

**Teaching Point:** Readers can identify and explain how the author uses idioms, metaphors, or personification to shape meaning and style. Noticing when an author is using figurative language then thinking about what message or point the author is trying to convey through the use of the figurative language, helps us (the readers) to understand the content of the reading more deeply.

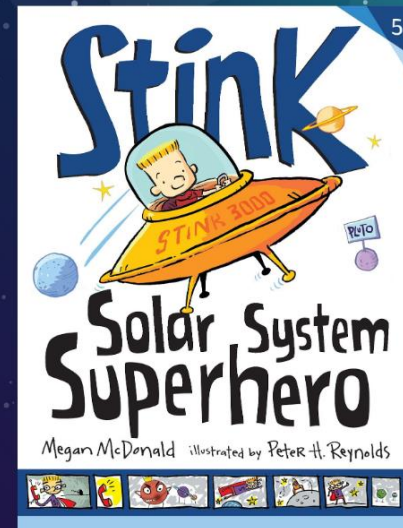
<b>A PIECE OF CAKE</b> (EASY TO DO) 	 <b>WHEN PIGS FLY</b> (WILL NEVER HAPPEN)
<b>BREAK A LEG</b> (GOOD LUCK) 	<b>IDIOMS</b> A word or phrase that has a different meaning than what is being said.
 <b>RAINING CATS AND DOGS</b> (HARD AND LOUD RAIN)	<b>FEELING BLUE</b> (FEELING SAD) 
	<b>HIT THE BOOKS</b> (STUDY)

“Let’s give Riley’s team a big hand!”

What does this idiom really mean?

How does it shape the meaning of the text?

Read Aloud



Look at the first example, those words, “Let’s give Riley’s team a big hand!” taken **literally** would mean that some gave the team an **actual HAND**, like the body part. Taken figuratively, we know this expression carries MORE meaning than the words on the page. We know that someone asked a group of people to clap for Riley’s hand.

# Phonics

In a CVVC pattern the **Vowel Team** works together to make **one sound**. In a CVVC word with **ea**, the vowel team ea will make the sound /e/ as in eat.



“Morgan and Heather walked in **neat** circles around a yellow **beach** ball marked SUN.”



eat

meat

meal







teal

tea

## Teaching Point:

Readers and writers use their knowledge of word patterns to read and spell unfamiliar words.

Practice reading and writing these words and notice the Consonant-Vowel-Vowel-Consonant (CVVC) pattern of these words.

AUTHOR'S PURPOSE		
PERSUADE	INFORM	ENTERTAIN
 P	 I	 E
PERSUADE The author is trying to get you to do something or try something.	INFORM The author is trying to teach you facts and give you information.	ENTERTAIN The author is trying to make the story interesting for you.
EXAMPLES  Opinions Advertisements Political Inserts Reviews Billboard Signs Commercials	EXAMPLES  Biographies Recipes Instructions History Non-Fiction Documentaries	EXAMPLES  Adventure Fantasy Sci-Fi Comics Mysteries Fiction Jokes

## Not from around here: Atoms in our solar system came from distant stars

Galaxies are clusters of stars — thousands of millions of them. Our own galaxy is called the Milky Way.

Where did it come from? How did it get so big? A recent study in the Monthly Notices of the Royal Astronomical Society used computers to try to estimate how galaxies grow and shrink over time. Specifically, it modeled how matter moves between galaxies, flowing across space in huge, speeding clouds.

**Persuasive Writing:**  
Writing that is used to try **convince** others to believe the same beliefs as the author.



**Look for persuasive language!**

Notice how the author follows the definition of galaxies with a series of 2 questions. Sometimes, a series of questions **CAN BE** a clue that the text is persuasive. Then, look at the underlined phrase, really paying attention to the words, “**...try to estimate**” this phrase is a clue that this text is persuasive. Remember to look for language that convinces.