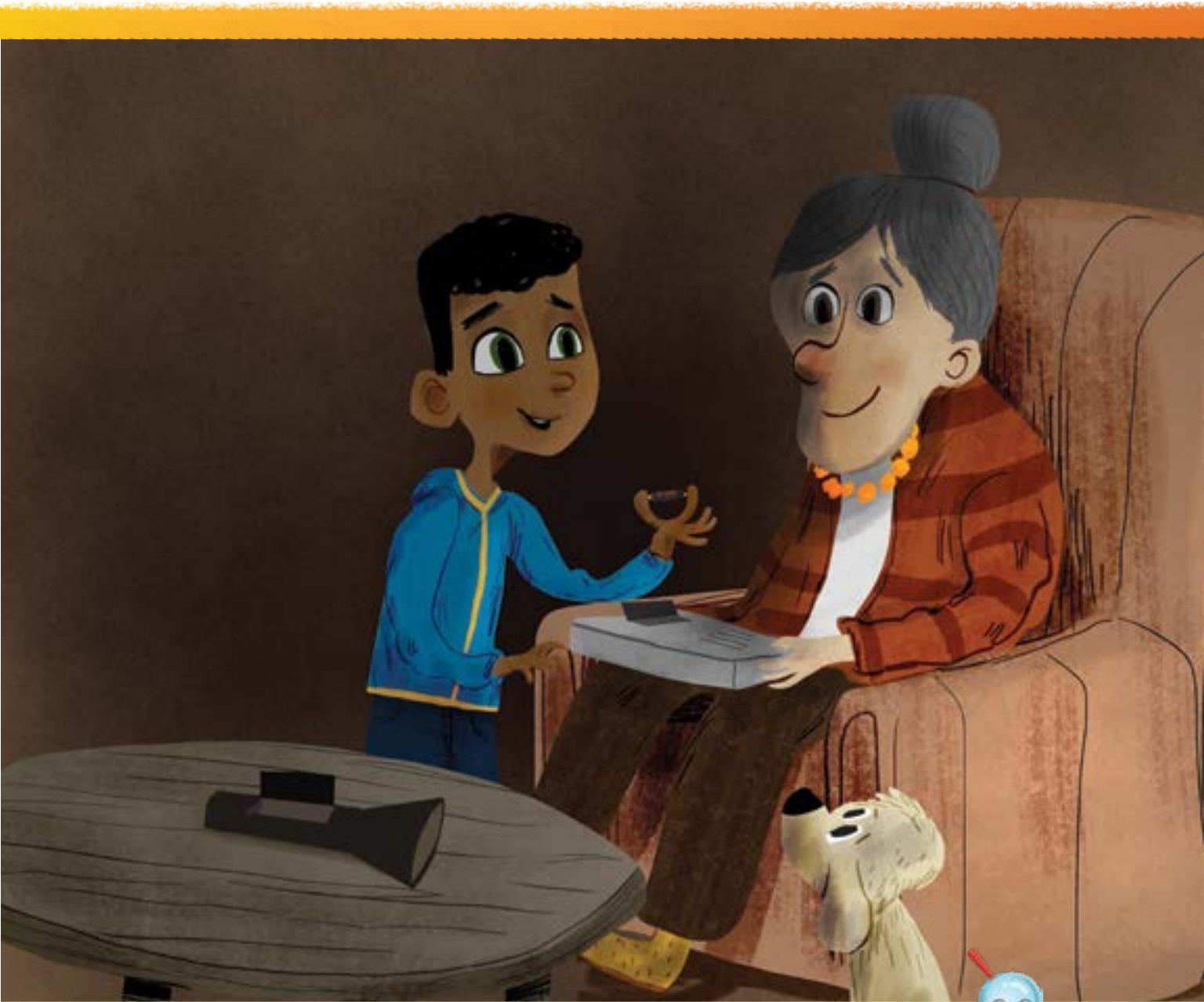
VOCABULARY IN CONTEXT

Underline the words that help you figure out what **silent** means.

“I need a battery,”
Mrs. Johnson mutters.



I give her my battery.



CLOSE READ



How would you describe the boy?
Highlight the details that help you.

Mrs. Johnson puts my battery
in her radio.

It works!



Everyone comes.

We all listen until the lights
come back on.



Develop Vocabulary

**MY TURN**

Underline or check the box with the word that completes each sentence.

1. We (check / mutters) on our friends when the lights go out.
2. The room is too (quiet / listen).
3. Mrs. Johnson (check / mutters) in the dark.
4. We (quiet / listen) to the radio together.



Check for Understanding

**MY TURN**

Write the answers to the questions.
You can look back at the text.

1. How do you know this text is realistic fiction?



2. How does the author describe the characters?

3. How can you describe Mrs. Johnson? Use text evidence.



Describe a Character

A **character** is a person or animal in a story. When we describe a character, we tell what he or she looks like. We tell what the character says or does. Like real people, characters do things for a reason.



MY TURN

Describe the main character. Look back at the text. Use the pictures too.

Character

What He Says



What He Does



TURN

and TALK

Describe the reason the boy goes upstairs.



Use Text Evidence

Text evidence is the details that support an idea about the text. Text evidence helps readers describe characters and the reasons for their actions.



MY TURN

Draw the main character of *The Blackout*. Look back at the text.



Reflect and Share

Talk About It

Retell what happens in *The Blackout*. What are other ways to help neighbors that you have read about?



Retell a Text

When retelling a text, it is important to:

- Tell about the events in your own words.
- Maintain, or keep, the same meaning as the text.

Use the words on the note to help you.

What do you mean?

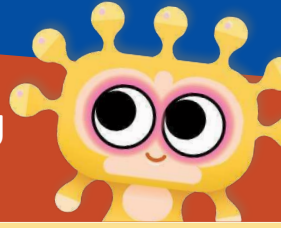
Now retell the text.

Weekly Question

How can neighbors help each other?

I can make and use words to read and write realistic fiction.

My
Learning
Goal



Academic Vocabulary

Related words can have the same word part.



MY TURN

Write each word from the box with its related word.

type

group

settle

various

settled

settle

grouped

typical

variety

Read Like a Writer, Write for a Reader

A **first-person text** is a story told by a character in the story. First-person texts use words such as **I, me, my, and we**.

I go upstairs with **my** flashlight.

The author uses these words to help readers understand that the story is a first-person text.



What do you picture in your mind when you think about the first-person text *The Blackout*?



Write a sentence about something that happened to you. Use a word that shows it is a first-person text.

Spell Short a Words

The short **a** sound is often spelled **a**.



MY TURN

Read and spell the words.

Spelling Words

am

at

mat

sat

Short a

am

My Words to Know

I

see



Nouns

A **noun** names a person, animal, or thing.

Our **neighbor** brings his **cat** and a **flashlight**.

↑
(person)

↑
(animal)

↑
(thing)

**MY TURN**

Edit the sentences by writing the best noun from the box.

radio

boy

dog



1. The boy can help.

2. He grabs a _____.

3. He helps the _____.

