

# ELA Flash Cards

## Grades 3-6

These flash cards were designed with several purposes in mind:

- Provide a **quick review** of key topics in a fun, fast, frequent, spaced and mixed manner.
- Have students practice turning the question around.
- Help students become **familiar with the kinds of genres, graphics/pictures, questions, and vocabulary** that they see frequently and need to know.
- Help students prepare for both **lower level** (recall) and **higher level questions** (infer, compare, analyze, apply, generalize) by practicing these questions sequentially.
- **Build reading skills** by asking students to slow down and preview a question before starting, “What do I know here?” Next, find key details and then elaborate.
- Help **students to show work** by modeling a condensed but detailed answer.
- Allow students to **practice skills and recall key concepts** independently or with a partner, a teacher, tutor, aid or parent.
- **Make students aware of mistakes to avoid! Look for common errors.**
- Help teachers to assign a **quick homework**: “study these 3 flash cards,” and **offer a quick assessment**: “fill in these 4 sections from the flash cards.”
- **Challenge each student at their level** by giving opportunities to create their own problems or try problems from another grade level.

# Using the Flash Cards

1. **Have students quiz each other.** One student simply folds back the question/answer section and looks at the picture while the other student quizzes him/her. Model this for students. When finished, switch places and repeat. Students should get really fast!
2. Have an teacher's aid, classroom assistant, or student teacher **work with students in small group sessions or one on one.** Some classroom helpers feel less secure with math and often need the support of the answers and this sheet provides them.
3. **Teacher puts a graphic up on the screen and “peppers” the students** with questions from the cards (see *Teach Like a Champion* for more information on Pepper). You can differentiate as you see fit.
4. **Teacher can call individual students** to his or her desk to check for understanding of a card.
5. **Have students practice with them at home** by themselves (by covering one side) or with parents, older siblings, grandparents etc.
6. After encouraging students to “study/review” their cards, clear off the answer side and **give it as a quiz.** You may eliminate some of the questions to make more room for answers. And you can change the questions slightly to avoid a simple “regurgitation” of a memorized answer.
7. Provide the graphic and have **students make up questions** and answers for each picture.

A math teacher from Amesbury, Massachusetts writes:

*The flashcards are going very well. I give them flash card each night for homework and tell them that they have to “own it” for baby quiz the following day. It is good because it’s not too big of an assignment. I see kids quizzing each other, and it really helps to reinforce important facts. For the quick quiz, I don’t make them regurgitate it; I ask them to do something that parallels the flashcard.*

Remember the cards are a flexible tool and you can adjust them as needed. They are not meant to discourage students from writing down or showing their work; rather they are a quick way to verbally review lots of content easily and painlessly.

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Lemov, Doug (2010) *Teach Like a Champion*. San Francisco, Jossey-Bass Teacher

These cards are a work in progress and as the Common Core evolves I think it will be key to see what kinds of questions and topics are involved.

These cards touch upon these areas:

1. verbs, nouns, proper nouns, plural nouns, adjectives
2. suffix, prefix (just a little, need more)
3. footnotes (more)
4. synonym, antonym
5. compound words
6. subtitles, italics, quotation marks
7. folktales
8. setting, characters
9. simile
- 10 author's purpose
11. mood
12. subject/predicate
- 13 difference between or and long comp
14. context clues
- 15 commas in a series
16. Difference between long comp and open response Grade 4 and Grade 7

We need some on poems (stanza etc) plays (stage directions) tall tales etc  
Also, more on language (contractions, apostrophes, commas, capitals, compound sentences...)

In anyone tries to make one, or have students make one, please send it along to me. I think students need millions of fast-paced practice repetitions with this stuff. Good luck!

“We have plenty of food,” Mama said, checking the icebox. “But I do wish we had more milk.”

“I’ll go and buy some,” Milton offered.

“Don’t be foolish, Milton!” his father exclaimed. “The drifts<sup>1</sup> are already climbing to the second story. You would be buried out there.”

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<sup>1</sup> drifts — piles of snow or sand created by the wind

Questions	Answers
Who are the characters in this dialogue?	<b>Mama, Milton, father</b>
<p>“We have plenty of food,” Mama said, checking the icebox.</p> <p>1. Where is the compound word? What are the two words put together?</p> <p>2. What is another compound word?</p>	<p><b>Icebox: Ice and box</b></p> <p><b>Fireplace, doghouse, airplane</b></p>
What are the <u>three verbs</u> the author uses to show the characters talking.	<p><b>Mama <u>said</u></b></p> <p><b>Milton <u>offered</u></b></p> <p><b>Father <u>exclaimed</u></b></p>
<p>How can you find out what “drifts” means?</p> <p>What does it mean?</p>	<b>Look at the bottom. It means piles of snow or sand created by the wind.</b>
What does the father think of Milton’s idea to go out in the storm?	<b>He thinks Milton is crazy or foolish.</b>
<p>What is the suffix on the word foolish?</p> <p>Fool is a noun, what part of speech is foolish?</p>	<p><b>Ish</b></p> <p><b>Now with the “ish” it is an adjective or describing word.</b></p>
<p>“I’ll go buy some,” Milton offered.</p> <p>Where is the contraction? How do you know?</p>	<p><b>I’ll</b></p> <p><b>It puts together I and will= I’ll</b></p>

*Dr. Bastian is a scientist who studies dolphins. Read about his experiments with two amazing dolphins, Doris and Buzz. Then answer the questions that follow.*

**THE STORY OF DORIS  
AND BUZZ,  
the Dolphins Who Talked to  
Each Other  
by Margaret Davidson**

Dolphins make many kinds of sounds. They squeak, squawk, squeal, mew, rasp, click, and clack. When they are upset or excited they even yelp like dogs. Most of all they whistle.

**Questions**

**Answers**

Read the italics (blurb). Who is this about?	<b>Dr. Bastian: a scientist 2 dolphins: Doris and Buzz</b>
The title is <u>The Story of Doris and Buzz</u> . What is the sub-title?	<b>The Dolphins Who Talked to Each Other</b>
Is this fiction or non-fiction?	<b>Probably non-fiction because it's about real experiments on dolphins and it's information</b>
In the first sentence, why kind of nouns are Doris and Buzz? What are they capitalized?	<b>Proper nouns (names)  Always capitalize proper nouns</b>
In the phrase, "two <i>amazing</i> dolphins" what part of speech is <i>amazing</i> ? How do you know? What is a synonym for amazing?	<b>It's an adjective that describes a noun. Synonyms: incredible, fantastic, terrific, unbelievable, remarkable, wonderful</b>
In the word, <i>wonderful</i> , the suffix <i>ful</i> means full of what? In the word unbelievable, what does the prefix "un" mean?	<b>Full of wonder.  Un means "not" believable</b>

# Pack Horse Librarians



*“Giddyap, Chestnut,” the woman urged her horse up the rocky hill. She patted a saddlebag filled with books and magazines. “Lots of people are still waiting for a library visit today.”*

## Questions

## Answers

What is the title of this article?	<b>Pack horse librarian</b>
Read the caption to this photo. What is the horse’s name?	<b>Chestnut</b>
What do these words have in common? <i>horse, hill, magazines, library</i>  (Hint, what part of speech?)	<b>They are nouns</b>
Where is the compound word in caption? She patted a saddlebag filled with books and magazines.	<b>Saddlebag</b>
The woman urged her horse up the rocky hill. Where is the adjective?	<b>Rocky</b>
The woman urged her horse. What part of speech is urged?	<b>Verb</b>
Why are there “quotes” around the words, “Giddyap, Chestnut?”	<b>This are that exact words that she said</b>

Read this folktale and answer the questions that follow.

# The Billy Goat and the Vegetable Garden

retold by Lucía M. González

Once there was a very old woman and a very old man who lived on a farm. They shared a vegetable garden in which they grew tomatoes, lettuce, peppers, potatoes, beans, and plantains.

Questions	Answers
What is the genre of this selection? Explain more about this genre.	<b>Folktale: it's like a story told over and over again, usually is about everyday life</b>
Who is in this folktale?	<b>A very old woman and very old man</b>
What is the setting?	<b>A farm</b>
In this sentence: "They shared a vegetable garden." What part of speech is garden? Why?  Give an example of using garden as a verb.	<b>Noun: it's a place</b>  <b>I like to garden.</b> <b>She gardens all day long.</b>
Give examples of plural nouns from the passage.	<b>Tomatoes, peppers, potatoes, beans, plantains</b>
What do you think plantains are? Use the context.	<b>They are probably a vegetable because they are growing in a vegetable garden.</b>
Who do you think the other main character will be in this story?	<b>The Billy Goat</b>

In the selection, a boy named Journey is visiting his grandparents on their farm. While he is there, Journey looks at a photographs of his sister Cat, his grandparents, and baby Emmett. Read the selection and answer the questions that follow.

**From *Journey***

By Patricia MadLachlan

1. Summer rains came, soft at first, with mists that lay like lace over the meadows. When the sky grew darker and the rain steady, Grandma sent us out to gather peonies.<sup>1</sup> Grumbling, we carried dripping pink and white armfuls into the house, filling all the pitchers we could find and a washtub into the kitchen. The smell filled the house, and so did the ants that crawled down from the blooms, crisscrossing the house like sightseers.

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1 *peonies* — garden plants with large flowers

**Questions**

**Answers**

1. What genre is this writing?	<b>Probably fiction or narrative</b>
2. Who is the selection about?	<b>Boy named Journey, his grandparents, sister (Cat) and baby Emmett.</b>
3. What is the title?	<b>Journey</b>
4. What is the main purpose of the first sentence?	To create a mood or picture in the reader’s mind.
5. What is this writing technique called: lay <b>like lace over the meadows?</b> What is it used for?	A simile. It compares two things using “like” or “as.”
6. How can you find out what the word <i>peonies</i> means?	Look down below where there is a little 1. You’ll find the definition.
7. What part of speech is “ <i>smell</i> ” in the last sentence? <b>The <i>smell</i> filled the house...</b> How do you know?	It’s a noun. It’s the subject of the sentence.
8. Where is another simile in the last sentence?	The ants crisscrossed the house like sightseers.

My farm chores are feeding the pigs, feeding the chickens, weeding the flowers, getting the mail, things like that.

-- Midnight Fox by Betsy Byars

**Questions**

**Answers**

<p>1. What is the subject of this sentence? (what is it about?)</p>	<p><b>The subject is farm chores.</b></p>
<p>2. Why are commas needed in this sentence?</p>	<p><b>Commas are needed because there is a list.</b></p>
<p>3. What are the 6 nouns in this sentence?</p>	<p><b>Chores, pigs, chickens, flowers, mail, things</b></p>
<p>4. What are the verbs? (find the helping verb and 3 other main verbs)</p>	<p><b>Are is helping verb Feeding, weeding, getting</b></p>
<p>5. What is a synonym? What is an antonym?</p> <p>What is a synonym for the word <i>chores</i>?</p>	<p><b>Synonym is a word that means the same or nearly the same as another word.</b></p> <p><b>An antonym has an opposite meaning of a another word.</b></p> <p><b>A synonym for chores would be jobs or routine tasks or household responsibilities.</b></p>

Rick and Jeana held on for dear life as the typhoon bounced their tiny plane back and forth like a boxer hitting a punching bag.

From Voyager's Amazing Journey by Steve Osborne

**Questions**

**Answers**

1. Who is the subject of this sentence? (It's a compound subject)	<b>The subject is Rick and Jeana</b>
What is the simple predicate?	<b>The simple predicate is <i>held</i></b>
2. What would be a good synonym for typhoon?	<b>A synonym might be a storm</b>
3. Where is the simile in this sentence?	The simile is bounced their tiny plane back and forth like a boxer hitting a punching bag.
4. What is the author trying to show by using this simile?	<b>He's trying to show how the plane was affected by the typhoon.</b>
5. In the phrase, bounced their tiny plane, what part of speech is <i>tiny</i> ?	<b>Tiny is being used as an adjective to tell about the plane.</b>
6. Can you think of an example as <i>tiny</i> being used as a noun or verb?	<b>No, you can't tiny something and you can't own a tiny.</b>

A. Think about a time when you had to work hard to do something. Maybe you spent a long time working on a school project, building something, learning to ride a bike, or maybe you did something else.

Write a story about a time when you had to work hard to do something and why it was hard for you. Give enough details in your story to show readers why you had to work hard.

B. Based on the selection, describe how StingRay and Plastic are different from one another. Support your answer with important details from the selection.

### Questions

### Answers

<p>1. Which prompt is the open response and which is the long comp? How do you know?</p> <p>Which response will be longer?</p>	<p><b>Long comp. =A I know because it is a personal question</b></p> <p><b>Open response=B I know because it is a question about an article</b></p> <p><b>The long comp will be many paragraphs longer.</b></p>
<p>2. Which response requires you to use specific examples from a text to complete your answer?</p> <p>Which requires telling a story?</p>	<p>B- the open response</p> <p>A- The long composition</p>
<p>3. Which is a writing test and which is a reading test?</p>	<p><b>Long comp is a writing test</b></p> <p><b>Open response is a reading test</b></p>
<p>4. How many points is each response worth on your overall MCAS score? What is the breakdown of the long comp score?</p>	<p><b>Long comp =20 points (2 scorers assign: topic development 1-6 score and standard conventions 1-4 score)</b></p> <p><b>Open response = 4 points each</b></p>
<p>5. List all the verbs in the long comp prompt you must respond to. List all the verbs in the open response prompt you must respond to.</p>	<p><b>Long comp: give details, write a story</b></p> <p><b>Open Response: describe, support</b></p>

A. Heroes have special qualities that people admire. Heroes give us examples of the courage and strength it takes to face difficult situations and challenges in life.

Think of someone who is your personal hero. In a well-developed composition, describe this person and explain two qualities you most admire about him or her.

B. Based on the article, explain why Rico might be considered a special dog. Support your answer with important and specific information from the article.

### Questions

### Answers

<p>1. Which prompt is the open response and which is the long comp? How do you know? Which response will be longer? About how long should each response be?</p>	<p><b>Long comp. =A I know because it is a personal question</b>  <b>Open response=B I know because it is a question about an article</b></p> <p><b>The long comp will be several paragraphs longer.</b></p>
<p>2. Which response requires you to use specific examples from a text to complete your answer? Which requires a personal opinion?</p>	<p>B- the open response</p> <p>A- the open response</p>
<p>3. Which is a writing test and which is a reading test?</p>	<p><b>Long comp is a writing test</b>  <b>Open response is a reading test</b></p>
<p>4. How many points is each response worth on your overall MCAS score? What is the breakdown of the long comp score?</p>	<p><b>Long comp =20 points (2 scorers assign: topic development 1-6 score and standard conventions 1-4 score)</b>  <b>Open response = 4 points each</b></p>
<p>5. List all the verbs in the long comp prompt you must respond to. List all the verbs in the open response prompt you must respond to.</p>	<p><b>Long comp: imagine, think, describe, explain</b></p> <p><b>Open response: explain, support</b></p>

A. It is difficult for teenagers to get enough sleep for several reasons. First, the article states that teenagers “internal clocks” have changed and they do not get tired until much later. Many do not get tired until 11:00 pm. The article reports that some high schools typically start at 7:15 AM which means students must get up by 6:30. This does not allow for much sleep. Also, ....

B. “And that this nation, of the people, by the people, for the people shall not perish from this Earth.” Thunderous applause erupts from the crowd. I’m shaking slightly as I walk back to my seat. All of my friends are clapping and smiling at me. I had just recited the Gettysburg Address in front of my entire school. That hot spring day was the day I was most proud of myself.

## Questions

## Answers

<p>1. Which passage is the start of an open response and which is the start of a long comp?</p> <p>How do you know?</p>	<p><b>A is the Open Response because it’s based on the text</b></p> <p><b>B. Is long comp because it is personal and tell a story or explains a personal view</b></p>
<p>2. What is a “hook”? Which response has a hook? What is the hook?</p>	<p><b>Hooks gets the reader’s attention. B has a hook.</b></p> <p><b>It is a quotation or dialogue</b></p>
<p>3. What is “evidence”?</p> <p>Give an example in the OR above.</p>	<p><b>A evidence is proof or supporting detail for an argument</b></p> <p><b>The article states, teenagers “internal clocks” have changed.</b></p>
<p>4. Which response will be longer when it is complete? About how much longer?</p>	<p><b>Long composition is longer. 6-8 paragraphs or more</b></p>
<p>5. What was the prompt/question for the open response sample above?</p>	<p><b>Why don’t teenagers get enough sleep.</b></p>
<p>6. Long comp prompt?</p>	<p><b>Tell about a time when you were proud of yourself.</b></p>

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**Questions**

**Answers**
