

Unit Fractions

Learning Objectives

Numbers and Operations—Fractions

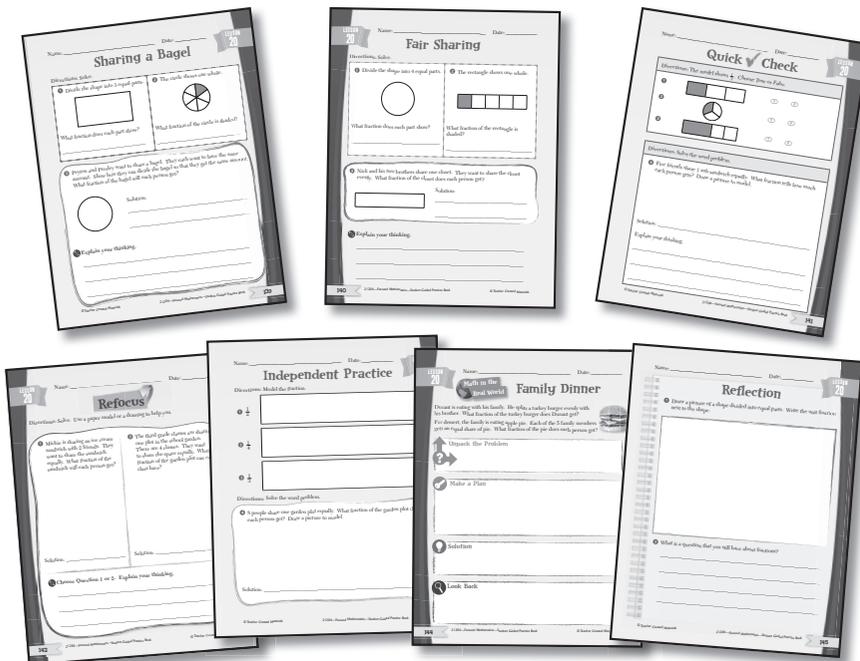
- Understand a fraction $\frac{1}{b}$ as the quantity formed by one part when a whole is partitioned into b equal parts.

Mathematical Practices and Processes

- Make sense of problems and persevere in solving them.
- Model with mathematics.
- Attend to precision.
- Look for and make use of structure.

Progress Monitoring

The *Student Guided Practice Book* pages below can be used to formally and informally assess student understanding of the concepts.



Materials

- Student Guided Practice Book* (pages 139–145)
- Math Fluency Game Sets
- Digital Math Fluency Games
- sticky notes
- chart paper
- markers
- 6" × 6" paper squares
- colored paper rectangles

Student Misconceptions

When dealing with unit fractions, students may struggle to understand that fractional parts must be equal in size. For example, when modeling a fraction, they cannot simply divide an area model into parts in any way they choose; the parts must be equal. Also, students often think that there is only one way to divide a shape into equal parts. It is important to provide a variety of shapes for students to work with and for students to see the same shapes partitioned several different ways.

Unit Fractions *(cont.)*

Warm-Up 10 min.

1. Play the game “Fraction Match” with students. To prepare for the game, draw the following shapes on the board:



2. Then, write the following phrases on sticky notes:
 - one-half of a rectangle
 - one-third of a rectangle
 - one-fourth of a rectangle
 - two-halves
 - three-thirds
 - four-fourths
3. Tell the class you are going to play the game “Fraction Match.” Divide the class into six groups. Distribute one sticky note to each group. Tell the groups that they must look at their sticky note and match it to a picture on the board. Provide time for students to complete the task.
4. Review students’ matches as a class, making corrections as needed and asking each group how they determined where to place their sticky note.

Language and Vocabulary 10 min.

1. Write the following terms in one column on the board. Read them aloud to students.

unit fraction fair share parts of a whole equal parts partition

2. Say, “Today, we are going to learn about fractions.” Draw a large rectangle on a sheet of paper. Then, record key ideas as you say, “I am going to *partition*, or divide, the rectangle into four *equal parts*. Equal means they are all the same size.” Draw lines, dividing the rectangle into four equal parts.
3. Point to each part and say, “There are four equal parts. Each is one equal part of the whole, or a *fair share*. Each part is $\frac{1}{4}$ of the rectangle. We call the fraction $\frac{1}{4}$ a *unit fraction*, because it is one part of the whole.”
4. Tell students, “I used the terms on the board to talk about what we are going to learn today. Choose one term that you have a better understanding of. Turn to a partner and tell them about that term.” While students are sharing, circulate and make observations about students’ use of the academic vocabulary words for the lesson. Have a few students share their comments with the class.

Whole-Group Lesson 40 min.

Focus

1. The following lesson will address this focus question:
What is a unit fraction?
2. You may wish to write the focus question on the board and read it aloud to students. Explain that you will revisit the focus question at the end of the lesson.



I Do

1. Say, “Today, we are going to learn about unit fractions. Let’s look at squares together. The squares will represent a sandwich.” Distribute a 6" × 6" paper square to each student. Write the following problem on the board. Read the problem as you write:
I want to share a sandwich with three friends so that we each get an equal part. How much of the sandwich will each person get?
2. Ask, “How many people are sharing the sandwich?” Students may at first suggest three, but remind them to include the “narrator” in the story problem, for a total of four people. Guide them to conclude that we should divide the sandwich into four parts, and write *four parts* below the problem.
3. Say, “We want to make sure that the four parts are the same size so that each person gets a fair share. We can partition, or divide, our squares to make four equal parts.”
4. Model for students how to fold the paper, drawing attention to matching the sides to ensure that the parts are equal. Fold the paper in half horizontally and then open it up to show the two parts. Have students do the same. Say, “Now we have two equal parts. We need four equal parts, so let’s fold the paper in half again.” Refold the paper on the horizontal line and then fold it vertically to create four squares. Have students do the same, and then unfold their papers. Say, “Now we have four equal parts.” Have students count the parts with you as you count aloud. Say, “Each person will get one of four equal parts of the whole.”
5. Say, “Now, we can label each part. There are four equal parts in the whole, so each equal part is $\frac{1}{4}$.” Show students how to label each section $\frac{1}{4}$.

Whole-Group Lesson (cont.)

We Do

1. Refer students to the Sharing a Bagel activity sheet (*Student Guided Practice Book*, page 139). Say, “Let’s look at more fraction problems together.” Refer students to Question 1 on the activity sheet and draw a matching rectangle on the board. Have a student read the first part of the problem aloud: *Divide the shape into 3 equal parts.*
2. Say, “This problem is telling me to divide the rectangle into three equal parts. What does *equal parts* mean?” Allow students to share their ideas. Students should recognize that *equal* means that all the parts have to be the same size. Say, “Work with a partner to divide the rectangle into three equal parts.” Allow students some time to work, and then bring the class back together and ask a student volunteer to partition the shape on the board. Have the student explain his or her reasoning.
Note: It is likely that most students will divide the rectangle with vertical lines, but some may have thought to divide the rectangle into rows using horizontal lines. Although either division is correct, you may choose to model the vertical division, as this model translates more readily to a number line model (which will be used in later lessons).
3. Say, “Now, let’s read the second part of Question 1: *What fraction does each part show?* To know what fraction each part represents, I need to think about the number of equal parts we have. How many equal parts are there?” Students should identify three. Say, “If we divided the rectangle into three equal parts, then each part is one of three equal parts. We can write this as the fraction $\frac{1}{3}$.” Have students write $\frac{1}{3}$ in each of the equal parts of the rectangle and then write the unit fraction in the space on the activity sheet.

Language Support

Use TPR, or total physical response, to associate a motion with the idea of partitioning. Each time you say *partition* or *divide*, hold one hand in front of you with your palm facing to the side and make a motion as if you are cutting something into pieces. Encourage students to complete the motion with you.

Whole-Group Lesson *(cont.)*

We Do
(cont.)

4. Say, “Now, let’s look at Question 2: *The circle shows one whole. What fraction of the circle is shaded?*” First, we need to know how many equal parts the circle is divided into. How many equal parts are there?” Students should indicate six equal parts. Say, “I see that one of the six equal parts is shaded. How can we write this as a fraction?” Have students write their responses on the activity sheet, and then ask for students to share their solutions. Students should identify $\frac{1}{6}$ as the correct fraction.
5. Say, “Finally, let’s solve the word problem in Question 3.” Have a student read the problem aloud: *Peyton and Presley want to share a bagel. They each want to have the same amount. Show how they can divide the bagel so that they get the same amount. What fraction of the bagel will each person get?* Say, “Let’s start by thinking about how many parts we need. Turn and tell a partner your ideas.” Call on students to respond aloud. Students should indicate that we need two equal parts.
6. Ask, “If we need two equal parts, how can we partition the bagel, which is a circle shape?” Draw a circle on the board and invite a student to come up and draw a line to show how you could partition the circle into two equal parts. Have students also partition the circle model on the activity sheet.
7. Ask, “Are the two parts the same size? Will Peyton and Presley each get an equal part of the whole?” Call on students to respond. Help students build understanding that the parts must be the same size. It would not be fair if one part was bigger or smaller than the other.
8. Ask, “How many total parts do we have? How should we label each part of the whole?” Allow students to share their thinking. Students should indicate that there are two equal parts. Each part shows the fraction $\frac{1}{2}$. Label the parts in the circle $\frac{1}{2}$.
9. Refer students to the problem, and have them record the solution (*Each person gets $\frac{1}{2}$ of the bagel*) and then explain how they solved. To help students explain their reasoning, provide them with the following sentence frames:
 - *We can divide the bagel into _____ equal parts. That will give each person a fair share.*
 - *Each person will get _____ of the bagel. This means _____ of _____ equal parts.*

Unit Fractions *(cont.)*

Whole-Group Lesson *(cont.)*

You Do

1. Tell students they will now work on more fractions on their own on the Fair Sharing activity sheet (*Student Guided Practice Book*, page 140). Provide the sentence frames from Step 9 of the We Do section to help students explain their reasoning.
2. Have students share their representations. If students have difficulty explaining their reasoning, remind them to use the sentence frames and vocabulary terms.

Closing the Whole-Group Lesson

Revisit the focus question for the lesson: *What is a unit fraction?* Provide context for students to provide a response. For example, write on the board *one whole divided into four equal parts*. Ask, “What would be the unit fraction?” When students supply a fraction, ask them to explain each part of the fraction. Ask, “Why did you choose this number?” Even if students do not identify the correct unit fraction at first, ask them these follow-up questions to help correct errors or misconceptions. Be sure that all students recognize that a unit fraction is one part of a whole divided into equal parts.

Progress Monitoring **5** min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 141) to gauge student progress toward mastery of the Learning Objectives. Provide students with unlined paper to show their work on the selected response questions.
2. Based on the results of the Quick Check activity sheet and your observations during the lesson, identify students who may benefit from additional instruction in the Learning Objectives. These students will be placed into a small group for reteaching. See instructions on the following page.

Unit Fractions *(cont.)*

Differentiated Instruction (20) min.

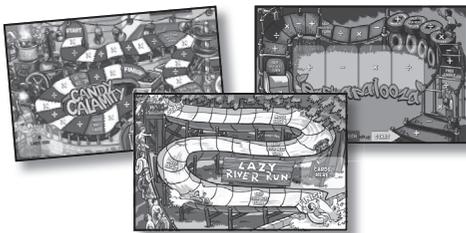
Gather students for reteaching. The remaining students will complete the Independent Practice activity sheet (*Student Guided Practice Book*, page 143) to reinforce their learning and then play the Math Fluency Games.

Refocus

Revisit the focus question for the lesson: *What is a unit fraction?* Provide students with rectangles cut out from colored paper to manipulate. Call out a number (e.g., two, three, four, five) and tell students to divide the paper into that many equal parts by folding it. Examine students' work each time, and ask them to explain their thinking. After students fold the paper, ask them to think about the fraction that would represent one of the equal parts that they have folded. If needed, help students identify the unit fractions (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$).

Finally, support students as they complete Question 1 on the Refocus activity sheet (*Student Guided Practice Book*, page 142), and then have them solve Question 2 independently. Students should use paper rectangles as a tool to solve, or they can draw area models.

Math Fluency Games



Math Fluency Game Sets



Digital Math Fluency Games



Extend Learning

Ask students how they might share more than one object with multiple people. Support students as they complete the Lesson 20 Extend Learning Task (filename: extendtask20.pdf). As students consider strategies to solve this problem, encourage them to think about how many equal pieces are needed (*four; one for each of the four people named in the problem*), and then think about how they could divide up the objects to get that number of equal pieces.

Unit Fractions (cont.)

Math in the Real World (30) min.

1. Refer students to the Math in the Real World: Family Dinner task (*Student Guided Practice Book*, page 144). Have a student read the task aloud. Tell students to explain or summarize the task to their partner. Have a few students share their summaries.
2. Ask students to think about what information they will need to solve the task and what the task is asking them to do. Then, have them share with a partner. Ask a few students to share out. Students should identify that we know Durant split his burger with his brother and that five family members split the apple pie. We need to find what fraction of the burger Durant got and what fraction of the pie each family member got. Have students work in groups of two or three to complete the task.
3. As students are working, circulate and ask focusing, assessing, and advancing questions:
 - *How can you use a picture to show what fraction of the burger Durant got? How can you use a picture to show what fraction of the apple pie each family member got?*
 - *Why is equal sharing important to how you will solve this problem?*

Sentence Frames for Explaining Reasoning

- *I drew a model and divided it into _____ equal parts.*
 - *Durant gets _____ of the turkey burger. He divides the burger into _____ equal parts, and he gets _____ part.*
 - *Each family member gets _____ of the pie. They divide the pie into _____ equal parts, and they each get _____ part.*
4. Observe how students are solving the task, and ask questions to gain a deeper understanding of student strategies for partitioning. Choose a few groups that solved the task in different ways to share their solutions and reasoning. Try to have students share different examples of partitioning to build the understanding that it does not matter how an area model is partitioned, as long as the parts are equal.
 5. As groups are sharing their solution paths, reasoning, and strategies, ask questions:
 - *Why did you think about equal groups?*
 - *Which solution path makes the most sense to you? Why?*

Lesson Reflection (5) min.

Have students summarize their learning about unit fractions, and provide feedback on any questions they still have about the content on the Reflection activity sheet (*Student Guided Practice Book*, page 145).

Sharing a Bagel

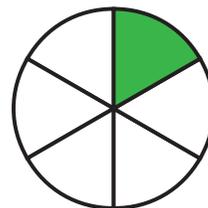
Directions: Solve.

- 1 Divide the shape into 3 equal parts.



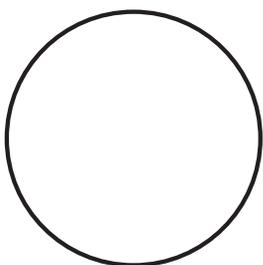
What fraction does each part show?

- 2 The circle shows one whole.



What fraction of the circle is shaded?

- 3 Peyton and Presley want to share a bagel. They each want to have the same amount. Show how they can divide the bagel so that they get the same amount. What fraction of the bagel will each person get?



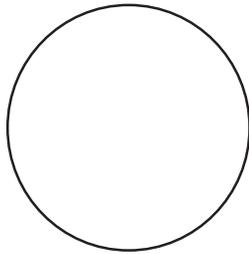
Solution:

-  Explain your thinking.

Fair Sharing

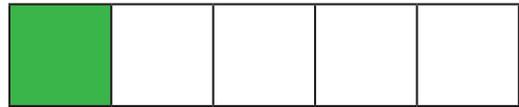
Directions: Solve.

1 Divide the shape into 4 equal parts.



What fraction does each part show?

2 The rectangle shows one whole.



What fraction of the rectangle is shaded?

3 Nick and his two brothers share one closet. They want to share the closet evenly. What fraction of the closet does each person get?

Solution:



✎ Explain your thinking.

Quick Check

Directions: The model shows $\frac{1}{3}$. Choose *True* or *False*.

1

 T F

2

 T F

3

 T F

Directions: Solve the word problem.

- 4 Five friends share 1 sub sandwich equally. What fraction tells how much each person gets? Draw a picture to model.

Solution: _____

Explain your thinking.



Refocus

Directions: Solve. Use a paper model or a drawing to help you.

- 1 Michie is sharing an ice cream sandwich with 2 friends. They want to share the sandwich equally. What fraction of the sandwich will each person get?

Solution: _____

- 2 The third grade classes are sharing one plot in the school garden. There are 4 classes. They want to share the space equally. What fraction of the garden plot can each class have?

Solution: _____

-  Choose Question 1 or 2. Explain your thinking.

Name: _____

Date: _____

Independent Practice

Directions: Model the fraction.

1 $\frac{1}{2}$

2 $\frac{1}{4}$

3 $\frac{1}{3}$

Directions: Solve the word problem.

- 4 8 people share one garden plot equally. What fraction of the garden plot does each person get? Draw a picture to model.

Solution: _____



Family Dinner

Durant is eating with his family. He splits a turkey burger evenly with his brother. What fraction of the turkey burger does Durant get?



For dessert, the family is eating apple pie. Each of the 5 family members gets an equal share of pie. What fraction of the pie does each person get?

Unpack the Problem

Make a Plan

Solution

Look Back and Explain

Making Inferences

Learning Objectives

Language Conventions: Capitalize appropriate words in titles, and use commas in addresses.

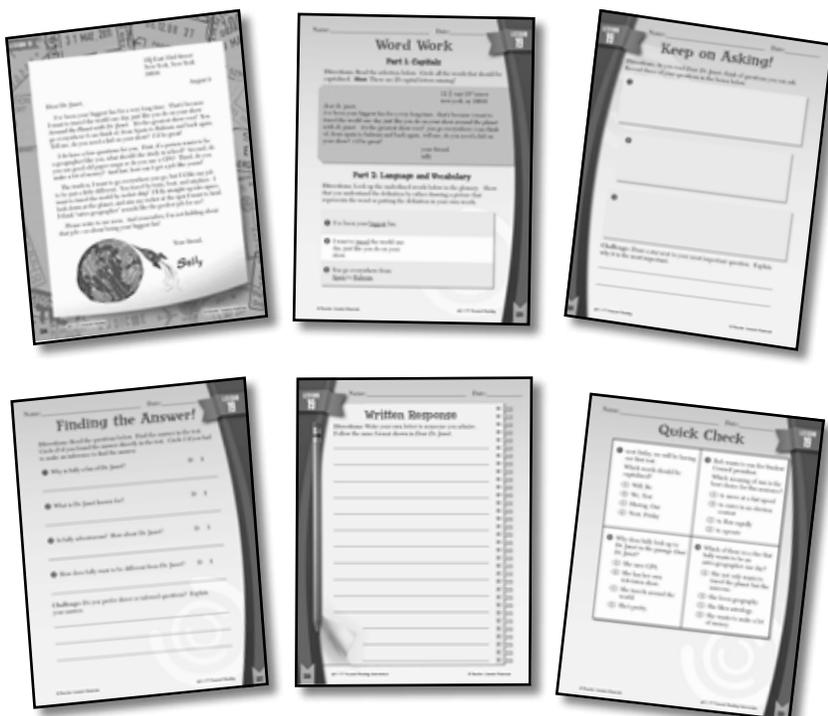
Vocabulary: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Reading Informational Text: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Writing: Write a letter to someone you admire.

Progress Monitoring

The *Student Guided Practice Book* pages below can be used to formally and informally assess student understanding of the concepts.



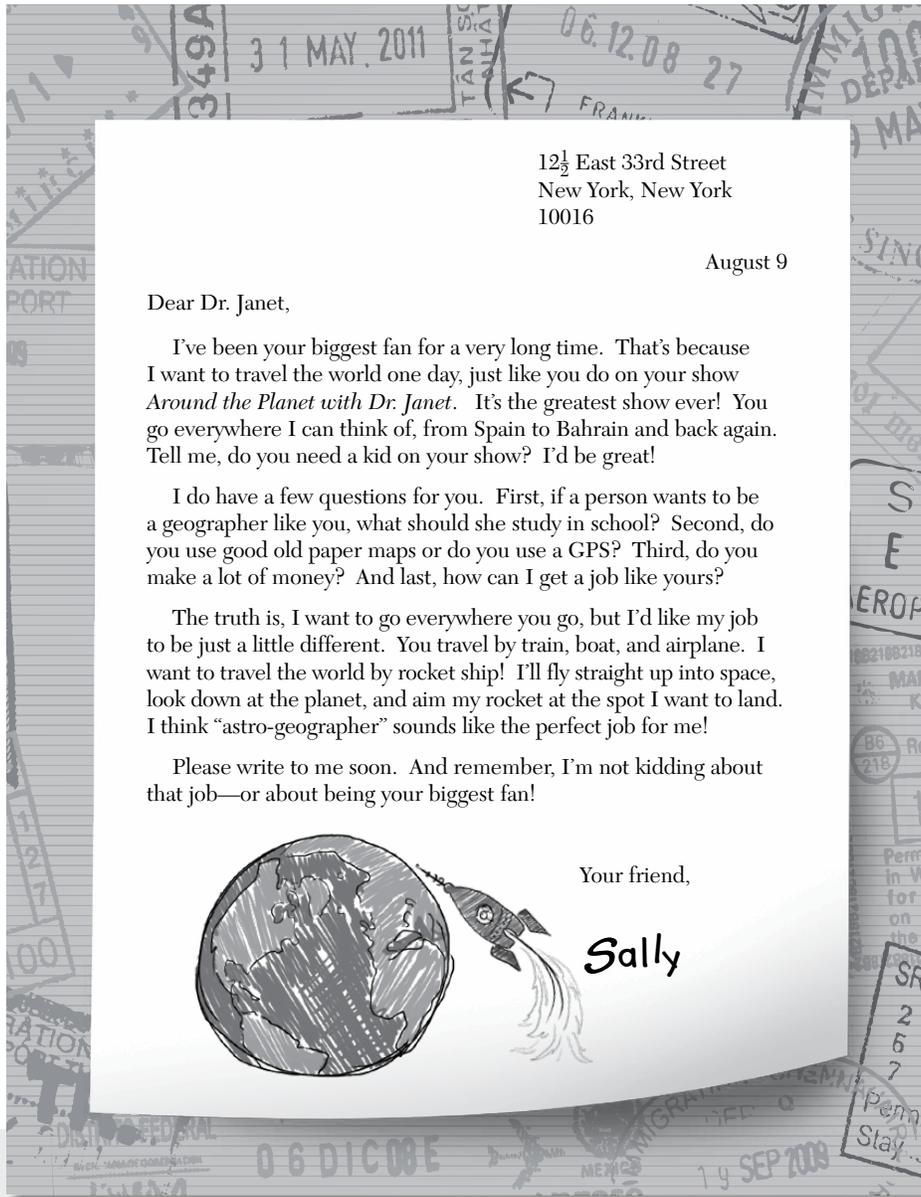
Materials

- *Student Guided Practice Book* (pages 114–119)
- *Dear Dr. Janet* (filename: deardr.pdf)
- Audio CD (Track 19)
- Literacy Game Sets
- Digital Literacy Games
- construction paper
- lined paper

Skill Overview: Making Inferences

Reading with questions in mind is an important habit that encourages active reading and thinking about your thinking (metacognition). It requires the reader to demand answers of the author through his or her text. In *Dear Dr. Janet*, students will ask questions and infer information about Sally, the main character.

Making Inferences (cont.)



Warm-Up Activity 5 min.

Remind students that high-frequency words are the most commonly used words in texts. Recognition of and repeated exposure to these words is essential to fluent reading. Write the words on the board. Read each word aloud. Write each word on a piece of construction paper. Ask students to sit at their desks. With one small group of students, have one stand behind another who is sitting. Flash a sight word card. Whichever of those two students says the word first will move on to the next student. The student who makes it back to his or her own desk first is the winner.

because

being

school

should

travel

Making Inferences (cont.)

Word Work

Capital Letters 10 min.

1. Explain to students that there are rules to indicate which words should begin with a capital letter.
2. Create a bubble chart on the board. Write *capitalized words* in the center. Ask students to share which words they know should begin with a capital letter. Allow students to respond and provide examples. (*proper nouns or names of nouns: names of people, streets, cities, states, and countries; the pronoun I; days of the week; months of the year; the first word in a sentence; the words in a title; the first letter of all words in a greeting, such as a letter; and the first word in a salutation, such as a letter*)
3. Write the following sentence on the board: *my favorite movie is shrek because i think it is funny.* Have students look at the sentence and find the errors. Ask student volunteers to correct the sentence by placing capital letters where they belong.
4. Have students complete Part 1 of the Word Work activity sheet (*Student Guided Practice Book*, page 115) for additional practice with capital letters.

Language and Vocabulary 10 min.

1. Say, “When we read, we often come across words that are new to us. We also come across multiple meaning words—words that have more than one meaning. When this happens, we can use a dictionary or glossary to help us with these words.”
2. Say, “Before we read, we are going to use the glossary in the back of our books to help us with some words that may be new to us (*Student Guided Practice Book*, page 186–192). These words will be in the next passage that we read.” Write the following sentence on the board: *I’ve been your biggest fan.*
3. Say, “*Fan* has multiple meanings. We can look this word up in the glossary and choose the definition that best fits the sentence.” Show students how to look the word up in the glossary and how to choose the best meaning.
4. After students have reviewed the definitions, have students complete Part 2 of the Word Work activity sheet (*Student Guided Practice Book*, page 115) for additional practice with language and vocabulary.

Making Inferences (cont.)

Whole-Group Lesson

Before Reading 10 min.

I Do

1. Explain the importance of asking questions throughout the reading process. Questions can be asked before reading, during reading, or after reading.
2. Create a bubble chart, with *Question Starters* written at the center. Draw lines off the bubble with the following words written on each: *Who, What, Where, When, Why, How, Which, and Do*.
3. Say, “Good readers ask questions to help them understand what they read. When we answer these questions, it is very important to use evidence from the passage to support our response. This is called *making an inference*. Today, you will be asking questions and making inferences as you read *Dear Dr. Janet*.”
4. Have students turn to the passage, *Dear Dr. Janet* (*Student Guided Practice Book*, page 114). You may wish to display the PDF version.
5. Say, “When I look at the passage, I notice the illustrations look like postage stamps on a letter with a hand-drawn picture of Earth and a rocket ship circling it. I’m wondering *who* this person is? Could she be an astronaut? I’m going to have to read the letter to find out.”

We Do

1. Say, “But before I do, another question springs to mind: What type of text is this? Do you have any ideas?” Allow students to respond. (*a personal letter*)
2. Say, “We are going to look at the passage and make predictions. Think of some questions you might ask about this passage.”

You Do

1. Have students work in pairs to generate three questions they have about the passage based on the title and the illustrations. Have each pair share a question with the class.

Making Inferences (cont.)

Whole-Group Lesson (cont.)

During Reading (15) min.

Language Support

Explain that *astro* means star and is usually associated with space. Other words with this root include *astronaut* (person who goes to space) and *astronomy* (the study of stars). Explain that a geographer is someone who studies the location of places in nature. Explain that an “astro-geographer” is an invented term meaning someone who studies the land from space. Encourage students to use the term in a sentence. *Sally wants to be an astro-geographer, because _____.*)

I Do

1. Have students read *Dear Dr. Janet* (*Student Guided Practice Book*, page 114) in pairs or small groups.
2. Guide students in a reread of *Dear Dr. Janet*. You may read the passage aloud, or play the professional recording from the Audio CD. Be sure to model how to properly read an address and abbreviations fluently.
3. Read the first sentence. Ask, “What meaning of *fan* is this? I know that *fan* can have multiple meanings. Here, it seems to mean ‘a person who admires.’ I can infer this from the context of the letter. Sally is writing to another person, Dr. Janet.”

We Do

1. Read the next sentence, and say, “Sally likes to travel. I wonder if she is adventurous? As I read, I’m going to record my questions on the Keep on Asking! activity sheet” (*Student Guided Practice Book*, page 116).
2. Finish the paragraph, and say, “I can infer an answer to my earlier question. I think Sally is adventurous, since she knows Spain and Bahrain and wants to travel to them, between them, and back again. What questions can we ask about the rest of this paragraph?” Allow students to share their possible questions. (*What makes this her favorite show? What makes Sally think she’d be a great counterpart for Dr. Janet?*)

You Do

1. Have students finish rereading the rest of the story and complete the Keep on Asking! activity sheet (*Student Guided Practice Book*, page 116).

Making Inferences (cont.)

Whole-Group Lesson (cont.)

After Reading 10 min.

I Do

1. Say, “When we ask questions, it is important to try to find the answers for the questions. Sometimes the answers are clearly stated, other times you may need to infer the answer, and sometimes readers will need research to find the answer.”
2. Say, “One question we had was, *Is Sally an adventurous person?* This question is not explicitly answered in this passage. I have to use clues and my own knowledge to provide an answer. Sally said she loves to travel and has plans to travel by rocket ship. Those two interests make me think that Sally is an adventurous person. The text didn’t explicitly tell me. I had to infer this answer. Tell your neighbor something you’ve learned about asking questions and inferencing.”

We Do

1. Ask students to share some of the questions they asked and recorded on their Keep on Asking! activity sheet. Help students answer these questions and decide if their questions were answered directly from the text or inferred using clues from the text.

You Do

1. Allow students to complete the Finding the Answer! activity sheet (*Student Guided Practice Book*, page 117) either now or during the Differentiated Instruction portion of the lesson. Students may complete this activity sheet either in pairs or independently.

Making Inferences (cont.)

Writing 10 min.

Tell students to think about the letter Sally sent to Dr. Janet. Then, read aloud the prompt from the Written Response activity sheet (*Student Guided Practice Book*, page 118). You may wish to have students complete the digital version of the writing prompt found on the Digital Resources USB Device.

Fluency Practice 10 min.

Have students read the passage in similarly leveled groups. First, have students read the passage silently on their own. Then have them read it chorally in their groups. Finally, have each student read independently while fellow group members listen and provide feedback.

Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 119) to gauge student progress toward mastery of the Learning Objectives.
2. Based on the results of the Quick Check activity sheet and teacher observations during the lesson, organize students into groups and continue with the Differentiated Instruction support and the Literacy Games.

Assessment Opportunity

Have students complete a timed reading of the passage. This passage has 228 words. The fluency goal is 114 words per minute. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

Making Inferences (cont.)

Differentiated Instruction 35 min.

While the teacher meets with each group below, the remaining students will play the Literacy Games.

Reteach

1. Review the importance of asking and answering questions during reading. Some answers are explicitly stated in the text, like who wrote the letter. Sometimes, we must infer the answer as in the second paragraph. Say, “While the passage doesn’t address the differences between paper maps and GPS directly, from my experience, I know that it’s good to have both. Sometimes my GPS will send me the wrong way. I use the paper map to confirm my GPS route.”
2. Choose another paragraph from the passage. Have student pairs practice asking and answering questions as they read. Monitor and provide feedback.

Literacy Games

Divide students into groups. Assign each group to one game. For instructions on how to organize, manage, and play the Literacy Games see pages 30–34.



Literacy Game Sets

Reinforce

1. Ask, “What is Dr. Janet known for? The text states that Dr. Janet has her own show. The text does not say, ‘Dr. Janet is famous for her show,’ but it does say that she has a show. We can infer that Dr. Janet became famous because of her show.”
2. Have students ask other questions. Guide them to the answer using the text. Ask students to identify whether the answer they found was directly from the text or inferred using the text.



Digital Literacy Games



Extend Learning

Have student pairs formulate two additional questions. Have them trade questions with another pair and find the answer to the other pair’s questions. Then, ask them to identify whether the answer came directly from the text, was inferred from the text, or needs to be researched to be answered.

12½ East 33rd Street
New York, New York
10016

August 9

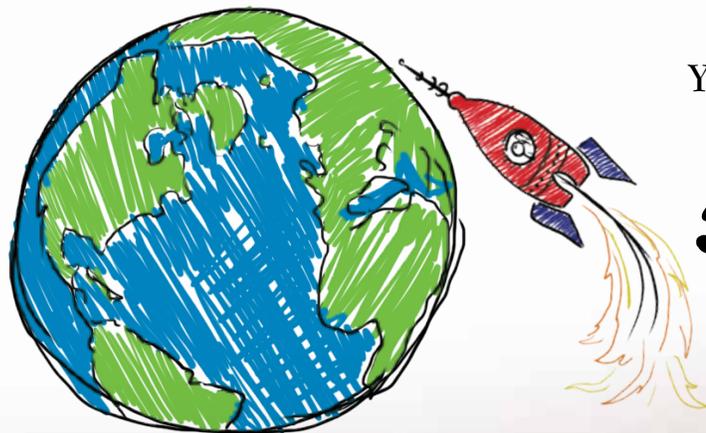
Dear Dr. Janet,

I've been your biggest fan for a very long time. That's because I want to travel the world one day, just like you do on your show *Around the Planet with Dr. Janet*. It's the greatest show ever! You go everywhere I can think of, from Spain to Bahrain and back again. Tell me, do you need a kid on your show? I'd be great!

I do have a few questions for you. First, if a person wants to be a geographer like you, what should she study in school? Second, do you use good old paper maps or do you use a GPS? Third, do you make a lot of money? And last, how can I get a job like yours?

The truth is, I want to go everywhere you go, but I'd like my job to be just a little different. You travel by train, boat, and airplane. I want to travel the world by rocket ship! I'll fly straight up into space, look down at the planet, and aim my rocket at the spot I want to land. I think "astro-geographer" sounds like the perfect job for me!

Please write to me soon. And remember, I'm not kidding about that job—or about being your biggest fan!



Your friend,

Sally

Word Work

Part 1: Capitals

Directions: Read the selection below. Circle all the words that should be capitalized. **Hint:** There are 25 capital letters missing!

12 $\frac{1}{2}$ east 33rd street
new york, ny 10016

dear dr. janet,
i've been your biggest fan for a very long time. that's because i want to travel the world one day, just like you do on your show *around the planet with dr. janet*. it's the greatest show ever! you go everywhere i can think of, from spain to bahrain and back again. tell me, do you need a kid on your show? i'd be great!

your friend,
sally

Part 2: Language and Vocabulary

Directions: Use the glossary at the back of this book and read the meaning of each underlined word. Next, write the meaning of the word in your own words.

1 I've been your biggest fan.

2 I want to travel the world one day, just like you do on your show.

3 You go everywhere from Spain to Bahrain.

Name: _____ Date: _____

Keep on Asking!

Directions: As you read *Dear Dr. Janet*, think of questions you can ask. Record three of your questions in the boxes below.

1

2

3

Challenge: Draw a star next to your most important question. Explain why it is the most important.

Finding the Answer!

Directions: Read the questions below. Find the answer in the text, and write it on the line. Circle *D* if you found the answer directly in the text. Circle *I* if you had to make an inference to find the answer.

1 Why is Sally a fan of Dr. Janet? D I

2 What is Dr. Janet known for? D I

3 Is Sally adventurous? How about Dr. Janet? D I

4 How does Sally want to be different from Dr. Janet? D I

Challenge: Do you prefer direct or inferred questions? Explain your answer.

Quick Check

1 next friday, we will be having our first test.

Which words should be capitalized?

- (A) Will, Be
- (B) We, Test
- (C) Having, Our
- (D) Next, Friday

2 Bob wants to run for Student Council president.

Which meaning of *run* is the best choice for this sentence?

- (A) to move at a fast speed
- (B) to enter in an election contest
- (C) to flow rapidly
- (D) to operate

3 Why does Sally admire Dr. Janet?

- (A) She uses GPS.
- (B) She has her own television show.
- (C) She travels around the world.
- (D) She's pretty.

4 Which of these is a clue that Sally wants to be an astro-geographer one day?

- (A) She not only wants to travel the planet but the universe.
- (B) She loves geography.
- (C) She likes astrology.
- (D) She wants to make a lot of money.