

# ThinkUp!<sup>TM</sup> ELA

## TABLE OF CONTENTS

<b>Purpose</b> .....	<b>6</b>
<b>Student Edition Unit Components</b> .....	<b>7</b>
<b>Teacher Edition Unit Components</b> .....	<b>10</b>
<b>Unit Instructional Plans</b> .....	<b>13</b>
<b>Unit 1    Yes, I Can!</b> .....	<b>14</b>
INFORMATIONAL: Biography – Focus RI.4.1	
<b>Unit 2    The Turquoise Ring</b> .....	<b>20</b>
LITERATURE: Drama – Focus RL.4.5	
<b>Unit 3    Stand Tall, David Crockett and Live with Davy Crockett</b> .....	<b>26</b>
INFORMATIONAL: Biography/INFORMATIONAL: Interview – Focus RI.4.9	
<b>Unit 4    The Lost and Found Dog</b> .....	<b>32</b>
LITERATURE: Story – Focus RL.4.3	
<b>Unit 5    Village of Reeds</b> .....	<b>38</b>
INFORMATIONAL: Historical Text – Focus RI.4.5	
<b>Unit 6    A Smile on the Chisholm Trail and Drama on the Chisholm Trail</b> .....	<b>44</b>
LITERATURE: Story/LITERATURE: Drama – Focus RL.4.7	
<b>Unit 7    Get Media Smart</b> .....	<b>50</b>
INFORMATIONAL: Technical Text – Focus RI.4.7	
<b>Unit 8    It Takes Two!</b> .....	<b>56</b>
LITERATURE: Story – Focus RL.4.2	
<b>Unit 9    Kiowa Indians</b> .....	<b>62</b>
INFORMATIONAL: Historical Text – Focus RI.4.8	
<b>Unit 10    The Search for a King and The Gift</b> .....	<b>68</b>
LITERATURE: Folktale/LITERATURE: Story – Focus RL.4.9	
<b>Unit 11    Astronautical Appetites</b> .....	<b>74</b>
INFORMATIONAL: Scientific Text – Focus RI.4.4	
<b>Unit 12    A Stinky Pet</b> .....	<b>80</b>
LITERATURE: Story – Focus RL.4.1	

<b>Unit 13</b>	<b>Believe It! Achieve It! and My Favorite Author – Dav Pilkey</b> .....	<b>86</b>
	INFORMATIONAL: Biography/INFORMATIONAL: Biography – Focus RI.4.2	
<b>Unit 14</b>	<b>Dad Makes a Splash</b> .....	<b>92</b>
	LITERATURE: Story with Embedded Poetry – Focus RL.4.6	
<b>Unit 15</b>	<b>Antarctica</b> .....	<b>98</b>
	INFORMATIONAL: Historical Text – Focus RI.4.7	
<b>Unit 16</b>	<b>Catch the Wind and The Mystery of the Windmill</b> .....	<b>104</b>
	LITERATURE: Fiction/LITERATURE: Fiction – Focus RL.4.3	
<b>Unit 17</b>	<b>Volcano Erupts and Extremes in Nature for Kids</b> .....	<b>110</b>
	INFORMATIONAL: Scientific Text/INFORMATIONAL: Blog – Focus RI.4.6	
<b>Unit 18</b>	<b>The Two Best Times of the Year</b> .....	<b>116</b>
	LITERATURE: Story – Focus RL.4.4	
<b>Unit 19</b>	<b>Hold Your Nose!</b> .....	<b>122</b>
	INFORMATIONAL: Scientific Text – Focus RI.4.3	
<b>Unit 20</b>	<b>The Mystery of the Big Dipper</b> .....	<b>128</b>
	LITERATURE: Myth – Focus RL.4.9	
<b>Unit 21</b>	<b>Shark Attack! and A Shark Like No Other</b> .....	<b>134</b>
	INFORMATIONAL: Scientific Text/INFORMATIONAL: Scientific Text – Focus RI.4.9	
<b>Unit 22</b>	<b>The Hamburger Turns 100</b> .....	<b>140</b>
	INFORMATIONAL: Historical Text – Focus RI.4.5	
<b>Unit 23</b>	<b>Calling All Ducks and The Special Calling</b> .....	<b>146</b>
	INFORMATIONAL: Historical Text/INFORMATIONAL: Historical Text – Focus RI.4.6	
<b>Unit 24</b>	<b>A Zoo Filled with Poetry</b> .....	<b>152</b>
	LITERATURE: Story with Embedded Poetry – Focus RL.4.5	
<b>Unit 25</b>	<b>Spun Sugar</b> .....	<b>158</b>
	INFORMATIONAL: Historical Text with Embedded Procedural – Focus RI.4.3	
	<b>Instructional Practices</b> .....	<b>165</b>
	<b>Teacher Resources</b> .....	<b>193</b>
	<b>Glossary</b> .....	<b>215</b>

**Unit 4**

**Unit Instructional Plans**

*The Lost and Found Dog*

**Getting Started**

(student pages 39–48)

**Introduction**

“The Lost and Found Dog” is a literary fiction text that contains embedded persuasive elements. The main character, Ben, develops a plan to persuade his parents to allow him to keep a dog he finds. A literacy connection for this unit might focus on persuasive techniques.

Lexile Text Measure 800L 

**Building Background Knowledge**

Introduce this unit by inviting a guest speaker to present information about the care of pets. Allow students to ask the speaker questions and share personal experiences about owning and caring for pets. Ask students to record notes during the presentation.

(W.4.4, SL.4.1, DOK: 2, Bloom’s/RBT: Comprehension/Understand)

**Suggested Formative Assessment**

Have students complete a *T-chart* labeled *Benefits, Challenges*, listing the benefits and challenges of owning a pet. Have students draw and record one conclusion based on the charted information. Review student responses to determine individual understanding of considering two sides of an issue.

(W.4.4, DOK: 2, Bloom’s/RBT: Analysis/Analyze)

**Suggested Unit Content Literature**

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources. (\*Teacher Resource)

- Dog Diaries: Secret Writings of the WOOF Society* – Betsy Byars, Betsy Duffey, and Laurie Myers
- Because of Winn-Dixie* – Kate DiCamillo
- A Room with a Zoo* – Jules Feiffer
- Love That Dog* – Sharon Creech
- My Dog, My Hero* – Betsy Byars, Betsy Duffey, and Laurie Myers
- Dogs for Kids!: Everything You Need to Know About Dogs* – Kristin Mehus-Roe
- Shelter Dogs: Amazing Stories of Adopted Strays* – Peg Kehret
- The Complete Dog Book for Kids* – American Kennel Club
- Cool Pets!* – Alvin and Virginia Silverstein and Laura Silverstein Nunn
- Writing to Persuade* – Chris Nolan and Lauren Spencer
- Should We Have Pets?: A Persuasive Text* – Sylvia Lollis with Joyce Hogan and Her Second-Grade Class
- Writing to Persuade* – Jill Jarnow
- A Step-By-Step Guide to Persuasive Writing* – Lauren Spencer
- Persuasive Writing: Grades 4–8* – Tara McCarthy\*
- Persuasive Writing for Ages 7–9* – Jillian Powell\*
- Activities for Teaching Persuasive Writing for Ages 7–9* – Jillian Powell\*

(RL.4.10, RI.4.10, RF.4.4, RF.4.4a, RF.4.4b, RF.4.4c, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, DOK: 3, Bloom’s/RBT: Comprehension/Understand)

**Unit Instructional Plans**

*The Lost and Found Dog*

**Unit 4**

**Vocabulary Focus**

\*Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

**Selection-Specific Vocabulary**

expression\*  
persuaded\*  
blocks  
convince  
formulate  
impressed

respect  
responded  
responsible  
stress

**Standard Vocabulary**

character  
character's actions  
character's thoughts  
character's words  
describe  
detail  
drama  
event  
setting  
story  
text

**Vocabulary Activities**

*Predict the Meaning*

Model for students the use of the following strategies to predict the meanings of unknown words encountered while reading texts.

1. Skip an unknown word if it is not needed for comprehension purposes.
2. Use context clues to help understand unknown words or to substitute a familiar word in its place.
3. Use print or digital dictionaries to locate meanings of words and print or digital thesauruses to locate synonyms of words.

Assign Selection-Specific vocabulary words and allow students opportunities to practice the use of the strategies.

*(RL.4.4, SL.4.1, L.4.4a, L.4.4c, DOK: 2, Bloom's/RBT: Comprehension/Understand)*

*Question Me*

Display Selection-Specific or Standard vocabulary words. Say, "I'm thinking of a word." Allow students to ask *yes* or *no* questions about the vocabulary words and use the answers to the questions to identify the words. Repeat the process with additional words.

*(RL.4.4, SL.4.1, SL.4.3, L.4.4, L.4.6, DOK: 2, Bloom's/RBT: Comprehension/Understand)*

**Suggested Formative Vocabulary Assessment**

Have students record Selection-Specific or Standard vocabulary words on note cards. As definitions are called, instruct students to raise cards that match the definitions. Use student responses to clarify misconceptions and to plan further instruction and interventions.

*(RL.4.4, RF.4.3, SL.4.1, L.4.4, L.4.6, DOK: 1, Bloom's/RBT: Comprehension/Understand)*

Unit 4

Unit Instructional Plans

*The Lost and Found Dog*

**Unpacking the Standards**

CCR Anchor Standard *CCRA.R.3*

Focus *RL.4.3*

*Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).*

The elements of **setting**, **characters**, and plot **events** are important to stories. Students are expected to analyze stories in order to identify and **describe** these elements. Students draw upon **specific details** within the **texts** and an understanding of the elements to complete this analysis.

**character:** a person, thing, or animal in a literary text

**setting:** the time and place of a literary text

**event:** an occurrence in a literary selection; part of a plot

**character's thoughts:** a description of what a character thinks

**character's words:** the actual dialogue or words spoken by a character

**character's actions:** a description of how a character behaves

Instructional Activities

*Stop, Think, Predict*

Read short stories to students. Pause after reading several pages or paragraphs. Have students analyze the thoughts, words, and actions of the characters and use that analysis to predict what might happen next. Continue reading the selections and have students determine if predictions are correct. Use questions to guide students as they make predictions (e.g., *What is the character feeling? What is the character thinking? What is the character doing? How might I think or feel or what might I do if this happens to me? Has this ever happened to someone I know? What did that person do? What do I think will happen next based on the character's thoughts, actions, or feelings?*).

*(RL.4.1, RL.4.3, SL.4.1, SL.4.2, DOK: 2, Bloom's/RBT: Comprehension/Understand)*

*Setting and Event Records*

Following daily read alouds of chapter books, have students record the settings or events and explain how these elements impact the character's thoughts, words, and actions. Allow students to *Pair-Share* to confirm accuracy of explanations.

*(RL.4.1, RL.4.3, W.4.2, SL.4.1, L.4.1, L.4.2, L.4.3, DOK: 2, Bloom's/RBT: Comprehension/Understand)*

Suggested Formative Assessment

Show muted video clips of stories that contain literary elements (e.g., events, characters, setting). Have students record what they think is happening based on the character's actions and predict the characters' future thoughts and words. Show the video clips a second time unmuted. Have students note accuracy of predictions. Use the evidence to clarify misconceptions and to plan further instruction or intervention.

*(RL.4.1, RL.4.3, W.4.4, SL.4.2, L.4.1, L.4.2, L.4.3, DOK: 2, Bloom's/RBT: Comprehension/Understand)*

**Unit Instructional Plans**

*The Lost and Found Dog*

**Unit 4**

**Assessment of Standards**

(student pages 42–45)

Michigan Standards for English Language Arts addressed in Assessment of Standards

*RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, L.4.1b, L.4.2b, L.4.2d*

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	D	RL.4.4	CCRA.R.4	1	3	2	Application/Apply
2	D,E	RL.4.3	CCRA.R.3	1	4	2	Analysis/Analyze
3	B	RL.4.2	CCRA.R.2	1	2	3	Comprehension/Understand
4	B	RL.4.3	CCRA.R.3	1	1	2	Comprehension/Understand
5	A	RL.4.6	CCRA.R.6	1	5	2	Analysis/Analyze
6	C	RL.4.4	CCRA.R.4	1	7	2	Analysis/Analyze
7	A	RL.4.1	CCRA.R.1	1	1	2	Comprehension/Understand
8	B	RL.4.4	CCRA.R.4	1	3	1	Application/Apply
9	C	RL.4.3	CCRA.R.3	1	4	2	Comprehension/Understand
10	C	RL.4.2	CCRA.R.2	1	2	2	Comprehension/Understand
11	C	RL.4.3	CCRA.R.3	1	4	3	Comprehension/Understand
12	D	RL.4.3	CCRA.R.3	1	4	3	Comprehension/Understand
13	B	L.4.2b	CCRA.L.2	2	9	1	Application/Apply
14	A,B	L.4.2d	CCRA.L.2	2	9	1	Application/Apply
15	B	L.4.1b	CCRA.L.1	2	9	1	Application/Apply

**Interventions**

Focus *RL.4.3*

When formative assessments reveal students in need of intervention, use the following activities.

**Intervention Activities**

*Act It Out*

After reading fictional stories, have partners identify and record the thoughts, words, and actions of the characters and summarize how they impacted the plot events and themes. Instruct pairs to perform the character's thoughts, words, or actions for another pair.

*(RL.4.3, RL.4.10, RF.4.3, RF.4.4, W.4.9a, SL.4.1, L.4.1, L.4.2, L.4.3, DOK: 2, Bloom's/RBT: Comprehension/Understand)*

*Plot Your Day*

Have students write the events of one day on time lines. Ask students to use the time lines to write personal narratives about the day, including thoughts, words, and actions. Instruct students to work with partners, read partners' stories, and provide feedback about the correlation of the stories to the time lines.

*(W.4.3, W.4.4, SL.4.1, L.4.1, L.4.2, L.4.3, DOK: 3, Bloom's/RBT: Application/Apply)*

Unit 4

**Unit Instructional Plans**

*The Lost and Found Dog*

**Skillful Thinking**

*Skillful Thinking = Deeper Learning through Revised Bloom's Taxonomy, Depth of Knowledge, and 9 Traits of Critical Thinking*  
(student page 46)

The 9 Traits of Critical Thinking™ include *adapt, collaborate, communicate, create, examine, inquire, link, reflect, and strive*. These traits foster high-quality thinkers. On the Skillful Thinking page in each unit of the student edition, traits are selected and identified in each questioning prompt to reinforce student use of the traits in the context of English language arts. The labeling of the traits assists students in recognizing that the application of a focus trait is needed to complete the questioning prompt. The educator should note that each questioning prompt in the student edition is not limited to the identified trait since multiple critical thinking traits may be utilized by the student to successfully respond to the prompt.



**Examine** – I use a variety of methods to explore and to analyze.

- ✓ Engagement Indicator – Students use analytical skills to make inferences, interpret data, integrate or organize ideas, and make connections.
- ✓ Strategy to Facilitate the **Examine** Trait – Challenge students to organize information to deepen insight by discovering patterns, trends, and connections to form conclusions.

Answers may vary. Student responses might include: **Pros**–Ben will learn to be responsible; the dog will be cared for; Ben will enjoy caring for the dog; **Cons**–Ben will not have time to care for the dog; the dog might run away; Ben might have to return the dog to the original owners.

(RL.4.10, W.4.4, W.4.9a, DOK: 2, Bloom's/RBT: Analysis/Analyze)



**Reflect** – I review my thoughts and experiences to guide my actions.

- ✓ Engagement Indicator – Students display and awareness of thoughts, strategies, and actions and the impact on others.
- ✓ Strategy to Facilitate the **Reflect** Trait – Encourage students to demonstrate a systematic method for analyzing or solving problems.

Answers may vary. Student responses should include a rating of the persuasive plan Ben used to convince his parents to allow him to keep Shadow with support for the rating.

(RL.4.10, W.4.1, W.4.1b, W.4.9a, L.4.1, L.4.2, L.4.3, DOK: 3, Bloom's/RBT: Evaluation/Evaluate)



**Adapt** – I adjust my actions and strategies to accomplish tasks.

- ✓ Engagement Indicator – Students examine options and alternatives to find solutions to a problem.
- ✓ Strategy to Facilitate the **Adapt** Trait – Design activities or scenarios that require students to practice flexibility and shift or change their thinking.

Answers may vary. Student responses should include an original conclusion to tell what might have happened if Ben's parents had not allowed him to keep the dog.

(RL.4.10, W.4.3, W.4.3e, W.4.9a, L.4.1, L.4.2, L.4.3, DOK: 3, Bloom's/RBT: Synthesis/Create)

**Motivation Station**

(student page 47)

Answers:

1. who, 2. whose, 3. which/that, 4. whom, 5. that/which

Answers may vary. Student responses should include an original sentence using a relative pronoun.

(L.4.1a, DOK: 1, Bloom's/RBT: Application/Apply)

**Unit Instructional Plans**

*The Lost and Found Dog*

**Unit 4**

**Journal**

(student page 47)

Answers may vary. Student responses should include a personal narrative about a time the student persuaded a family member to allow him or her to have or to do something.

(W.4.3, W.4.9a, W.4.10, L.4.1, L.4.2, L.4.3, DOK: 3, Bloom's/RBT: Application/Apply)

**Extended Practice Assessment**

(student page 48)

The Extended Practice is an informational text about the use of the word *dogs* in idioms. A literacy connection might focus on using figurative language to add interest to writing.

Michigan Standards for English Language Arts addressed in Extended Practice Assessment

RI.4.4, RI.4.7

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	D	RI.4.7	CCRA.R.7	1	13	2	Application/Apply
2	C	RI.4.7	CCRA.R.7	1	13	2	Application/Apply
3	B	RI.4.4	CCRA.R.4	1	10	2	Application/Apply
4	Open-ended						

**Performance Task Assessment**

Focus

RL.4.10, W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10, L.4.1, L.4.2, L.4.3

Performance Task

Create a brochure appropriate for the owner of a pet store to use to convince customers to purchase an unusual pet. Include visual elements to add interest to your brochure.

(DOK: 4, Bloom's/RBT: All)

Performance Task Steps

1. Read "The Lost and Found Dog."
2. Gather information about unusual pets and choose a pet that will be the topic of your brochure.
3. Use print and digital sources to study the organization of persuasive brochures and the elements they use.
4. Research additional information about your unusual pet.
5. Answer questions about your task.
  - What persuasive techniques did Ben use that allowed him to convince his parents to allow him to keep the lost dog?
  - What caused you to choose your unusual pet?
  - What are the pros and cons of owning your selected pet?
  - What persuasive techniques will you use to convince others to purchase your selected pet?
  - How will you organize your brochure so that it provides information and is visually appealing?
6. Plan and design your brochure.

Scoring Criteria

Use a rubric with the following criteria for self-assessment and teacher scoring:  
Visual Interest, Organization, Accuracy of Information, Language and Conventions.



Name \_\_\_\_\_

The Lost and Found Dog

Unit 4 Selection



Read the story and then answer the questions that follow.

## The Lost and Found Dog

Most families get their pets in usual ways from pet stores or from breeders, but my family got our dog in a most unusual way.

One Saturday afternoon last spring, I was riding my bicycle in the neighborhood with my friend Sam. When we rode into my driveway, we realized that a dog had followed us to my house. The dog jumped up and licked my hand as I parked my bike. He was brown with dark spots on his face, and his tail was long and curly. The dog felt skinny when I hugged him. “Hmmm, no collar,” I thought.

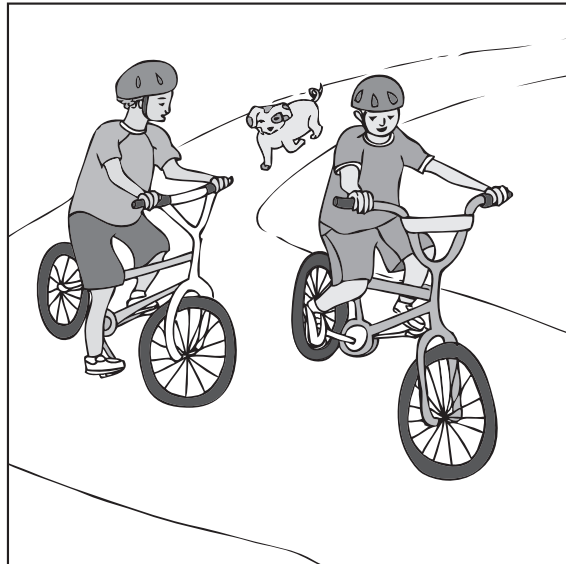
“Sam, did you see when this dog started following us?” I asked my friend.

“I think I first noticed him several blocks away. I thought he would turn back to his own house, but I guess he was more interested in staying with us,” Sam replied.

“He looks thirsty,” I said as I rubbed his ears. The dog responded to the attention I was giving him with nudges and more licks.

I went into the house, got an old plastic bowl, and filled it with water. My mom asked what I was doing, but I avoided telling her about the dog. I knew I needed some time to formulate a plan before I told my parents what I was thinking. I hid the dog in our backyard, hoping my mom and dad would not notice him.

That night at dinner, I was prepared to state my case and to convince my parents to allow me to keep the dog.





**Unit 4 Selection**

Name \_\_\_\_\_

The Lost and Found Dog

“Mom and Dad, you might not have noticed we have a dog in our backyard. He followed Sam and me home today when we were riding our bicycles,” I said. I paused for a moment to allow my words to sink in.

“You know I’ve wanted a dog for a long time. I think I’m mature enough now and ready to take care of a pet of my own,” I continued.

“Ben, what if the dog already belongs to another family?” Dad asked.

“I’ve already thought about that,” I responded. “I’ll make posters tonight, and Sam and I will hang them around the neighborhood tomorrow. If a family has lost a dog, then they will see the posters and call us. If no one calls, then we’ll know the dog is meant to be a part of our family.”

Mom asked, “Do you think you’re prepared to do everything it takes to care for a pet, Ben?”

“I know that I am, Mom. Having a pet is great for the dog, but even better for me. When he joins our family, I’ll be totally responsible for feeding him, walking him, and teaching him new tricks. Mr. Adams, my scout leader, told us when kids have pets they learn to care about others before themselves. Wouldn’t that be a great lesson for me?” I paused to watch Mom’s expression. “Mr. Adams also said when kids have pets they learn respect for living things.”

“It sounds like you have a well-thought-out plan up your sleeve,” chuckled Dad.

“I certainly do. I’m hoping if no one claims him, I can keep my dog, I mean, the dog for my own,” I continued.

“Okay,” smiled Mom. “Keep talking. I can tell you have more ideas where those came from.”

“You’re right,” I nodded. “Having a dog will reduce my stress. In school, I read about dogs that are used in hospitals and other places to help people recuperate and feel happy. When I come home tired from a day of thinking and working at school, I can play with my dog and relax.”



Name \_\_\_\_\_

The Lost and Found Dog

Unit 4 Selection



Dad responded, “You’ve really thought this through, Ben. I’m impressed.”

“There is an even better reason for me to have a pet; I’ll be healthier. I’ll walk my dog every day, throw the ball for him to chase, and get lots of fresh air while playing outside,” I stated proudly.

“I see where this is going,” Dad nodded. “Now remember, you must place posters around the neighborhood and give people time to claim the dog. If we don’t hear from his owner by next Saturday, you may keep him.”

“It sounds like it’s time to think of a name for this soon-to-be newest member of our family!” Mom said as she hugged me.

Well, I guess you know the rest of the story. I persuaded my parents to let me keep the dog because no one ever called to claim Shadow. Oh yes, that is what I named my dog. He is the best friend I have ever had. He greets me at the door when I get home from school, we walk, and I talk about my day. My dog listens to me read and solve math problems. I have taught my new pet to fetch the newspaper and to retrieve the ball when Dad and I play catch. I am convinced that no one has ever had a better pet than my lost and found dog, Shadow.



**Unit 4 Assessment**

Name \_\_\_\_\_

The Lost and Found Dog

1. Read the sentence from the story.

I persuaded my parents to let me keep the dog because no one ever called to claim Shadow.

What is the **best** meaning of the word persuaded?

- A described an event
  - B provided information about a topic
  - C helped another person complete a task
  - D gave reasons to cause another to take action
2. Select **two** words that **best** describe Ben.
- A active
  - B busy
  - C selfish
  - D smart
  - E thoughtful

3. What does Ben learn from this experience?

- A Gathering information helps make a better decision.
- B Following a plan often produces the intended outcome.
- C Persuading others should be part of a successful plan.
- D Developing a persuasive plan always helps to meet the goal.

4. What causes Ben and Sam to hang posters in the neighborhood?

- A Dad wants Sam to make the posters.
- B Ben wants to know if the dog belongs to anyone.
- C Sam wants to sell his bicycle and buy a newer model.
- D Sam and Ben want to announce that Ben has a new dog.

Name \_\_\_\_\_

The Lost and Found Dog

Unit 4 Assessment 

5. Which sentence **best** shows this story is written in first-person point of view?
- A “Most families get their pets in usual ways from pet stores or from breeders, but my family got our dog in a most unusual way.”
  - B “Ben, what if the dog already belongs to another family?” Dad asked.
  - C Mom asked, “Do you think you’re prepared to do everything it takes to care for a pet, Ben?”
  - D “Keep talking. I can tell you have more ideas where those came from.”

6. Read the sentence from the story.

“It sounds like you have a well-thought-out plan up your sleeve,” chuckled Dad.

What does this sentence mean?

- A Dad knows Ben is trying to trick him so he can keep the dog.
- B Dad knows Ben is making notes for his plan to keep the dog.
- C Dad knows Ben has thought of reasons to keep the dog.
- D Dad knows Ben wants to keep the dog for a pet.

7. Why does Ben name his dog Shadow?

- A The dog is Ben’s constant companion.
- B The dog is afraid of Ben’s shadow.
- C The dog is found on a sunny day.
- D The dog has dark and light fur.

8. Use the dictionary entry to answer the question that follows.

**Dictionary Entry:**

**expression** (n) **1.** something that communicates **2.** a facial look that indicates a mood or a feeling **3.** a symbol or an arrangement of symbols as in math **4.** a particular word or phrase

Which definition of the word expression is used in the sentence “I paused to watch Mom’s expression”?

- A definition 1
- B definition 2
- C definition 3
- D definition 4



**Unit 4 Assessment**

Name \_\_\_\_\_

The Lost and Found Dog

9. Ben might need to determine if the dog is wearing a collar because dogs that have collars usually
- A are hungry.
  - B are puppies.
  - C belong to someone.
  - D will not bite and are friendly.
10. What sentence **best** states the summary of Ben’s persuasive plan?
- A Having a dog as a pet helps a family have fun together.
  - B Having a dog as a pet helps parents teach their children how to do chores.
  - C Having a dog as a pet helps a child show responsibility and become healthy.
  - D Having a dog as a pet helps a child meet new friends in the neighborhood.
11. Based on this story, the reader can tell that Ben’s parents **most likely**
- A think he is not ready to have a dog.
  - B know that Ben will want more dogs as pets.
  - C believe that Ben will be responsible for the care of the dog.
  - D doubt that Ben will make the posters to tell about the dog.
12. Which sentence supports the idea that Ben’s family values honesty?
- A “My mom asked what I was doing, but I avoided telling her about the dog.”
  - B “I hid the dog in our backyard, hoping my mom and dad would not notice him.”
  - C “Mr. Adams also said when kids have pets they learn respect for living things.”
  - D “Now remember, you must place posters around the neighborhood and give people time to claim the dog.”

Name \_\_\_\_\_

The Lost and Found Dog

Unit 4 Revising/Editing



13. A student wrote a sentence that contains an error in punctuation. Select the word that should be followed by a comma.

Ben's parents said "Ben, you have acted responsibly and may keep the dog."

- A "parents"  
B "said"  
C "you"  
D "responsibly"
14. Choose **two** sentences that contain mistakes in spelling.
- A I bought my dog a new leesh.  
B I taught my dog to retrieve the ball.  
C I fed my dog, and he cuddled beside me.  
D I was happy when my parents agreed to let me keep the dog.
15. Select the sentence that uses the correct verb tense.
- A Tomorrow, I was going to the animal shelter.  
B Tomorrow, I will be going to the animal shelter.  
C Tomorrow, I would be going to the animal shelter.  
D Tomorrow, I will have been going to the animal shelter.



## The Lost and Found Dog



List three pros and three cons of Ben keeping the dog he found.

Pros	Cons



Rate the persuasive plan Ben used to convince his parents to allow him to keep Shadow.

Circle your answer.      **Excellent**                      **Average**                      **Poor**



Support your rating. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Write an original conclusion to the story that shares what might have happened if Ben's parents had not allowed him to keep the dog.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Name \_\_\_\_\_

The Lost and Found Dog

Unit 4 Creative Thinking



**Motivation Station**

A relative pronoun is a pronoun that is used to connect a clause or phrase to a noun or a pronoun. The words in the box are relative pronouns.

who	whom	whose	which	that
-----	------	-------	-------	------

Complete each sentence using a relative pronoun from the box.

1. The boy \_\_\_\_\_ played the guitar is my brother.
2. The lady \_\_\_\_\_ phone rang left the meeting.
3. The skateboard \_\_\_\_\_ I just bought at the store lost a wheel.
4. The doctor \_\_\_\_\_ I visited today is my aunt.
5. The horse \_\_\_\_\_ is black and brown has a new saddle.

Write one sentence using a relative pronoun.

\_\_\_\_\_

**Journal**

Write about a time you persuaded a family member to allow you to have or to do something.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Unit 4** Extended Practice

Name \_\_\_\_\_

The Lost and Found Dog

An idiom is a group of words with a meaning different from the meanings of the individual words in the phrase. Writers often use idioms to make their sentences more interesting. Saying, “It’s raining cats and dogs!” is much more exciting than saying, “It’s raining hard.” The reader can visualize a powerful downpour of rain. Dogs are part of our daily lives. They have traits we understand. Perhaps this is why dogs appear in many idioms. The following chart provides idioms that contain the word *dog* or *dogs*.

Idiom	Meaning
Every dog has its day.	something good happens to everyone sooner or later
Let sleeping dogs lie.	leave something alone that might cause trouble
put on the dog	to show off or try to impress others with wealth or possessions
teach an old dog new tricks	to try to get a person who is set in his ways to change habits or behaviors
going to the dogs	becoming ruined or useless
in the doghouse	to be in trouble
My dogs are barking.	to have aching or tired feet

- Which idiom might Mom use after wearing a pair of tight shoes all day?
  - A “Every dog has its day.”
  - B “put on the dog”
  - C “teach an old dog new tricks”
  - D “My dogs are barking.”

- Which idiom means the opposite of the phrase “in good condition”?
  - A “Every dog has its day.”
  - B “Let sleeping dogs lie.”
  - C “going to the dogs”
  - D “in the doghouse”

- Read the sentence from the paragraph.

The reader can visualize a powerful downpour of rain.

The author uses the word visualize to refer to objects a person

- A hears.                      C smells.
- B sees.                        D tastes.

- Write an original idiom that uses the word *dog* or *dogs*.

\_\_\_\_\_

\_\_\_\_\_

**Parent Activities**

- With your child, visit an animal shelter or pet store and observe the dogs.
- Help your child write an original story about a time he or she lost something.
- Help your child use the Internet to research ways dogs are used as service animals.