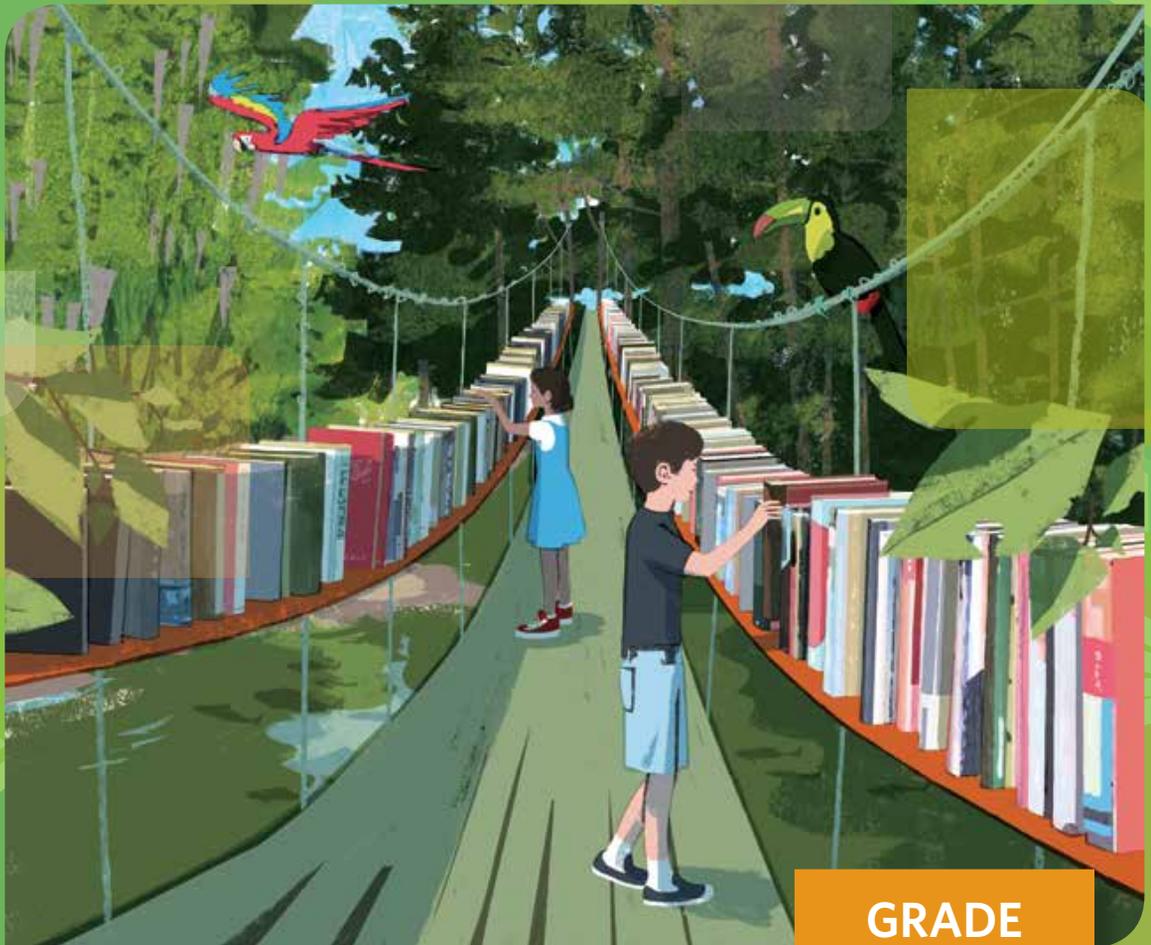


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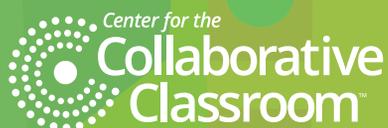
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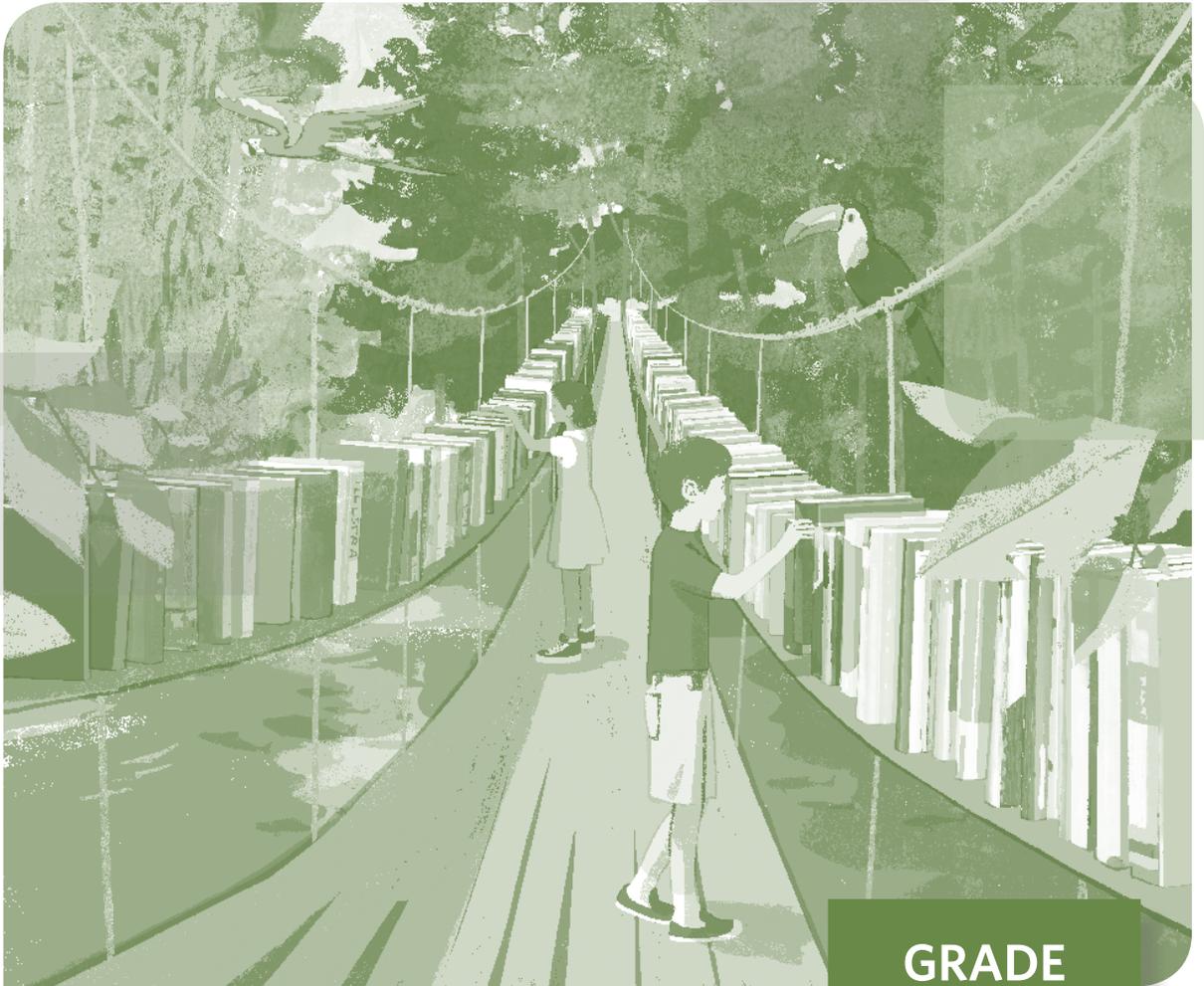
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An isometric illustration of a library or school building. The scene is filled with books of various sizes, some standing upright and others lying flat. In the foreground, a person is sitting on a bench reading a book, and another person is sitting on a chair reading a book. A dog is sitting on the ground near the person on the chair. A tree with a circular canopy is in the center. The background shows a building with windows and a door. The entire scene is rendered in a light green color scheme.

# Introduction



# The Collaborative Classroom

Center for the Collaborative Classroom (CCC) is a mission-driven, nonprofit organization committed to ensuring that all students have the opportunity to become highly literate critical thinkers who learn from, care for, and respect one another. The organization has more than four decades of experience providing professional development for teachers and innovative curriculum for classrooms.

*How we teach matters as much as what we teach.* CCC nurtures continuous professional learning that empowers teachers to transform classrooms, build school communities, and inspire the academic and social growth of children.

All of our curriculum materials and professional development services reflect the following core principles:

- Fostering caring relationships and building inclusive, safe environments are foundational practices for both student and adult learning communities.
- Classroom learning experiences should be built around students constructing knowledge and engaging in action.
- Honoring and building on students' intrinsic motivation leads to engagement and achievement.
- Social and academic curricula are interdependent and integrated.

Our innovative, research-based curricula not only support deep student learning and engagement but also guide teachers in creating CCC's vision of a Collaborative Classroom—an intentional environment in which students become caring members of a learning community.

Collaborative Classroom teachers become mindful of their practice by using materials that engage and motivate students, develop critical thinkers, and promote reflection about learning and community.

Collaborative Classroom students learn to work independently and collaboratively, to respectfully share their thinking with others, and to take responsibility for their learning.

---

## Overview of the CCC Collaborative Literacy Suite

The CCC Collaborative Literacy™ suite is an innovative set of modular programs that fosters students' ongoing development as readers, writers, and caring members of the classroom community. The *Making Meaning*™ program focuses on reading comprehension strategies and vocabulary development. *Being a Reader*™ is an early reading program that focuses on teaching students the foundational skills they need to read well and comprehend what they read while developing a love of reading. The *Being a Writer*™ program develops students' capacity to write well in a variety of genres using a writing process model.

Together, the programs that make up the CCC Collaborative Literacy suite address the core concepts, strategies, and skills traditionally taught in the language arts block while transforming the learning environment into one that is student centered. As the students learn to think, talk, and share ideas, they come to value the thinking of others. They become thoughtful readers and writers and discuss big ideas with respect, clarity, and understanding.

### **IMPLEMENTATION GUIDE**

The CCC Collaborative Literacy Implementation Guide, available on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), shows teachers how the components of Collaborative Literacy fit into a single language arts block and also includes suggestions for scheduling, planning, and pacing lessons.

While *Being a Reader*, *Making Meaning*, and *Being a Writer* have been designed to work together as modules in the CCC Collaborative Literacy suite, each can also serve as a stand-alone program that can be used in combination with other literacy programs.

# Program Overview

The *Making Meaning*® program is a reading comprehension curriculum for kindergarten through grade 6. It is the first program of its kind to combine research-based best practices in reading comprehension with support for fostering your students' growth as caring, collaborative, and principled people.

We are well aware of the demands that elementary school teachers face in teaching reading today. Among those demands are the many activities that must be squeezed into the school day, the pressure of increased standardized testing, and a student population with increasingly diverse needs. The *Making Meaning* program offers maximum support for teaching reading comprehension in this environment. It is not another loosely defined program that adds hours of preparation to an already crammed to-do list. Rather, it is a fully fleshed-out curriculum that integrates easily into what you already do, incorporates an understanding of how real classrooms function, and teaches the specific strategies that students need to become effective readers, at a level and pace that is accessible to everyone.

---

## New to the Third Edition

In this third edition of the *Making Meaning* program, we have added content, assessments, and technology features designed to support your teaching and your students' reading comprehension and social development. These include:

- Additional weeks of instruction for a total of 30 weeks at all grades
- New read-aloud titles
- Additional informational texts at all grades
- A new Individualized Daily Reading (IDR) strand at kindergarten, expanded support for IDR at grades 1–6, and new IDR mini-lessons at all grades
- New and revised Writing About Reading activities in which the students write in various ways in response to texts
- A new *Student Response Book* at grade 1 and a revised and expanded *Student Response Book* at grades 2–6
- Print and digital teacher's manuals with links to professional development media and lesson resources
- A new *Assessment Resource Book* at kindergarten and new and expanded reading comprehension assessments at grades 1–6

- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- A *Reading Assessment Preparation Guide* that prepares students for standards-based reading comprehension assessments at grades 3–6
- Online, interactive whiteboard activities
- Additional support for incorporating technology through tips, tutorials, mini-lessons, and extension activities
- An updated and expanded vocabulary supplement at all grades, the *Vocabulary Teaching Guide*

You will find more information about new content, assessments, and technology features in the pages that follow.

---

## Unique Pedagogy

The unique pedagogy of the *Making Meaning* program has grown out of years of research on reading comprehension and child development. The lessons integrate instruction and practice in reading comprehension strategies with activities that foster the students' social, emotional, and ethical development.

### RESEARCH BASED/CLASSROOM TESTED

Research documents what many teachers have always known: the fact that a child can read a page aloud does not mean that he or she can understand it. Teaching children to make sense of what they read has been an enduring challenge. To address this challenge, the creators of the *Making Meaning* program have drawn on decades of research by people like P. David Pearson and Michael Pressley, who describe the strategies that proficient readers use naturally and the conditions that foster those strategies in children. The *Making Meaning* program also draws on portraits from many classrooms in which reading comprehension is successfully taught, such as those described by Lucy Calkins in her work with the Reader's Workshop and by Ellin Keene and Susan Zimmerman in their book *Mosaic of Thought*. The *Making Meaning* program brings this research together in a unique, yearlong curriculum of easy-to-implement daily lessons. Reading comprehension strategies are taught directly through read-aloud experiences, and the students learn to use these strategies to make sense of their own reading, through guided and independent strategy practice.

In addition to a solid research base, *Making Meaning* has been shaped by pilot testing and discussions with a wide range of classroom teachers to assure that it is effective and that it fits into a typical classroom day. The *Making Meaning* program can replace an existing reading comprehension program or supplement basal instruction. It is designed to be accessible to all students, whatever their reading levels, and includes support for English Language Learners.

## DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING

The *Making Meaning* program is also unique in its focus on teaching the whole child. Child development research tells us that children learn and grow best in environments where their basic psychological needs are met. Children need to feel physically and emotionally safe. They need to feel that they belong. They need to have a sense of themselves as autonomous and capable. Studies indicate that when these basic needs are met at school by helping students experience a sense of community, the students do better academically (as measured over time by grades and test scores), exhibit more pro-social tendencies, and show greater resistance to problem behaviors, such as drug use and violence (Durlack et al. 2011).

To this end, the *Making Meaning* program helps you create a classroom community in which your students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group. Teachers know that such an environment does not just happen; it must be deliberately created through setting up purposeful interactions among students, teaching them social and problem-solving skills, and helping them to integrate pro-social values into their lives. As you teach the *Making Meaning* lessons, you will see that the children’s ability to learn reading comprehension strategies is inextricably linked to their ability to work together and bring democratic values like responsibility, respect, fairness, caring, and helpfulness to bear on their behavior and interactions.\*

## TEACHER SUPPORT

The program is designed to help you develop and practice valuable teaching skills as you support your students’ growth as readers. Detailed, easy-to-follow lesson plans include suggestions for introducing and practicing cooperative structures, conducting read-alouds, facilitating discussions, assessing the class, and conferring with individual students. Teacher Notes and references to professional development media throughout the lessons explain the underlying pedagogy of various activities and provide examples of what might happen in the classroom. A regular “You might say” feature provides you with language you might draw on as you model your thinking about a strategy.

---

## Program at a Glance

The pages that follow provide a detailed scope and sequence for teaching reading comprehension at your grade level. The daily lessons revolve around clearly defined teaching objectives and build in complexity as students move through the program.

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\* To read more about the theoretical and research basis for the *Making Meaning* program, please refer to the Bibliography on page 652.

A week of lessons typically begins with a read-aloud of an engaging text, followed by a class discussion of what the text is about. This same read-aloud text is used on subsequent days to teach the students a comprehension strategy and to give them guided practice with the strategy. The week usually ends with the students practicing the strategy independently by using classroom library books and discussing their thinking. Each lesson typically requires 20–40 minutes of classroom time, depending on the grade level. In addition to the lessons, the students participate in Individualized Daily Reading (IDR), during which they read texts at their appropriate reading levels independently for up to 30 minutes each day, depending on the grade level. For more information about IDR, see “Individualized Daily Reading (IDR)” on page xxxviii.

## **STRATEGY DEVELOPMENT**

The following comprehension strategies are taught in the *Making Meaning* program:

- Using schema/Making connections
- Retelling
- Visualizing
- Wondering/Questioning
- Using text features
- Making inferences
- Determining important ideas
- Analyzing text structure
- Summarizing
- Synthesizing

Not all strategies appear at each grade level. The program begins with the most developmentally appropriate strategies in the primary grades, and additional strategies are introduced in later grades. The table on the next page shows the development of the strategies across grades K–6.

## Development Across the Grades

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

## PROGRAM COMPONENTS

The *Making Meaning* program includes:

- A *Teacher’s Manual* (grades K–6), containing detailed lessons that provide a sequence of instruction for the academic year
- A set of carefully selected, grade-appropriate trade books to use as read-alouds
- A *Student Response Book*, one for each student (grades 1–6), coordinated with specific lessons and providing the students with selected read-aloud texts and excerpts, writing activities, a reading journal, and a reading log at grades 2–6
- An *Assessment Resource Book* (grades K–6), containing information and record sheets to help you regularly monitor the progress and needs of individual students and the whole class
- A *Reading Assessment Preparation Guide* (grades 3–6), containing lessons to prepare students for a standards–based reading comprehension assessment
- A *Vocabulary Teaching Guide*, with weekly lessons that build students’ vocabularies by teaching words taken directly from *Making Meaning* read-alouds
- A *Digital Teacher’s Set*, containing digital versions of the *Teacher’s Manual*, *Vocabulary Teaching Guide*, *Assessment Resource Book*, and *Reading Assessment Preparation Guide* (grades 3–6)

- Access to online resources via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), such as interactive whiteboard activities, assessment forms, reproducibles, and professional development media
- Access to the CCC ClassView app ([classview.org](http://classview.org)), which allows for electronic recording, sorting, synthesizing, and reporting of assessment data for individual students and the whole class

For more information about the print format of the *Teacher’s Manual*, see the “Getting Started with Your Print *Teacher’s Manual*” tutorial (AV37). For more information about the digital format, see the “Getting Started with Your *Digital Teacher’s Set*” tutorial (AV38).



AV37



AV38

## ALIGNMENT WITH STANDARDS

The *Making Meaning* program develops students’ ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. It aligns with reading, writing, and listening and speaking standards. For more about how the program aligns to specific state standards, see the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

# Understanding the Program

The *Making Meaning* program helps students develop as readers *and* as caring, collaborative people. This dual focus is based on two beliefs: that students' academic learning flourishes when social learning is integrated into the curriculum and that we are called on as educators to help students develop as whole people—academically, socially, and ethically.

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## Focus on Comprehension

In the *Making Meaning* program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from you before using them in their independent reading.

### THE GRADE 3 COMPREHENSION STRATEGIES

The strategies that follow are formally taught or informally experienced in grade 3 of the program.

- **Using schema/Making connections.** Schema is the prior knowledge a reader brings to a text. Readers construct meaning by making connections between their prior knowledge and new information in a text. In *Making Meaning* grade 3, the students learn to connect what they know from their own experiences to texts before, during, and after a read-aloud. They also make connections between texts.
- **Visualizing.** Visualizing is the process of creating mental images while reading. Mental images can include sights, sounds, smells, tastes, sensations, and emotions. Good readers form mental images to help them understand, remember, and enjoy texts. In *Making Meaning* grade 3, the students visualize to make sense of figurative language and deepen their understanding and enjoyment of poems and stories.
- **Wondering/Questioning.** Proficient readers wonder and ask questions to focus their reading, clarify meaning, and delve deeper into a text. They wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding. In *Making Meaning* grade 3, the students wonder and ask questions before, during, and after a read-aloud to make sense of a text.

- **Using text features.** Readers who understand that expository texts have common features, such as tables of contents and indexes, headings and subheadings, and diagrams and charts, use those features to help them unlock a text’s meaning. In *Making Meaning* grade 3, the students identify features of expository texts and use those features to help them understand the texts.
- **Making inferences.** Not everything communicated by a text is directly stated. Good readers use their prior knowledge and the information in a text to understand implied meanings. Making inferences helps readers move beyond the literal to a deeper understanding of texts. In *Making Meaning* grade 3, the students make inferences to think more deeply about both fiction and nonfiction texts.
- **Determining important ideas.** Determining the important ideas in a text helps readers identify information that is essential to know and remember. What is identified as important in a text will vary from reader to reader, depending on the purpose for reading and prior knowledge. In *Making Meaning* grade 3, the students identify which ideas in texts are important to understand and remember and support their thinking with evidence from the texts.
- **Analyzing text structure.** Proficient readers use their knowledge of narrative and expository text structure to approach and comprehend texts. For example, readers who understand that stories have common elements, such as setting, characters, and plot, have a framework for thinking about stories. Readers who understand that authors of expository texts organize information through text structures, such as chronological order, cause and effect, and compare and contrast, use those structures to understand and remember the information. In *Making Meaning* grade 3, the students use story elements to help them think about stories.
- **Summarizing.** Summarizing is the process of identifying and bringing together the essential ideas in a text. Readers summarize as a way of understanding what they have read and communicating it to others. In *Making Meaning* grade 3, the students identify important ideas and use those ideas to summarize informally.

## THINKING TOOLS

The students learn various “Thinking Tools” that help them implement the strategies they are learning and delve more deeply into texts. In grade 3, the students learn and use:

- **Stop and Ask Questions.** The teacher stops at various places during a read-aloud, and the students write questions about what they are hearing. The students then have a record of their questions to use during partner or class discussions.

- **Double-entry Journal.** In one column, a student might write a question he or she has about a text, and in the other column what he or she learns about that question. Alternatively, he or she might write thoughts about a character at the start of a story in one column and his or her thoughts about the character at the end of the story in the other column. This kind of writing in a double-entry journal helps the students to become more reflective about their reading and builds writing skills.
- **Character Web.** The name of a character is written in a circle. Information about the character is recorded in circles surrounding and linked to the first circle. The collected information helps the students analyze the character.

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## Focus on Social/Ethical Development

Helping students to develop socially and ethically, as well as academically, is part of the educator’s role, and we believe it should be integrated into every aspect of the curriculum. Social and academic learning flourish when they are integrated naturally, rather than pursued separately. Research shows that building a safe and caring classroom community helps students develop a sense of responsibility for their own learning and behavior, as well as empathy and motivation to help others (Schaps 2004). Students who receive support in building their social and emotional skills demonstrate significant gains in academic achievement (Durlack et al. 2011).

### **BUILDING RELATIONSHIPS**

During *Making Meaning* lessons, the students listen to and discuss texts in pairs, small groups, and as a class, and through their interactions, they come to recognize that talking about texts is a way to understand them. As the students work together, they develop caring and respectful relationships, creating a safe and supportive classroom community that is conducive to sharing their thinking. They are encouraged to take responsibility for their learning and to be aware of the effect of their behavior on others.

### **VALUES AND SOCIAL SKILLS**

As you help the students build relationships, you also help them understand the values that underlie these relationships. Across every year of the program, broad social goals help the students think about and act on five core values: responsibility, respect, caring, fairness, and helpfulness. The students reflect on what it means to act on these values and how their actions affect the community. Lapses in applying the values are seen as normal learning experiences, rather than as failures. In addition to these five core values, the students explore other values that arise in the read-alouds, such as courage, perseverance, gratitude, and compassion.

The social skills that students learn in *Making Meaning* help them to act on these values in a deliberate way. They learn basic social skills (such as listening to others and taking turns) early in the year, laying the foundation for the more sophisticated skills they learn and practice later in the year, when both their academic work and resulting social interactions become more demanding. (For example, learning how to listen to others early in the year prepares the students to build on one another’s thinking later in the year.)

Social development objectives for each week’s lessons are listed in the Overview of the week. The week’s lessons provide activities, questions, and cooperative structures that target these objectives. (For more information, see “Cooperative Structures” on page xxviii.) Social skills emphasized in grade 3 include talking and listening to one another, explaining one’s thinking, using prompts to add to one another’s thinking, and appreciating and repeating one another’s ideas. The lessons also provide opportunities for the students to decide such things as how they will divide the work fairly and how they will report their ideas to the class. Learning how to make these decisions helps the students become responsible group members. A Social Skills Assessment (grades 1–6) is included for use early in the year, mid-year, and at the end of the year to help you assess your students’ progress in meeting the social development objectives of the program.

The table below lists the social skills taught in the program and the grade levels at which they are formally taught, reviewed, or integrated.

### Social Skills Across the Grades

	K	1	2	3	4	5	6
Speaking clearly	•	•					
Taking turns talking and listening	•	•	•	•			
Participating in partner work and class discussions	•	•	•	•	•	•	•
Following classroom procedures	•	•	•	•	•	•	•
Listening respectfully to others	•	•	•	•	•	•	•
Contributing ideas that are different from other people’s ideas	•	•	•	•	•	•	•
Sharing partner’s thinking with the class	•	•	•	•	•	•	•

(continues)

## Social Skills Across the Grades *(continued)*

	K	1	2	3	4	5	6
Reflecting on own behavior	•	•	•	•	•	•	•
Taking responsibility for learning and behavior	•	•	•	•	•	•	•
Explaining thinking	•	•	•	•	•	•	•
Giving reasons to support opinions			•	•	•	•	•
Using discussion prompts			•	•	•	•	•
Agreeing and disagreeing respectfully				•	•	•	•
Using clarifying questions and statements				•	•	•	•
Including everyone and contributing to group work					•	•	•
Making decisions and solving problems respectfully					•	•	•
Discussing feedback and giving opinions respectfully					•	•	•
Confirming another person's thinking					•	•	•

### RANDOM PAIRING

Most lessons in *Making Meaning* are designed for pair work. We recommend that you randomly pair students at the beginning of each unit and have partners stay together for the whole unit. (See “Considerations for Pairing ELLs” on page liii.) Working with the same partner over time helps each student work through and learn from problems, build successful methods of interaction, and develop his or her comprehension skills.

Random pairing sends several positive messages to the students: there is no hidden agenda behind how you pair the students (such as choosing pairs based on achievement); every

student is considered a valuable partner; and everyone is expected to learn to work with everyone else. Random pairing also results in heterogeneous groupings over time, even though some pairs may be homogeneous in some way during any given unit (for example, both partners may be female).

The box below suggests some methods for randomly pairing the students.

### Some Random Pairing Methods

- Distribute playing cards and have each student pair up with someone who has the same number or suit.
- Place identical pairs of number or letter cards in a bag. Have each student pull a card out of the bag and find someone who has the same number or letter.
- Cut magazine pictures in half. Give each student a picture half. Have each student pair up with the person who has the other half of the picture.



## COOPERATIVE STRUCTURES

Cooperative structures are taught and used at every grade level to increase the students' engagement and accountability for participation. These structures help the students learn to work together, develop social skills, and take responsibility for their learning. Students talk about their thinking and hear about the thinking of others. Suggested uses of cooperative structures in the lessons are highlighted with an icon. In addition, you can use the cooperative structures whenever you feel that not enough students are participating in a discussion or, conversely, when many students want to talk at the same time.

### Cooperative Structures in the Program

- **Turn to Your Partner.** Partners turn to one another to discuss a question.
- **Think, Pair, Share.** Each student thinks individually about a question before discussing his or her thoughts with a partner. Pairs then report their thinking to another pair or to the class. This strategy is especially appropriate when the students are asked to respond to complex questions.
- **Think, Pair, Write.** As in "Think, Pair, Share," each student thinks individually before discussing his or her thoughts with a partner. The students then write what they are thinking. Pairs might then share their writing with another pair or with the class.
- **Heads Together.** Groups of four students discuss a question among themselves. Groups might then share their thoughts with the class.
- **Group Brainstorming.** Groups of four generate as many ideas as they can about a question as a group member records. These lists are then shared with the class.

In grade 3, the students learn "Turn to Your Partner" and "Think, Pair, Share." Other structures are added as developmentally appropriate.

# Teaching the Program

## How the Grade 3 Program Is Organized

The *Making Meaning* program for grade 3 consists of nine units. The units vary in length from one to five weeks. Each week has four days of instruction and practice. The calendar below provides an overview of the year.

### Sample Calendar for Grade 3

	Unit/Read-aloud	Length	Focus
FALL	<b>1. The Reading Community: Fiction and Narrative Nonfiction</b> <ul style="list-style-type: none"> <li>▪ <i>Miss Nelson Is Missing!</i> by Harry Allard</li> <li>▪ <i>Miss Nelson Has a Field Day</i> by Harry Allard</li> <li>▪ <i>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</i> by Kirby Larson and Mary Nethery</li> </ul>	2 weeks	Make connections Listen to and discuss stories Build a reading community Learn the procedures for gathering, “Turn to Your Partner,” “Think, Pair, Share,” and Individualized Daily Reading
	<b>2. Visualizing: Poetry and Fiction</b> <ul style="list-style-type: none"> <li>▪ “Seal” by William Jay Smith</li> <li>▪ <i>Cherries and Cherry Pits</i> by Vera B. Williams</li> <li>▪ <i>The Spooky Tail of Prewitt Peacock</i> by Bill Peet</li> <li>▪ <i>Aunt Flossie’s Hats (and Crab Cakes Later)</i> by Elizabeth Fitzgerald Howard</li> </ul>	3 weeks	Visualize to make sense of texts Use schema and make inferences informally Informally consider a character’s point of view and distinguish it from their own Discuss characters’ feelings
	<b>3. Making Inferences: Fiction</b> <ul style="list-style-type: none"> <li>▪ <i>The Paper Bag Princess</i> by Robert Munsch</li> <li>▪ <i>Julius, the Baby of the World</i> by Kevin Henkes</li> <li>▪ <i>Boundless Grace</i> by Mary Hoffman</li> <li>▪ <i>Amazing Grace</i> by Mary Hoffman</li> <li>▪ <i>The Raft</i> by Jim LaMarche</li> <li>▪ <i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i> by Judith Viorst</li> </ul>	5 weeks	Explore narrative text structure through discussions of character, setting, and problem Make inferences to understand characters and character change Make connections

(continues)

## Sample Calendar for Grade 3

	Unit/Read-aloud	Length	Focus
WINTER	<b>4. Wondering/Questioning: Fiction</b> <ul style="list-style-type: none"> <li>▪ <i>The Girl Who Loved Wild Horses</i> by Paul Goble</li> <li>▪ <i>The Emperor and the Kite</i> by Jane Yolen</li> <li>▪ <i>A Day's Work</i> by Eve Bunting</li> <li>▪ <i>Mailing May</i> by Michael O. Tunnell</li> <li>▪ <i>Brave Irene</i> by William Steig</li> </ul>	4 weeks	Use wondering/questioning to make sense of fiction stories  Explore the themes in fiction stories  Learn the procedure for "Stop and Ask Questions"
	<b>5. Wondering/Questioning: Narrative Nonfiction (Biography)</b> <ul style="list-style-type: none"> <li>▪ <i>Brave Harriet</i> by Marissa Moss</li> <li>▪ <i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i> by Kathleen Krull</li> <li>▪ <i>Sonia Sotomayor: A Judge Grows in the Bronx</i> by Jonah Winter</li> </ul>	3 weeks	Use wondering/questioning to make sense of narrative nonfiction  Identify information learned from nonfiction stories  Explore the themes in nonfiction stories
	<b>6. Using Text Features: Expository Nonfiction</b> <ul style="list-style-type: none"> <li>▪ <i>Morning Meals Around the World</i> by Maryellen Gregoire</li> <li>▪ <i>Homes</i> by Chris Oxlade</li> <li>▪ "Hop to It: Fancy Footwork"</li> <li>▪ "Origami: The Art of Japanese Paper Folding"</li> <li>▪ "Jump Rope: Then and Now"</li> <li>▪ "How to Make a Paper Airplane"</li> <li>▪ "Lincoln School Lunch Calendar"</li> <li>▪ "You Can Make Tea with Milk" by Maryellen Gregoire</li> <li>▪ "You Can Make Mexican Breakfast Quesadillas" by Maryellen Gregoire</li> </ul>	4 weeks	Use text features to locate and understand information in expository nonfiction texts  Identify information learned from expository nonfiction texts
SPRING	<b>7. Wondering/Questioning: Expository Nonfiction</b> <ul style="list-style-type: none"> <li>▪ <i>Flashy Fantastic Rain Forest Frogs</i> by Dorothy Hinshaw Patent</li> <li>▪ <i>Explore the Desert</i> by Kay Jackson</li> <li>▪ <i>Polar Bears</i> by Mark Newman</li> <li>▪ "Polar Bears in Peril" by Elizabeth Winchester</li> </ul>	3 weeks	Use wondering/questioning and schema to make sense of expository nonfiction  Identify information learned from expository nonfiction texts  Make connections  Build a body of knowledge about animal life
ANSWERING QUESTIONS IN RESPONSE TO TEXT UNIT FROM THE READING ASSESSMENT PREPARATION GUIDE (1 WEEK)			

(continues)

## Sample Calendar for Grade 3 (continued)

	Unit/Read-aloud	Length	Focus
SPRING (continued)	<b>8. Determining Important Ideas: Expository Nonfiction, Fiction, and Drama</b> <ul style="list-style-type: none"> <li>▪ “Banning Tag”</li> <li>▪ “Smile—You’ve Got Homework!”</li> <li>▪ “Homework—Who Needs It?”</li> <li>▪ <i>Lifetimes</i> by David L. Rice</li> <li>▪ <i>Fables</i> by Arnold Lobel</li> <li>▪ <i>Possum’s Tail</i> from <i>Pushing Up the Sky: Seven Native American Plays for Children</i> by Joseph Bruchac</li> <li>▪ <i>Keepers</i> by Jeri Hanel Watts</li> </ul>	5 weeks	Determine important ideas in fiction, nonfiction, and dramatic texts  Explore narrative text structure through discussions of characters, setting, and theme  Support ideas with evidence from texts  Learn the procedure for “Think, Pair, Write”
	<b>9. Revisiting the Reading Community</b>	1 week	Write and share book recommendations Reflect on the students’ growth as readers Reflect on the reading community

## Planning and Teaching the Lessons

We offer the following considerations to help you plan and teach the *Making Meaning* lessons.

### TEACHING THE UNITS IN ORDER

We recommend that you teach the units in the order in which they appear in the *Teacher’s Manual* for several reasons:

- Comprehension strategies are introduced, practiced, and reviewed on a developmental continuum, beginning with visualizing and progressing to more cognitively challenging strategies, including making inferences, wondering/questioning, using text features, and determining important ideas. In addition, early in the year most read-aloud texts used for comprehension instruction are fiction, a more familiar and accessible genre for primary readers. Only later in the year are the more challenging genres of narrative and expository nonfiction used for strategy instruction.
- Support for Individualized Daily Reading also builds across the year. Procedures necessary for the success of IDR, as well as critical practices such as keeping a Reading Log and Reading Journal, self-monitoring, and using “fix-up” strategies, are introduced early in the year, preparing the students for the important work in later units of using comprehension strategies as they read and reflecting on and conferring about their reading. Expectations for stamina also increase throughout the year.

- Routines and cooperative structures critical to both academic and social development, including “Turn to Your Partner” and “Think, Pair, Share,” are introduced in early units and used throughout the year.
- Social skills deepen in complexity across the year. In Units 1–2, for example, the students focus on listening respectfully to the thinking of others and explaining their own thinking. This is preparation for using discussion prompts to build on one another’s thinking, a critical skill introduced in Unit 3. In later units, the students learn and practice the more sophisticated skills of offering ideas that are different than their partner’s ideas and agreeing and disagreeing respectfully.
- The lessons in the *Vocabulary Teaching Guide* must be taught in order. Words introduced in early weeks of the program are reviewed in later weeks, providing the students with multiple exposures to the words, and instruction in independent word-learning strategies, such as using prefixes, suffixes, and roots, builds across the year. The assessments also rely on the words being taught in the order prescribed. For more information, see “*Vocabulary Teaching Guide*”.

## UNIT AND WEEK OVERVIEWS

To prepare to teach a unit, begin by reading the unit’s introductory pages. The opening page provides a summary of the academic and social goals of the unit. The Resources list specifies the physical materials and the supplemental activities for the unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

The image shows three pages from the Making Meaning Teacher's Manual, Grade 3, Unit 2: Visualizing. The left page is the unit introduction, the middle page is the Resources list, and the right page is the Online Resources list.

**Unit 2 Visualizing**  
POETRY AND FICTION

During this unit, the students visualize to make sense of poetry and fiction. As they visualize, they informally use schema and make inferences. They also begin an informal exploration of point of view as they consider the thoughts and feelings of characters in relation to their own. During IDR, the students continue to self-monitor their reading comprehension and begin to confer with the teacher individually about their reading lives and about the books they are reading. They practice visualizing in their independent reading and write in their reading journals. Socially, they practice acting in fair and caring ways and analyze the effect of their behavior on others.

**RESOURCES**

**Read-alouds**

- “Sun”
- *Cherry and Cherry Pie*
- *The Spiky Tail of Perovskite* (Read)
- *How Pleasant Your Good-Cook Cakes Taste?*

**Writing About Reading Activities**

- “Write About Mental Images of ‘Sun’”
- “Write About ‘Events in the Future’”

**IDR Mini-lesson**

- Mini-lesson 3, “Introducing IDR Conference”

**Technology Extensions**

- “Explore a Genre ‘Sun?’”
- “Use a Class Blog to Communicate About Making ‘Using ‘Sun?’”

**Extensions**

- “Review the Students’ Reading Goals and Inferences”
- “Confer with *Cherry and Cherry Pie?*”
- “Read *All of Cherry and Cherry Pie About?*”
- “Read *The Spiky Tail of Perovskite* About Using the ‘Sun?’”
- “Make a Class Book”
- “Read *How Pleasant Your Good-Cook Cakes Taste?*”
- “Confer with *How Pleasant Your?*”

**Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

**Whiskard Activities**

- WS1-1046

**Assessment Forms**

- “Class Assessment Record” about (S1)- (S3)
- “IDR Conference Notes” record sheet
- “Individual Comprehension Assessment” record sheet (S1)
- “Social Skills Assessment Record” about (S2)
- “Individual Comprehension Assessment” Student Form” about (S1)
- “IDR Conference Class Record” about (S2)
- “Individual Comprehension Assessment Class Record” about (S2)

**Resources**

- “Class 2 Assessment”
- “Use 2 Family Letter (S1&2)
- “Optimal ‘Sun’ (S1&2)

**Professional Development Media**

- “Cooperative Structures Overview” (S1)
- “Social Inference” (S1&2)
- “Using Open-ended Questions and Using ‘How often?’ (S1&2)
- “Setting Up IDR Conferences” (S2&3)
- “Using the Individual Comprehension Assessment” (S1&2)
- “Using ‘Sign in the Classroom’” (S1&2)

**Assessment Resource Book**

- Unit 2 Assessment

**Student Response Book**

- “How I Visualized *Cherry and Cherry Pie?*”
- “How I Visualized *Cherry and Cherry Pie?*”
- “How I Visualized *How Pleasant Your Good-Cook Cakes Taste?*”

**Vocabulary Teaching Guide**

- Week 2 (Class Book)
- Week 3 (Class?)
- Week 4 (The Spiky Tail of Perovskite) (Read)

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The Development Across the Grades table shows how the reading comprehension strategies taught in the program develop across the grades, highlighting the strategy featured during

that unit. The Overview table identifies the key academic focuses of each day of instruction in the unit, as well as each day’s read-aloud text.

Unit 2 Visualizing						
DEVELOPMENT ACROSS THE GRADES						
Reading Strategy	4	1	2	3	4	5
Using Schemas/Making Connections	■	■	■	■	■	■
Reading	■	■	■	■	■	■
Visualizing	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■
Making Inferences	■	■	■	■	■	■
Determining Important Ideas	■	■	■	■	■	■
Analyzing Text Structures	■	■	■	■	■	■
Summarizing	■	■	■	■	■	■
Synthesizing	■	■	■	■	■	■

GRADE 3 OVERVIEW				
	Day 1	Day 2	Day 3	Day 4
<b>Week 1</b>	<b>Read-aloud/Strategy Lesson</b> <i>Soal</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.	<b>Read-aloud/Strategy Lesson</b> <i>Soal</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.	<b>Read-aloud/Strategy Lesson</b> <i>Soal</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.	<b>Social Strategy Practice</b> <i>Soal</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.
<b>Week 2</b>	<b>Read-aloud</b> <i>Cherries and Cherry Pits</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.	<b>Social Strategy Practice</b> <i>Cherries and Cherry Pits</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.	<b>Independent Strategy Practice</b> <i>Cherries and Cherry Pits</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.	<b>Independent Strategy Practice</b> <i>Cherries and Cherry Pits</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.
<b>Week 3</b>	<b>Read-aloud</b> <i>Cherries and Cherry Pits</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.	<b>Read-aloud/Strategy Lesson</b> <i>Cherries and Cherry Pits</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.	<b>Independent Strategy Practice</b> <i>Cherries and Cherry Pits</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.	<b>Independent Strategy Practice</b> <i>Cherries and Cherry Pits</i> • Reading an informational text. • Analyzing an informational text. • Using the graphic.

Prepare for each week by reading that week’s Overview, including the read-aloud summary, the online resources, and the comprehension and social focuses. The “Do Ahead” section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the week’s comprehension and social focuses from lesson to lesson.

## Week 1 OVERVIEW

**Poem**

*“Soal”*  
by William Jay Smith (see page 63)  
The poet describes a real incident.

*Cherries and Cherry Pits*  
by Vera B. Williams  
Students learn to draw the cartoon characters and stories through her artwork.

**Comprehension Focus**

- Students visualize to make sense of text.
- Students inferentially use schema and make inferences as they visualize.
- Students inferentially consider a character’s point of view and distinguish it from their own.
- Students read independently.

**Social Development Focus**

- Students analyze the effect of their behavior on others and on the group work.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

**DO AHEAD**

- Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- Make available texts in a variety of levels that the students can use to practice visualizing during SSR throughout the unit.
- Prior to Day 1, decide how you will randomly assign partners to work together during the unit. For suggestions about assigning partners, see “Random Pairing,” “Considerations for Pairing ELs,” and “Companion Structures” in the Introduction.
- For more information, view “Companion Structures Overview” (A16).
- Prior to Day 2, prepare a sheet of chart paper with the title “Reading Comprehension Strategies.”

**Online Resources**

Visit the CC Learning Hub ([ccllearning.org](http://ccllearning.org)) to find your online resources for this week.

**Whitboard Activities**

- W1-1: W1-2

**Assessment Forms**

- “Class Assessment Record” sheet (A43)
- “10K Conference Notes” record sheet (D25)
- “10K Conference Class Record” sheet (D30)

**Reproducible**

- Optional “Soal” (B132)

**Professional Development Media**

- “Companion Structures Overview” (A16)
- “Social Reflection” (A174)
- “Using Open-ended Questions and ‘Think Share’” (A171)
- “Using the 10K Conference” (A172)

(continued)

**DO AHEAD (continued)**

- Prior to Day 2, make a class set of “10K Conference Notes” record sheets (D25), see page 14 of the Assessment Resource Book. This week you will begin conferring with individual students during SSR and documenting your observations and suggestions for each student. You might record the data you collect with each student on the “10K Conference Class Record” sheet (D30), see page 146 of the Assessment Resource Book.
- Prior to Day 3, make a copy of the “Class Assessment Record” sheet (A43), see page 8 of the Assessment Resource Book.

**Vocabulary Note**

From the reading the vocabulary items teach the Week 1 lesson this week.

## PREPARING THE DAILY LESSONS

### Read-aloud Lessons

Students’ listening comprehension typically exceeds their reading comprehension. Listening to and discussing texts together enables the students to build background knowledge and vocabulary, enjoy a common experience, build community, share ideas, and collaborate to construct meaning. Each week begins with a read-aloud lesson. After the reading, discussion questions check the students’ surface-level understanding of the text in preparation for deeper thinking about it on subsequent days of the week.

To Prepare for a Read-aloud:

- Read the entire lesson and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- Practice reading the text aloud. Focus on reading slowly.
- Review the Suggested Vocabulary and the ELL (English Language Learner) Vocabulary lists and locate these words in the text. To better define these words smoothly while reading aloud, write each definition on a self-stick note and place the note next to the word in the read-aloud text. Notice if there are any additional words you may need to define for your students.
- Locate any suggested stopping points in the text. Again, you might use a self-stick note to mark each stopping point.
- Decide what level of support your English Language Learners will need. You might need to read the text aloud to your ELLs prior to reading it to the whole class or summarize the text for them. Also, review any ELL Notes in the lesson and provide extra support for your students as appropriate. (For more information, see “Support for English Language Learners [ELLs]” on page li.)
- Optional extension activities appear at the end of some lessons. Review any extension activities and decide if and when you want to do the activities with your class. Some may require additional materials or preparation.

### Read-aloud Lessons with Alternative Texts

You may want to substitute another text for the provided read-aloud text to teach the comprehension focus of the week or to repeat a week of instruction. For this purpose, a list of “Grade 3 Alternative Texts” is provided in the General Resources section of the CCC Learning Hub. The trade books suggested in the list of alternative texts are offered in Center for the Collaborative Classroom’s Comprehension Strategies Libraries. These grade-level libraries are designed to support instruction of the specific strategies used in the lessons. Visit Center for the Collaborative Classroom’s website ([collaborativeclassroom.org](http://collaborativeclassroom.org)) for more information.

### Strategy Lessons

Strategy lessons introduce the strategy that is the comprehension focus for the week. Typically, you will reread the read-aloud text from Day 1 and ask questions that help your students move beyond the text’s surface meaning to a deeper exploration of it. You will then guide the students to develop their understanding through carefully structured activities. This approach encourages the students to explore and develop a strategy before you explicitly label it.

To Prepare for a Strategy Lesson:

- Read the entire lesson (including the *Student Response Book* pages) and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- Practice using the strategy at least once in your own reading to help you anticipate difficulties the students might have.
- Plan how you will pace the lesson to keep it moving.
- Review suggested discussion questions and decide which ones you will ask.
- Remember that making meaning of a text—not using a particular strategy—is the primary goal of the program. Keep discussions focused on the text, and remind the students that strategies serve readers by helping them understand what they read.
- Review and plan any optional extension activities you want to do with your class.

### Guided Strategy Practice Lessons and Independent Strategy Practice Lessons

Strategy lessons are often followed by lessons in which the students practice using the strategy, with teacher support gradually being reduced as the students become more comfortable with the strategy. In a guided strategy practice lesson, the students practice using the strategy with a very familiar text (such as an excerpt from the week’s read-aloud text), with you facilitating and supporting the students’ work by asking focused questions and guiding the discussion.

In independent strategy practice lessons, the students practice using the strategy in appropriately leveled texts that they read independently. You have the opportunity to monitor the students and provide individual help as needed.

To Prepare for a Guided or Independent Strategy Practice Lesson:

- Read the entire lesson (including the *Student Response Book* pages) and collect materials.
- Practice any teacher modeling required in the lesson.
- Plan how you will pace the lesson to keep it moving.
- Review suggested discussion questions and decide which ones you will ask.
- Review and plan any extension activities you want to do with your class.

### LESSON LENGTH AND PACING

Grade 3 lessons take, on average, 20–40 minutes. Lessons in the first few weeks of the program may take longer as you introduce and practice cooperative structures (“Turn to Your Partner” and “Think, Pair, Share”). A few of the read-alouds will require additional time. A Teacher Note at the beginning of these lessons alerts you to the need for more time and suggests how you might break the reading into two parts, if necessary.

It is important to monitor the pace of the lessons, not only to complete them in a reasonable amount of time, but also to help the students stay focused and engaged. To maintain the pace of the lessons, we suggest the following:

- As much as possible, we advise that you teach the lessons as written, understanding that adjustments may be needed based on your knowledge of your students and their needs.
- Keep partner conversations brief (20–30 seconds).
- After partners have shared, have only one or two volunteers share their thinking with the class, even if other students have their hands up.
- During class discussions, have only two or three volunteers share their thinking. If many students want to contribute to the discussion, use “Turn to Your Partner” to give partners an opportunity to share with each other. Then have only one or two volunteers share with the class.

## **EXTENDING THE INSTRUCTION**

In addition to the core lessons, the program features the following opportunities to extend instruction:

- **Writing About Reading.** These optional activities provide a reading/writing connection within the *Making Meaning* program by asking the students to write opinions about and make connections to the texts they hear and discuss during read-aloud lessons. The activities build in complexity across the grades, with students at all levels encouraged to refer to the texts to support their thinking. Support for modeling writing is included in these activities. The activities can be done at the end of a lesson or at another time.
- **Extensions.** These optional activities provide additional learning opportunities that extend or enhance the instruction in the core lessons. Examples of extension activities include reading other books by the author of the read-aloud, imagining an alternative ending to the story, and learning more about a topic introduced in the read-aloud text.

## **STUDENT RESPONSE BOOKS**

The *Making Meaning* program provides a *Student Response Book* for each student in grades 1–6. The *Student Response Books* include:

- Excerpts and reprints of selected read-aloud texts.
- Activity sheets correlated to lessons that the students use to record their thinking. Activities might include thinking tools and cooperative structures that require writing, such as “Stop and Wonder.”
- Reading Logs (grades 2–6), in which the students list and comment on the texts they read independently, and Reading Journals (grades 1–6), in which the students write in more depth about their independent reading.

The *Student Response Books* are a useful resource for both you and your students. The students can use their Reading Logs and Reading Journals to track and write about their reading. The activity sheets make it unnecessary for you or your students to provide additional paper, and they are engaging and easy to use. The completed sheets also comprise a record of each student’s work in the program. The *Student Response Books* are an integral part of the Individual Comprehension Assessment. For more information, see “Individual Comprehension Assessment” in the Assessment Overview of the *Assessment Resource Book*.

## PROFESSIONAL DEVELOPMENT MEDIA

Brief videos created for the third edition of the *Making Meaning* program help you with effective implementation. The videos, intended for viewing when planning lessons, provide a range of support, including tips for introducing IDR and conferring with the students, demonstrations of teachers using various techniques for facilitating discussions, and examples of students using cooperative structures. For a complete list of professional development media, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction and that provide background information and tips. These lesson features are listed in the table below.

### Helpful Lesson Features

- **Vocabulary Notes.** These notes appear at the beginning and end of the week’s lessons to alert you to the vocabulary lessons you will be teaching in the *Vocabulary Teaching Guide*.
- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.
- **ELL Notes.** These notes suggest various strategies to support English Language Learners (ELLs) during a lesson.
- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students’ responses) in order to increase participation and encourage deeper conversations among your students. For a concise summary of the Facilitation Tips, see the “Teacher’s Facilitation Bookmark” in the General Resources section of the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).
- **Cooperative Structure Icons.** These icons indicate where in the lesson students work in pairs or small groups and where cooperative structures, such as “Turn to Your Partner” and “Think, Pair, Share,” are used.

(continues)

### Helpful Lesson Features *(continued)*

- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We have selected vocabulary words based on how crucial they are to understanding the text and on the unlikelihood that students will be able to glean their meanings from the context. Definitions are provided.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.
- **“Students might say.”** This feature gives you examples of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some of the ideas in the “Students might say” note and then ask them to generate additional ideas.
- **“You might say.”** This feature provides sample language that you can draw on when you introduce a cooperative structure or model using reading comprehension or self-monitoring strategies. Providing the students with opportunities to hear you think out loud as you use a strategy helps them apply the strategy to their reading.
- **Chart Diagrams.** These diagrams illustrate charting techniques and provide examples of ideas generated by the class or by teacher modeling.
- **Technology Tips.** These notes suggest ways you might integrate technology in the lessons. In grades 3–6, they also refer to the technology mini-lessons in Appendix B, which instruct students on topics such as how to navigate safely online and how to conduct online research.
- **2D Barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.
- **IDR Conference Notes.** These notes support you as you confer with individual students during IDR. (See “IDR Conferences” on the next page.)
- **Class Assessment Notes.** These notes help you observe and assess the whole class as they demonstrate their use of a strategy during a lesson. (See “Assessments” on page xlv.)
- **End-of-unit Considerations.** This feature provides information on wrapping up a unit and conducting end-of-unit assessments.

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## Individualized Daily Reading (IDR)

Research has consistently shown what common sense suggests: the more students read, the better readers they become (Anderson, Wilson, and Fielding 1988; Taylor, Frye, and Maruyama 1990). The practice that independent reading provides is critical if students are to consolidate and strengthen the reading comprehension skills and strategies they are learning. The independent strategy practice lessons in the *Making Meaning* program give your students valuable practice in using these skills and strategies independently, but more independent practice is needed if the students are to become truly proficient at comprehending text. To meet this need, *Making Meaning* includes an Individualized Daily Reading (IDR) strand.

## INDEPENDENT READING IN GRADE 3

During Individualized Daily Reading in grade 3, the students spend up to 25 minutes a day reading books independently at their appropriate reading levels. An IDR section appears at the end of each lesson, except for independent strategy practice lessons. IDR can follow the day's lesson, or you can schedule it during another time of the school day.

IDR begins in Unit 1 (Week 1) of the grade 3 program. In Unit 1, the students learn the procedures for IDR and how to identify books that are at the appropriate level for them. They also learn procedures for using the classroom library and begin tracking the books they are reading in their Reading Logs within their *Student Response Books*. In Unit 2, the students learn questions they can ask themselves to monitor their comprehension and discuss strategies they can use to “fix” comprehension problems. They also begin conferring with the teacher about their reading lives and writing in their Reading Journals. In Unit 3 and in subsequent units, the students apply the reading comprehension strategies they are learning to various types of texts and reflect on their use of the strategies.

## THE TEACHER'S ROLE

Individualized Daily Reading in the *Making Meaning* program is different from other types of independent reading, such as free reading, SSR (Sustained Silent Reading), and DEAR (Drop Everything and Read). In those programs, students select their own books, which may or may not be at their appropriate reading levels, and the teacher plays a largely neutral role. In IDR, the students read texts at their appropriate reading levels for a specified period of time. You, the teacher, are actively involved, conferring with individual students, helping them select appropriate books, and assessing and supporting their reading.

## IDR CONFERENCES

Initially, your individual student conferences focus on getting to know the students as readers and on ensuring that they are reading appropriately leveled texts. As the year progresses, the conferences will focus more on assessing the students' comprehension, supporting struggling readers, and encouraging self-monitoring.

Beginning in Unit 2 of grade 3, you will use a unit-specific “Resource Sheet for IDR Conferences” to guide you as you confer. This resource sheet outlines a process you can use when conferring with individual students about their independent reading. It includes questions you can ask to probe each student's thinking about what he or she is reading and to assess the student's comprehension of the text. It also includes suggestions for supporting the student's reading growth. You will document your IDR conferences using the “IDR Conference Notes” record sheet. We recommend that you document at least one IDR conference per student per unit. These notes are an important source of information for each student's Individual Comprehension Assessment (see “Assessments” on page xlv).

You will find copies of the “Resource Sheet for IDR Conferences” and the “IDR Conference Notes” record sheets in the *Assessment Resource Book*. The record sheets are also available on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Alternatively, you can use the CCC ClassView app to electronically record conference data on a record sheet. For more information, see “CCC ClassView App” on page xlvi.

## **READING APPROPRIATELY LEVELED TEXTS**

For IDR to succeed, the students must be reading books that they can comprehend and read fluently with few miscues (accuracy errors). Early in the year, you can match students to books by informally assessing their reading abilities. One procedure you might use is to have each student select a text that interests him or her, and then listen to the student read aloud. Note whether the student is reading with accuracy (reading most of the words without miscues) and understanding. To gauge a student’s surface understanding, you can use prompts and questions such as “Tell me what you just read” or “What does that mean?” If a student is reading a book that is too difficult or easy, help him or her select a more suitable book.

Another technique for evaluating the appropriateness of a book is to use the “five-finger rule.” As a student reads a page aloud, count any words he or she does not know. More than five unknown words on a page usually indicates that the book is too difficult. When your students become familiar with the five-finger rule, you can encourage them to use the technique on their own, making the students responsible for checking the appropriateness of the books they choose for IDR.

It is very important for students to build reading fluency as a foundation for comprehension. If you have students who are reading far below grade level, make sure they have time every day to practice reading decodable texts, and check in with them regularly to monitor their rate and accuracy.

## **DETERMINING INDEPENDENT READING LEVELS**

Other informal and formal tools are available for determining a student’s independent reading level. Running records are classroom-based, informal assessments of fluency and comprehension that can be used periodically to evaluate a student’s reading performance; identify his or her independent, instructional, and frustration reading levels; and monitor his or her progress. A variety of formal benchmark assessments, such as the Developmental Reading Assessment (DRA) and Fountas and Pinnell Benchmark Assessment System (BAS), can also be used to measure the student’s progress and identify his or her reading level.

Regardless of the assessment tool you use, it is important to monitor and record the students' progress across the year. The "Student Reading Level Summary" record sheet (SR) can be used to record individual students' reading assessment data. You will find copies of this record sheet in the *Assessment Resource Book*, on the CCC Learning Hub, and in the ClassView App.

## SETTING UP A CLASSROOM LIBRARY

For IDR, the students will require access to a wide range of fiction and nonfiction texts at various levels. For easy browsing, you might display books in boxes or baskets labeled with the name of the book category. Categories can include:

- Genres (e.g., mystery, science fiction, folktale, biography)
- Subjects or topics (e.g., presidents, animals, weather, school)
- Themes (e.g., faraway places, friendship, growing up)
- Favorite authors or illustrators
- Popular series
- Student favorites

A classroom library ideally consists of 300–400 titles, although many teachers start with a smaller collection and add to it over time. The library should include a balance of fiction and nonfiction books. To accommodate various reading levels, at least 25 percent of the library should be books that are one to two grades below grade level, and at least 25 percent should be books that are one to two grades above grade level.

Sources of texts include book clubs, bookstores, your school or community library, donated books, basal readers, textbooks, and children's magazines and newspapers. You can purchase a leveled classroom library, or you can level the books in your current classroom library.

Center for the Collaborative Classroom's Individualized Daily Reading Libraries can be used to start a classroom library or to round out an existing library. The libraries are organized by grade level and readability to enable teachers to provide fiction and nonfiction books that are at the right levels for their students. Visit Center for the Collaborative Classroom's website ([collaborativeclassroom.org](http://collaborativeclassroom.org)) for more information.

To help you build and maintain your library, you might consider using free book-management software called Classroom Organizer<sup>®</sup> from Booksource. With Classroom Organizer, you can inventory the print and digital books in your library by scanning the barcodes, import your class roster, enable students to check out and return books electronically, compile reports on students' reading activities, and add new titles. For more information, visit the Booksource website ([classroom.booksource.com](http://classroom.booksource.com)).

## LEVELING TEXTS

Below you will find information on two leveling systems that can help you with the sometimes difficult and time-consuming process of leveling texts. (More information about leveling can be found in Brenda M. Weaver’s *Leveling Books K–6: Matching Readers to Text.*)

### The Fountas & Pinnell Leveling System

- Educators Irene C. Fountas and Gay Su Pinnell developed a leveling system for use with guided reading groups that is frequently used for leveling independent reading libraries. They provide lists of thousands of leveled books for grades K–8 in their book *Leveled Books, K–8: Matching Texts to Readers for Effective Teaching* (Heinemann 2008) and also on their website ([fountasandpinnellleveledbooks.com](http://fountasandpinnellleveledbooks.com)).

### The Lexile® Framework for Reading

- This leveling system uses a sophisticated formula to determine text difficulty, which it represents as a Lexile score that is used to rank the text on a graded scale. Developers of this framework (MetaMetrics, Inc.) have created a database of thousands of Lexiled texts, plus software that allows teachers to search, sort, and view information about each text. For more information, visit The Lexile Framework for Reading website ([lexile.com](http://lexile.com)).

## BUILDING STAMINA

Building stamina for reading independently is critical if the students are to develop and grow as readers. In the grade 3 program, the students begin IDR by reading independently for up to 15 minutes a day. By Unit 3, the expectation is that the students will be reading independently for up to 25 minutes each day. The time allotments suggested in the IDR lesson steps, however, are goals, not requirements, and IDR times should be adjusted as necessary to meet your students’ particular needs and their capacities to remain engaged and attentive. You might consider increasing the time allotted to IDR gradually, for example, one to two minutes every two weeks.

The table on the next page provides an overview of the reading times (shown by number of minutes) recommended for IDR for each grade and unit in *Making Meaning*. The table shows how stamina for independent reading builds both within and across grades.

## Building Stamina for Independent Reading

Grade Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Units 7+
K	up to 5	up to 7	up to 9	up to 10	10-15	10-15	up to 15
1	up to 5	5-10	10-15	up to 15	up to 15	up to 15	up to 15
2	up to 10	10-15	15-20	up to 20	up to 20	up to 20	up to 20
3	up to 15	15-20	20-25	up to 25	up to 25	up to 25	up to 25
4	up to 15	15-20	20-25	25-30	up to 30	up to 30	up to 30
5	up to 15	15-20	20-25	25-30	up to 30	up to 30	up to 30
6	up to 20	20-25	25-30	up to 30	up to 30	up to 30	up to 30

If your students are struggling to use IDR time responsibly, meet with students individually or as a group to discuss the problem and possible solutions. Encourage the students to set personal goals, and check in with them regularly about how they are spending their IDR time.

### IDR MINI-LESSONS

These optional lessons, found in Appendix A, support and supplement the instruction you provide during IDR, focusing on topics such as selecting appropriate texts, conferring, self-monitoring, using word-analysis strategies, and fluency. The lessons include:

- “Choosing and Handling Books” (K–1)
- “Selecting ‘Just-right’ Books” (K–2)
- “Introducing IDR Conferences” (K–6)
- “Self-monitoring” (1–2)
- “Reading Punctuation” (1–2)
- “Reading Typography” (1–2)
- “Reading with Expression” (1–6)
- “Using Word-analysis Strategies” (1–6)
- “Selecting Appropriately Leveled Texts” (3–6)
- “Self-monitoring and Using ‘Fix-up’ Strategies” (3–6)
- “Reading in Meaningful Phrases” (3–6)

## TIPS FOR MANAGING IDR

Building a successful Individualized Daily Reading program is vital for reading achievement, but establishing and maintaining IDR—as well as making time for it—can be challenging. Here are some tips for implementing and managing IDR in your classroom:

- Establish and maintain a well-designed and well-stocked classroom library (see “Setting Up a Classroom Library” on page xli).
- Take the time to introduce and model IDR routines and procedures, such as choosing appropriate books, checking books in and out of the classroom library, and conferring. There are both core lessons and mini-lessons in *Making Meaning* developed specifically to help you with these essential aspects of IDR (see “IDR Mini-lessons” on the previous page).
- Create a classroom environment that is conducive to independent reading. If possible, arrange the room so the students have comfortable places to read away from their desks or tables.
- Set clear expectations for student behavior during IDR. Check in regularly to see how the students are doing, both with meeting your expectations and taking responsibility for how they spend independent reading time.
- Each day’s IDR instruction establishes a clear purpose for independent reading (for example, practicing self-monitoring or visualizing to make sense of a text). Make sure the purpose is clear to the students, and take time at the end of IDR to discuss the reading focus with the students.
- Finally, make IDR a regular part of your schedule and protect that time. Scheduling IDR immediately after a *Making Meaning* lesson is ideal, but IDR may also be scheduled for another regular time each day, such as first thing in the morning or immediately after lunch or recess.

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## Vocabulary Teaching Guide

The *Vocabulary Teaching Guide* is a revision of *Vocabulary for Making Meaning, Second Edition*. It supplements and supports the *Making Meaning* program by providing 30 weeks of vocabulary instruction at grades K–6. The lessons teach high-utility words found in or suggested by the *Making Meaning* read-aloud texts, as well as strategies the students can use to determine the meanings of words they encounter in their independent reading. The table on the next page lists the independent word-learning strategies taught at each grade level and provides a snapshot of how the strategies are developed across the grades.

## Development Across the Grades

Independent Word-learning Strategy	K	1	2	3	4	5	6
Recognizing synonyms	■	■	■	■	■	■	■
Recognizing antonyms	■	■	■	■	■	■	■
Using context to determine word meanings		■	■	■	■	■	■
Recognizing shades of meaning	■	■	■	■	■	■	■
Recognizing words with multiple meanings	■	■	■	■	■	■	■
Using inflectional endings	■	■					
Using knowledge of compound words to determine meanings			■	□			
Using prefixes to determine meanings	□	□	■	■	■	■	■
Using suffixes to determine meanings	□	□	■	■	■	■	■
Using Greek and Latin roots to determine word meanings				■	■	■	■
Recognizing idioms				■	■	■	■
Recognizing adages and proverbs					■	■	
Using a dictionary, glossary, or thesaurus			■	■	■	■	■
Analyzing word relationships to better understand words							■

■ formally taught □ informally explored or reviewed

At grades K–2, there are three days of vocabulary instruction each week. At grades 3–6, there are five days of instruction. Each week includes Ongoing Review activities that review previously learned words. Vocabulary words are taught and reviewed using engaging activities that require the students to use the words in partner and class conversations. For more information about the vocabulary lessons, including how the lessons are structured, suggestions for teaching the vocabulary lessons with the *Making Meaning* lessons, and the vocabulary assessments, see the Introduction in the *Vocabulary Teaching Guide*.

## Assessments

The assessment component of the *Making Meaning* program is designed to help you (1) make informed instructional decisions as you teach the lessons and (2) track your students' reading comprehension and social development over time. The expectation is

that *all* of your students are developing—at their own pace—into readers with high levels of comprehension and that they can each develop positive, effective interpersonal skills and values.

The program includes both formative and summative assessment tools. Each assessment has a corresponding record sheet in the *Assessment Resource Book*, which you may use to record your students’ progress. You can photocopy the forms in the *Assessment Resource Book*, or you can download and print the forms on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see “CCC ClassView App” on page xlvi.

## FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students’ academic and social growth over time through class observation and individual conferences. Formative assessments in *Making Meaning* comprise the following:

- **Class Assessment (K-6).** Class Assessment Notes within the lessons appear once per week and are designed to help you assess the performance and needs of the whole class. The assessment occurs during a lesson at a time when the students are demonstrating their use of the strategies they learned to make sense of text. During the assessment, you have the opportunity to randomly observe students working in pairs or individually (select strong, average, and struggling readers) as you ask yourself questions that focus your observations. You can record your observations on the corresponding “Class Assessment Record” sheet (CA).
- **IDR Conferences and Student Reading Goals and Interests Survey (K-6).** IDR conferences provide you with the opportunity to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support. As you teach the lessons, an IDR Conference Note will alert you when a conference is suggested. You can record your observations from each conference on the corresponding “IDR Conference Notes” record sheet (CN). We encourage you to confer with each student at least once per unit. The “IDR Conference Notes” record sheets comprise an important source of information for the Individual Comprehension Assessment.

The questions provided in the first “IDR Conference Notes” record sheet can be used as a beginning-of-year survey of the students’ reading goals and interests. The questions in the final “IDR Conference Notes” record sheet of the year can serve as an end-of-year survey of the students’ perceptions of their growth as readers, attitudes toward reading, and goals for summer reading.

For more information about the formative assessments in the program, see “Formative Assessments” in the Assessment Overview of the *Assessment Resource Book*.

## SUMMATIVE ASSESSMENTS

Summative assessments allow you to evaluate and score each student’s comprehension development, as well as the students’ social development.

- **Social Skills Assessment (1-6).** The Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program and how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times: at the beginning, middle, and end of the year. The “Social Skills Assessment Record” sheet (SS) allows you to track how individual students are doing with specific skills during the course of the year.
- **Individual Comprehension Assessment (K-6).** The Individual Comprehension Assessment, which is administered once per unit beginning in Unit 2 (grades 3–6) or Unit 3 (grades K–2), is designed to help you assess the strategy use and comprehension development of individual students. In grades 1–6, the assessment has two sections—Part A: Strategy Assessment and Part B: IDR Assessment—and reflection questions to help guide your assessment of each student’s growth. In kindergarten, only the IDR Assessment and reflection questions are provided. The “Individual Comprehension Assessment” record sheet (IA) can be used to record each student’s score on the assessment and help you assign grades.

For more information about the summative assessments in the program, see “Summative Assessments” in the Assessment Overview of the *Assessment Resource Book*.

# Using the Technology Features

The *Making Meaning* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes.

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## Digital Teacher Resources

The program comprises a suite of digital resources, including the *Digital Teacher's Set* as well as access to the CCC Learning Hub and the CCC ClassView app.

### **DIGITAL TEACHER'S SET**

The *Making Meaning Digital Teacher's Set* includes electronic versions of the *Teacher's Manual*, *Assessment Resource Book*, *Vocabulary Teaching Guide*, and *Reading Assessment Preparation Guide* (grades 3–6) for use on a tablet device or computer. Features of the *Digital Teacher's Set* include linked cross-references and direct access to the CCC Learning Hub, the CCC ClassView app (see below for more information), and professional development media.

### **CCC LEARNING HUB**

The CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) is your source for the following resources:

- Whiteboard activity charts (to display or print)
- Printable blackline masters, such as family letters and student handouts
- Digital reference copy of the *Student Response Book*
- A link to the CCC ClassView app, as well as direct links to printable or interactive assessment forms
- Professional development and instructional media

For more information, see the “Using the CCC Learning Hub” tutorial (AV39).



### **CCC CLASSVIEW APP**

CCC ClassView is an online application that contains all of the assessment forms and instructions that are included in the *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. You can access the CCC ClassView app by tapping the assessment icons or links in the *Digital Teacher's Set*, by going directly to the app ([classview.org](http://classview.org)), or by clicking the

CCC ClassView button on the grade-level program resources page on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information about this assessment tool, view the “Using the CCC ClassView App” tutorial (AV41).



## Additional Technology Features

Additional lesson features integrate technology into the program in a variety of ways.

### TECHNOLOGY TIPS

These notes, located in the margins of the core lessons, suggest ways to incorporate technology into the instruction or list related professional development media that support your use of technology in the classroom.

### TECHNOLOGY EXTENSIONS

These optional activities identify ways in which you can use technology to extend instruction, when appropriate. For example, students might visit a website to investigate a topic or listen to an audio version of a book heard during a lesson.

### TECHNOLOGY TUTORIALS

These videos help you understand how to effectively implement the program’s technology features and how to use widely available technology, such as presentation tools. They include:

- “Getting Started with Your Print *Teacher’s Manual*” (K–6)
- “Getting Started with Your *Digital Teacher’s Set*” (K–6)
- “Using the CCC Learning Hub” (K–6)
- “Using CCC’s Whiteboard Activities” (K–6)
- “Using the CCC ClassView App” (K–6)
- “Using Web-based Whiteboard Activities” (K–6)
- “Finding, Organizing, and Presenting Online Information” (K–6)
- “Using Web-based Maps and Related Tools” (K–6)
- “Using Presentation Tools” (3–6)
- “Creating Audio and Video in the Classroom” (3–6)
- “Using Blogs in the Classroom” (K–6)
- “Using Social Media” (3–6)
- “Creating Digital Stories” (K–6)

## TECHNOLOGY MINI-LESSONS

These optional lessons in grades 3–6 instruct students on a variety of technology subjects.

These lessons include:

- “Navigating Safely Online”
- “Maintaining Privacy Online”
- “Showing Respect in Digital Communications”
- “Choosing Effective Search Terms”
- “Understanding Search Results”
- “Narrowing Search Results and Using Filters”
- “Evaluating Research Sources”

# Special Considerations

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## Teaching the Program in Multi-age Classrooms

If you are teaching a multi-age class, we recommend that you choose the level of the program that is appropriate for the majority of your students to use throughout the school year. Since the program provides instruction through read-aloud texts selected to be accessible to a wide range of students and includes time for Individualized Daily Reading practice and individual conferences, all of your students will be able to develop comfortably as readers even if the lessons are designed for students at a lower or higher grade level.

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## Support for English Language Learners (ELLs)

The *Making Meaning* program helps you implement effective teaching strategies to meet the needs of all students, including English Language Learners (ELLs). English Language Development (ELD) strategies are an inherent part of the program’s design. In addition, through ELL Notes, we provide you with suggestions for modifying the instruction to enhance support for ELLs.

While the *Making Meaning* program is an effective tool in teaching comprehension to ELLs, it is not intended to stand alone as a comprehensive linguistic development program. It is assumed that additional support in second language acquisition is occurring for ELLs outside of this program.

### **ABOUT TEACHING READING COMPREHENSION TO ELLs**

One myth about teaching ELLs is that good teaching alone will meet these students’ linguistic and academic needs, and that they will simply “pick up” the language in the typical classroom context. While “good teaching” (using developmental, research-based instructional strategies) certainly benefits students learning English, it is important to build on each student’s specific academic and linguistic strengths and plan instruction based on his or her needs. The first step is to develop an accurate picture of each child’s level of English language proficiency and his or her previous academic experience.

### **STAGES OF SECOND LANGUAGE ACQUISITION**

Learning a new language is a developmental process. The table on the next page outlines the generally accepted stages of acquiring a language and the characteristics of students in an

immersion classroom at each stage. In an immersion classroom, the students are instructed in their second language (English) for all subjects. Progress from one stage to the next depends on a wide variety of factors, including cognitive and social development, maturity, previous academic experience, family education, home literacy practices, personality, cultural background, and individual learning styles.

## Stages of Second Language Acquisition

Developmental Stages of Language Proficiency (under immersion)	Student Characteristics
Stage 1: Receptive or Preproduction (can last up to 6 months)	<ul style="list-style-type: none"> <li>Often nonverbal during this period</li> <li>Acquires receptive vocabulary (words and ideas that children “take in” or learn before they begin to produce words verbally)</li> <li>Conveys understanding through drawing, writing, and gesturing</li> <li>Gradually becomes more comfortable in the classroom</li> </ul>
Stage 2: Early Production (can last 6 months to 1 year)	<ul style="list-style-type: none"> <li>Comprehends simple language</li> <li>Communicates with one key word and short phrases</li> <li>Verbally labels and categorizes</li> <li>Listens more attentively</li> <li>Begins to use present tense</li> <li>Writes words and some simple sentences</li> </ul>
Stage 3: Speech Emergence (can last 1 to 3 years)	<ul style="list-style-type: none"> <li>Has good comprehension of conversational language</li> <li>Sequences stories using words and pictures</li> <li>Is challenged by figurative language</li> <li>Speaks and writes simple sentences</li> </ul>
Stage 4: Intermediate Fluency (can last 3 to 5 years)	<ul style="list-style-type: none"> <li>Has excellent comprehension</li> <li>Uses newly acquired vocabulary</li> <li>Speaks, reads, and writes more complex sentences</li> <li>Participates in academic discussions</li> <li>Makes few grammatical errors</li> <li>May continue to be challenged by idioms and figurative language</li> <li>Demonstrates higher-order skills, such as analyzing, predicting, debating, etc.</li> </ul>
Stage 5: Advanced Fluency (can last 5 to 7 years)	<ul style="list-style-type: none"> <li>Has near-native fluency</li> <li>Demonstrates excellent comprehension</li> <li>Continues to develop academic vocabulary</li> <li>Continues to speak, read, and write increasingly complex sentences</li> </ul>

## CONSIDERATIONS FOR PAIRING ELLs

A key practice in the *Making Meaning* program is to have students work in unit-long partnerships. Random pairing is suggested as a way to ensure equity by reinforcing the value of each child in the classroom (see “Random Pairing” on page xxvii). However, when considering the needs of English Language Learners, it may be advantageous to partner these students in a more strategic way. You might pair a beginning English speaker with a fluent English or multilingual speaker. It can be effective if the multilingual partner shares the ELL’s primary language, but we recommend prudence in asking the more fluent English speaker to serve as translator. Another option is to place ELLs in trios with fluent English speakers to allow them more opportunities to hear English spoken in conversation. In this case, it is important to make sure that all three students are participating and including one another in the work.

## HOW THE MAKING MEANING PROGRAM SUPPORTS ELLs

There are several effective English Language Development instructional strategies integrated throughout the *Making Meaning* program. These strategies help make the content engaging and comprehensible, support the students at their individual levels of language proficiency, and help the students see themselves as valuable members of the classroom community. The strategies included are shown in the chart below.

### English Language Development (ELD) Strategies in the *Making Meaning* Program

Creating a respectful, safe learning community	Active, responsible learning High expectations for classroom interactions Explicit classroom procedures and routines Explicit social skills instruction Regular discussions to reflect on classroom values and community
Cooperative learning	Cooperative structures (“Turn to Your Partner” and “Think, Pair, Share”) Ongoing peer partnerships Opportunities to express thinking orally and listen to others’ thinking Discussing reading with partners Sharing work and reflecting
Authentic communication	Whole-class, small-group, and partner discussions about interesting and important texts and topics Opportunities to respond to or engage with a text in a variety of modalities (discussion, writing, drawing)
Vocabulary development	Opportunities to preview and discuss read-aloud texts before lessons Building academic vocabulary

(continues)

## English Language Development (ELD) Strategies in the *Making Meaning* Program (continued)

Language-rich environment	Rich, meaningful literature Engaging texts and book art Daily opportunities for listening, speaking, reading, and writing
Scaffolded instruction	Explicit teacher modeling Rereading text Prompts to begin responses Drawing on prior knowledge and experience Building background knowledge
Critical thinking	Questions that prompt higher-order thinking Exploring and responding to different viewpoints Generating independent thinking

### ADDITIONAL STRATEGIES FOR SUPPORTING ELLs

In addition to the practices embedded in the *Making Meaning* lessons, ELL Notes provide specific suggestions for adapting instruction to meet the needs of English Language Learners. In addition, you can implement a number of general strategies to help ELLs participate more fully in the program. These include:

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.
- **Using visual aids and technology.** Photographs, realia (real objects), diagrams, and even quick sketches can help to increase a student's comprehension. When giving directions, physically modeling the steps and writing them where the students can see them while saying them aloud are effective ways to boost comprehension. Audiovisual resources, such as recordings of texts read aloud, author interviews, and interactive versions of read-alouds can also be helpful.
- **Inviting expression through movement and art.** Having students express their thinking through movement and art can be enormously powerful. Drawing, painting, dancing, mimicking, role-playing, acting, singing, and chanting rhymes are effective ways for students to increase comprehension, build vocabulary, and convey understanding. The Total Physical Response (TPR) method developed by James Asher helps children build concepts and vocabulary by giving them increasingly complex verbal prompts (stand, sit, jump, etc.) that they act out physically and nonverbally (see the Bibliography on page 652).
- **Building vocabulary.** ELL vocabulary is highlighted for most read-alouds in the program, and we recommend that you introduce this vocabulary (discuss it, act it

out, draw it, etc.) and define it before and during the reading. In addition, you might brainstorm words related to particular read-alouds or themes. The students can then illustrate each word and post the illustrations next to the printed words, creating a visual chart to refer to as they read or listen to the read-aloud.

- **Preteaching.** It is a good idea to preteach concepts with ELLs whenever possible. This can mean previewing vocabulary, doing a picture walk of a story, or looking at realia or photographs before a lesson. Preteaching in a student’s primary language can be particularly effective—teachers, instructional aides, parents, or other community members can be enlisted to help. Some of the *Making Meaning* read-aloud books are available in Spanish. For a list of these titles, visit Center for the Collaborative Classroom’s website ([collaborativeclassroom.org](http://collaborativeclassroom.org)).
- **Simplifying questions.** Open-ended questions are used throughout the *Making Meaning* program to elicit language and higher-order thinking from students. These questions are often more complex in structure than closed or one-word-answer questions. While all learners, including ELLs, benefit from the opportunity to consider such questions, you might modify complicated questions into simpler ones to increase comprehension and participation by your ELLs. The table below lists some suggestions for simplifying questions.

### Suggestions for Simplifying Questions

Suggestion	Original Question	Simplified Question
Use the simple present tense.	What was happening at the beginning of the story?	What happens at the beginning of the story?
Use active rather than passive voice.	How was the window broken in the story?	Who broke the window in the story?
Ask <i>who/what/where/when</i> questions rather than <i>how/why</i> questions.	How are you and your partner working together?	What do you and your partner do to work well together?
Avoid the subjunctive.	After hearing this part of the book, what do you think raptors might have looked like?	The part of the book we read today describes raptors. What do you think raptors looked like?
Provide definitions in the question.	Why is the old woman so reluctant to name the dog?	The old woman is reluctant; she does not want to name the dog. Why?
Provide context clues as part of the question.	Why is Sally Jane’s visit to the reservoir important?	At the end of the story, Sally Jane visits the reservoir and thinks about what her mother said. What is important about that?
Elicit nonverbal responses. (Stages 1–3)	What do you see in this picture that tells about the words?	This picture shows the sentence “I like to paint.” Point to the paints. Point to the paintbrushes.
Elicit responses of 1–2 words or short phrases. (Stages 1–3)	What do you think will happen when Peter puts the snowball in his pocket?	Peter puts the snowball in his pocket. Is that a good idea?

- **Assessing comprehension.** When students are in the preproduction and early production stages of language acquisition, it can be hard to assess exactly what they understand. It is important not to confuse lack of verbal response with lack of understanding. Rather than force ELLs to produce language before they are ready (which can raise anxiety and inhibit their progress), you can assess nonverbal responses while the students are actively engaged by asking yourself questions such as:
  - Do the student’s drawings and written symbols communicate thinking or show evidence of my teaching (such as completing a sentence frame and illustrating it appropriately, or including a beginning, middle, and end of a story)?
  - Does the student nod, laugh, or demonstrate engagement through other facial expressions?
  - Does the student pick up academic and social cues from peers?
  - Does the student follow classroom signals and routines?
  - Does the student follow simple directions (such as “Please get out your pencils”)?
  - Does the student utter, chant, or sing some familiar words or phrases?

## **ADDITIONAL MODIFICATIONS FOR ELLs**

The additional English Language Development strategies outlined below can help you better meet the specific linguistic needs of your ELLs. These strategies can be implemented in small groups with your English Language Learners.

### **Read-aloud Lessons**

- **Preview vocabulary.** Ask ELLs to draw or act out vocabulary and encourage them to give examples.
- **Take a picture walk.** Give ELLs an opportunity to become familiar with the illustrations in a text and make predictions to increase comprehension.
- **Modify cooperative structures.** Provide question prompts for verbal ELLs to use in partner conversations (for example, “Ask your partner, ‘What will happen next?’”) and allow nonverbal ELL students to gesture, draw, act out, or write their ideas for their partners.

### **Strategy Lessons**

- **Use multiple modalities.** Encourage ELLs to use drama, drawing, realia, and writing to practice comprehension strategies.

- **Create visual aids.** Use chart paper or otherwise visually record the important parts of class discussions.
- **Review vocabulary.** Emphasize vocabulary and story language to help ELLs make sense of a text and use vocabulary meaningfully.

### Guided Strategy Practice Lessons

- **Role-play or reenact parts of the text.** Encourage ELLs to demonstrate comprehension through active means.
- **Use journals.** Ask ELLs to draw or to draw and label in their reading journals to express their ideas. Have them share their drawings or writing with a partner as a “rehearsal” before sharing with the class.
- **Use visualizing.** Provide opportunities for the students to create and describe mental images from a text as a way to enhance their comprehension.

### Independent Strategy Practice Lessons

- **Review the strategy.** While the students are working independently, have ELLs work in small groups to reinforce the strategy. Check in with the groups to assess the students’ comprehension.
- **Have pairs or small groups share.** Have ELLs work in pairs or small groups to present their ideas to the whole class.
- **Prepare for class discussions.** Support participation in class discussions by giving ELLs time to “rehearse” what they want to share. Encourage them to share examples from a text or their own pictures or writing.

### Individualized Daily Reading (IDR)

IDR is an excellent opportunity to provide ELLs with targeted comprehension support. Here are several ways to differentiate instruction during IDR:

- **Provide audiobooks.** Provide a variety of audiobooks so ELLs can listen to a story, hear standard pronunciation, develop story language, and increase their understanding.
- **Use partner reading.** Have ELLs read a book with a partner.
- **Respond to literature.** Ask ELLs to draw or write a response to the text they are reading independently (for example, draw the main character or write a sentence describing the problem in the story).
- **Offer one-on-one support.** Enlist instructional assistants, student tutors, student teachers, primary-language speakers, and parents to read with ELL students during IDR.

By carefully observing your ELLs and employing some of the strategies suggested here (as well as those in the ELL Notes in the lessons), you will be able to support your students' development as readers and as caring, collaborative participants in your reading community.

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## Building the Home-School Connection

Keeping families informed about their children's participation in the *Making Meaning* program helps family members understand and appreciate how their children are developing as readers and how they can support that development.



### FAMILY LETTERS

Each unit in the *Making Meaning* program includes a letter informing parents and caregivers about the most recent comprehension strategy and social skill their child has learned. The letters also offer suggestions for supporting students' independent reading at home. Family letters help strengthen the home-school connection and give parents and caregivers a way to be actively involved in their children's reading lives. The family letters are included in the Online Resources list for each unit and can be accessed via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

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## Integrating *Making Meaning* with Other Reading/Language Arts Programs

The *Making Meaning* program is designed to replace or enhance any reading comprehension program you may be using. How you integrate it with other components of your language arts program depends on the type of program you have. The following are suggestions for integrating *Making Meaning* with basal programs and programs that use literature circles and guided reading.

### BASAL PROGRAMS

In many basal programs, reading comprehension instruction and language arts skills instruction are closely interconnected through each week's literature selection. A single book or reading might be used to teach the week's comprehension, grammar, spelling, word study, and writing. The *Making Meaning* program can enhance the intellectual and social impact of these programs significantly. Here are some suggestions for integrating *Making Meaning* lessons with basal programs:

- The *Making Meaning* grade 3 program is designed in four-day weeks. This allows you to read the week's basal anthology selection on Monday, so the week's spelling, writing, grammar, and other language arts skills instruction can be linked to that reading. *Making Meaning* lessons can then be used to replace the basal's comprehension lessons during the rest of the week.

- In addition to other reading materials, basal anthologies can be used as independent reading material during Individualized Daily Reading (IDR).
- The basal anthology selection can be used as an alternative read-aloud text if you decide to repeat a week of instruction in the *Making Meaning* program.

## LITERATURE CIRCLES

The *Making Meaning* program can support and enhance the work the students do in literature circles. The students can practice and strengthen the social development skills they have learned in *Making Meaning*, such as listening to others and explaining their thinking, as they interact in their circles. They can also apply the comprehension strategies they have learned to their literature circle selections, thereby building their understanding of the strategies and gaining experience in applying them to their individual, day-to-day reading. When the students are reading expository texts or narrative texts in the *Making Meaning* program, they can select the same type of text for their literature circle, and they can use their IDR time to read their circle selections.

## GUIDED READING

The *Making Meaning* program integrates well with reading programs that include guided reading, which is also strategy-based. *Making Meaning* lessons can serve as the primary source of comprehension instruction, with guided reading providing extra support to those students who need additional instruction and practice in using the strategies in texts at their independent reading levels.



# Lessons



# Unit 1

# The Reading Community

## FICTION AND NARRATIVE NONFICTION

During this unit, the students begin the important work of building their reading community. They hear and discuss stories, explore using illustrations to make inferences about stories, and make text-to-text connections as they compare and contrast two books by the same author. They also begin Individualized Daily Reading (IDR) and learn how to select books at their independent reading levels, self-monitor their reading, and use a reading log. Socially, they learn the procedures for gathering for a read-aloud, “Turn to Your Partner,” and “Think, Pair, Share.” They also practice listening to one another and working in a responsible way.



# Unit 1

## The Reading Community

### RESOURCES

#### Read-alouds

- *Miss Nelson Is Missing!*
- *Miss Nelson Has a Field Day*
- *Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival*

#### Writing About Reading Activity

- “Write Personal Opinions About *Miss Nelson Is Missing!*”

#### IDR Mini-lessons

- Mini-lesson 1, “Selecting Appropriately Leveled Texts”
- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”



#### Technology Extension

- “Learn More About Bobbi and Bob Cat”

#### Assessment Resource Book

- Unit 1 assessments

#### Student Response Book

- Reading Log

#### Vocabulary Teaching Guide

- Week 1 (*Miss Nelson Is Missing!*)



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA3

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- (Optional) “Student Reading Level Summary” record sheet (SR1)

#### Reproducible

- Unit 1 family letter (BLM1)

#### Professional Development Media

- “Building a Community of Readers” (AV1)
- “Introducing Vocabulary During a Read-aloud” (AV3)

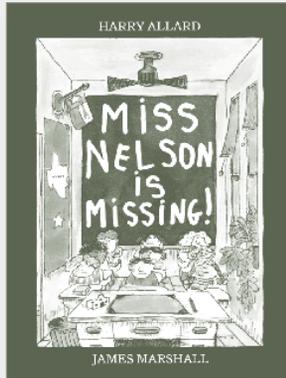
- “Cooperative Structures Overview” (AV4)
- “Using ‘Turn to Your Partner’” (AV6)
- “Using ‘Think, Pair, Share’” (AV8)
- “Planning a Lesson” (AV12)
- “Adapting Lessons for English Language Learners” (AV13)
- “Turning and Looking at the Speaker” (AV16)
- “Getting Started with IDR” (AV27)
- “Using the CCC Learning Hub” tutorial (AV39)
- “Using CCC’s Whiteboard Activities” tutorial (AV40)
- “Using the CCC ClassView App” tutorial (AV41)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud:</b> <i>Miss Nelson Is Missing!</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning the procedure for gathering</li> <li>▪ Hearing and discussing a story</li> <li>▪ Using an illustration to make inferences about the story</li> </ul>	<p><b>Listening Practice:</b> <i>Miss Nelson Is Missing!</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning the procedure for “Turn to Your Partner”</li> <li>▪ Hearing a story again to build comprehension</li> <li>▪ Using an illustration to make inferences about the story</li> </ul>	<p><b>Read-aloud:</b> <i>Miss Nelson Has a Field Day</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing and discussing a story</li> <li>▪ Making text-to-text connections</li> <li>▪ Learning the procedure for Individualized Daily Reading (IDR)</li> </ul>	<p><b>Listening Practice:</b> <i>Miss Nelson Has a Field Day</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing a story again to build comprehension</li> <li>▪ Using an illustration to make inferences about the story</li> <li>▪ Learning a procedure for selecting texts at their independent reading levels</li> </ul>
Week 2	<p><b>Read-aloud:</b> <i>Two Bobbies</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning the procedure for “Think, Pair, Share”</li> <li>▪ Hearing and discussing a story</li> <li>▪ Discussing lessons in the story</li> </ul>	<p><b>Listening Practice:</b> <i>Two Bobbies</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing parts of a story again to build comprehension</li> <li>▪ Making text-to-self connections</li> <li>▪ Using an illustration to make inferences about the story</li> </ul>	<p><b>Individualized Daily Reading</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning a procedure for self-monitoring</li> <li>▪ Reading independently</li> </ul>	<p><b>Individualized Daily Reading</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Learning how to use a reading log</li> <li>▪ Reading independently</li> </ul>

# Week 1

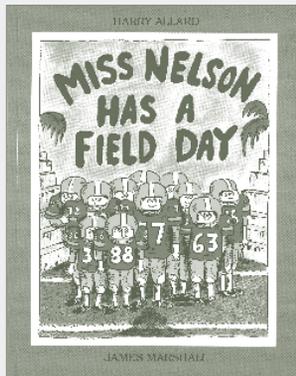
## OVERVIEW



### *Miss Nelson Is Missing!*

by Harry Allard, illustrated by James Marshall

The children in Room 207 learn to appreciate their good-natured teacher after a few days with mean Miss Viola Swamp.



### *Miss Nelson Has a Field Day*

by Harry Allard, illustrated by James Marshall

Miss Viola Swamp returns to Horace B. Smedley School to whip the football team into shape for the big Thanksgiving Day game.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA2

### Assessment Forms

- “Class Assessment Record” sheet (CA1)
- (Optional) “Student Reading Level Summary” record sheet (SR1)

### Professional Development Media

- “Building a Community of Readers” (AV1)
- “Introducing Vocabulary During a Read-aloud” (AV3)

- “Cooperative Structures Overview” (AV4)
- “Using “Turn to Your Partner”” (AV6)
- “Planning a Lesson” (AV12)
- “Adapting Lessons for English Language Learners” (AV13)
- “Turning and Looking at the Speaker” (AV16)
- “Getting Started with IDR” (AV27)
- “Using the CCC Learning Hub” tutorial (AV39)
- “Using CCC’s Whiteboard Activities” tutorial (AV40)
- “Using the CCC ClassView App” tutorial (AV41)

## Comprehension Focus

- Students explore using illustrations to make inferences about stories.
- Students compare and contrast two stories by the same author.
- Students begin Individualized Daily Reading (IDR) and read independently.

## Social Development Focus

- Teacher and students build the reading community.
- Students learn and practice the procedure for gathering for a read-aloud.
- Students learn and practice the procedure for “Turn to Your Partner.”
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

## DO AHEAD

- ✓ Familiarize yourself with the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), where the online lesson resources for each lesson are located. For more information, view the “Using the CCC Learning Hub” tutorial (AV39).
- ✓ Plan a space in the classroom, such as a rug area, for the class to gather. The students should sit facing you, close enough to see the books you will share. If a rug area is not available, plan how the students will sit in their chairs facing you. Keep in mind that the students will begin partner work on Day 2, and your setup should allow for partners to easily turn to each other to talk.
- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.



*(continues)*

## 1 DO AHEAD *(continued)*

- ✓ Prior to Day 2, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing,” “Considerations for Pairing ELLs,” and “Cooperative Structures” in the Introduction. For more information, view “Cooperative Structures Overview” (AV4).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 4 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, introduce your students to the classroom library and give them time to become familiar with its organization. Provide time for each student to select two or three books to read independently during Individualized Daily Reading (see Step 6). For more information, see “Setting Up a Classroom Library” in the Introduction.
- ✓ Prior to Day 4, determine the procedure you would like the students to use when selecting books at their independent reading levels during IDR (see Step 5).



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### Vocabulary Note

If you are teaching the lessons in the *Vocabulary Teaching Guide*, you will begin those lessons next week. (See “Vocabulary Teaching Guide” in the Introduction for more information about the vocabulary lessons.)

**In this lesson, the students:**

- Learn the procedure for gathering for a read-aloud
- Discuss their reading lives
- Hear and discuss a story
- Make inferences using an illustration
- Listen carefully

**1 Introduce the Reading Community**

Introduce the *Making Meaning* program by explaining that this year the students will be creating a classroom reading community in which they read, think about, and talk about books together. They will also learn powerful reading comprehension strategies to help them make sense of what they read.

Point out that often students learn how to read words *fluently*, or smoothly and with expression, but still have a difficult time understanding what they are reading, especially as the books get more challenging. This year they will all work together, with your help, to become strong readers of all kinds of texts.

Explain that to learn the comprehension strategies well, the students will need to share their thinking, listen carefully to one another, and work in a responsible way. For this reason, it will be important to create a reading community in which everyone feels welcome, safe, and respected.

**2 Learn the Procedure for Gathering**

Explain that in the *Making Meaning* program, the students will gather regularly to hear books read aloud and discuss them. Explain where you will sit and where you would like the students to sit and face you. Before asking the students to move, state your expectations for how to gather in a responsible way.

**You might say:**

"I expect you to walk quickly, quietly, and without bumping into one another. I expect you to sit so that others have room on the rug and to wait quietly until everyone is seated."

**Materials**

- *Miss Nelson Is Missing!*

**Teacher Note**

For more information, view "Building a Community of Readers" (AV1).

**Technology Tip**

"Building a Community of Readers" (AV1) is one in a series of professional development videos in the *Making Meaning* program. For information about the content of the videos and how to view them, see "Professional Development Media" in the Introduction.

**Teacher Note**

If the students have already learned a procedure for gathering for a read-aloud, use that procedure here. Simply remind the students of the procedure and your expectations.

**Teacher Note**

During all read-alouds, make sure the students sit facing you and close enough to hear easily and see the illustrations.

Have the students move to their places. As they move, comment on responsible behaviors you observe without mentioning any of the students' names.

**You might say:**

"I notice that people are sitting toward the front of the rug so that others can sit behind them."

If necessary, have the students return to their desks and practice the procedure until they are able to gather in an orderly way. Explain that you would like them to do the same thing every time they get ready for a read-aloud.

### 3 Discuss the Students' Reading Lives

Explain that one of the ways the students will build their reading community this year is by sharing their reading lives with one another. Begin this discussion by sharing with the class a little about your reading life.

**You might say:**

"I love to read, and I try to read every day. Usually I read in the evening after dinner. I sit with my cat in a puffy, yellow chair in the corner of my living room. I've always enjoyed reading mysteries, although recently my favorite books have been about adventures in the great outdoors. I'm starting to get interested in flying, so I plan to read some books about that soon."

Ask and briefly discuss:

**Q** *What kinds of books do you like to read? Why?*

Have a few volunteers share their thinking. Use the same procedure to discuss the following questions:

**Q** *Where is your favorite place to read?*

**Q** *What kinds of books do you want to read this year?*

Tell the students that this year they will have lots of chances to read and listen to many different types of books.

### 4 Introduce *Miss Nelson Is Missing!*

Show the cover of *Miss Nelson Is Missing!* and read the title and the names of the author and the illustrator aloud. Point to the picture on the cover and explain that sometimes the picture on the cover of a book gives readers a clue about the story. Ask the students to look closely at the picture. After a moment, ask:

**Q** *What do you think you can tell about the story from this picture? What in the picture makes you think that?*

**Q** *Do you think this will be a serious story or a funny story? Why do you think so?*

#### **ELL Note**

Encourage your English Language Learners to share about books written in their primary languages as well as about books written in English.

#### **Teacher Note**

If the students have difficulty answering the questions, offer some examples like those listed in the "Students might say" note on the next page.

Have a few volunteers share their thinking with the class.

**Students might say:**

"I think Miss Nelson is a teacher and this is her class."

"I think Miss Nelson's students are upset that she's missing. All the kids in the picture look unhappy."

"I think it will be a funny story because the picture doesn't look real. It looks like a cartoon."

## 5 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary when you encounter it in the story by reading the word, briefly defining it, rereading it in context, and continuing (for example, "The kids in Room 207 were misbehaving again"—*misbehaving* means 'behaving, or acting, badly'—"The kids in Room 207 were misbehaving again").

### Suggested Vocabulary

**misbehaving:** behaving, or acting, badly (p. 3)

**rapped:** hit sharply or quickly (p. 10)

**drawn:** closed (p. 18)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**spitballs:** little balls of chewed paper (p. 3)

**act up:** (idiom) act, or behave, badly (p. 8)

**loaded them down with homework:** gave them a lot of homework (p. 13; refer to the illustration)

**case:** crime or mystery that the police investigate (p. 17)

**shades:** window coverings (p. 18)

**know-it-all:** person who thinks he or she knows everything (p. 24)

## 6 Discuss the Story

Facilitate a class discussion of the story using questions such as:

**Q** *What happens in this story?*

**Q** *Why do you think the kids in Room 207 improve their behavior?*

Tell the students that in the next lesson they will talk more about *Miss Nelson Is Missing!*

### Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are important for the students to understand in order to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not discussed. For more information, view "Introducing Vocabulary During a Read-aloud" (AV3).



### Facilitation Tip

During this unit, help the students learn that they are talking to one another (not just to you) during class discussions by directing them to **turn and look** at the person who is about to speak. Ask speakers to wait until they have the class's attention before starting to speak. If students are unable to hear the speaker, encourage them to politely ask the speaker to speak up. Repeating these techniques over the next few weeks will help the students learn to participate responsibly in class discussions. To see this Facilitation Tip in action, view "Turning and Looking at the Speaker" (AV16).



### Teacher Note

We recommend that you describe behavior generally, rather than singling out students by name. When you focus on describing appropriate behavior, all of the students learn what it means to be responsible and develop the intrinsic motivation to act accordingly.

### Teacher Note

You might tell the students that when they *take responsibility*, they act in ways that help them learn, work well with others, and build the classroom community.

## 7 Reflect on Working Together

Explain that in order to build a reading community, the students need to think about how they are treating one another, how they are listening and speaking to one another, and how they are taking responsibility for their learning and behavior.

Without mentioning any of the students' names, describe some responsible behaviors you noticed during the lesson.

#### You might say:

"I saw many students taking responsibility for their learning and behavior during today's lesson. Students took responsibility for their behavior by gathering in an orderly way and being quiet and attentive during the read-aloud. I saw students taking responsibility for their learning by listening carefully to the story and taking time to think about my questions before they raised their hands."

Ask and briefly discuss:

**Q** *What did you do to take responsibility during the reading and discussion today?*

Encourage the students to continue to think about ways they can take responsibility for their learning and behavior. Have the students return to their seats.

# Day 2

## Listening Practice

### Materials

- *Miss Nelson Is Missing!*
- "Illustration from *Miss Nelson Is Missing!*" chart (WA1)

### Teacher Note

If your students are unfamiliar with "Turn to Your Partner," this lesson may require an extended class period. If they are already familiar with the procedure, you do not need to model it in Step 2. Instead, remind the students of your expectations. To see an example, view "Using 'Turn to Your Partner'" (AV6).



### In this lesson, the students:

- Practice the procedure for gathering for a read-aloud
- Learn "Turn to Your Partner"
- Hear a story read aloud again
- Make inferences using an illustration
- Listen to one another

**TEKS 1.D.ii**  
**TEKS 1.D.iii**  
**TEKS 1.E.i**  
Student/Teacher Narrative  
Step 1 and Step 2 (all, beginning on page 10 and continuing on to page 11)

## 1 Pair Students and Introduce "Turn to Your Partner"

Explain that beginning today the students will work with partners during the reading lessons. Working with partners gives them a chance to talk about what they are thinking and learning before sharing ideas

with the class. Randomly assign partners (see “Do Ahead” in the Week Overview) and make sure they know each other’s names. Explain that partners will work together for the next two weeks.

Explain that when the class gathers, you would like partners to sit together, facing you. Gather the class. If necessary, have partners return to their desks and practice the procedure until they are able to gather in a responsible way.

Explain the “Turn to Your Partner” procedure.

**You might say:**

“Sometimes I will ask a question and say ‘Turn to your partner.’ When you hear this, you will turn to face your partner and talk about the question. When I raise my hand, you will finish what you’re saying and turn back to face me.”

## 2 Model “Turn to Your Partner”

Have a volunteer act as your partner. Model turning to face each other and introducing yourselves. Then ask partners to turn and introduce themselves. After a moment, signal for the students to turn back to face you. Have the class practice “Turn to Your Partner” by asking:



**Q** *What is something you did in school last year that was especially fun or interesting? Turn to your partner.*

Give partners a few moments to share. When most pairs have finished talking, signal for the students’ attention. Have one or two volunteers share what they discussed with the class.

Tell the students that they will continue to practice “Turn to Your Partner” during the lesson today.

## 3 Review the Story and Explain the Purpose of Rereading

Show the cover of *Miss Nelson Is Missing!* Ask:



**Q** *What do you remember about this story? Turn to your partner.*

Have partners discuss the question; then signal for the students’ attention and have one or two volunteers share what they discussed with the class.

Tell the students that today you will read *Miss Nelson Is Missing!* aloud again. Ask them to listen carefully for any details they missed during the first reading. Explain that rereading is a technique that helps readers understand what they are reading at a deeper level. This year you will often reread books or parts of books and ask the students to practice a reading comprehension strategy or think more deeply about the reading.

### Teacher Note

The partners you assign today will stay together for the unit. Take some time at the beginning of today’s lesson to let them get to know each other by talking informally in a relaxed atmosphere. You might have them report to the class some interesting things they learned about each other.

### Teacher Note

If you are teaching other programs from Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the reading lessons.

### Teacher Note

Use a signal that the students will notice but that does not interrupt their discussion, such as a raised hand. This allows the students to finish what they are saying before turning to face you. You might build accountability by having the students raise their own hands when they turn to face you.

## Teacher Note

You can use self-stick notes to mark stopping places in the book. Self-stick notes can also be used to remind you of questions, instructions, or other information you want to convey to the students during the read-aloud.

## ELL Note

Support your students with limited English proficiency by providing them with a prompt for responding to the questions, such as “I think the children feel . . .” For more information, see “Additional Modifications for ELLs” in the Introduction and view “Adapting Lessons for English Language Learners” (AV13).



## Facilitation Tip

During class discussions, continue to prompt the students to **turn and look** at the person who is about to speak (for example, “Ana is going to speak now. Let’s all turn and look at her”). During the discussion, scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind the students of your expectations.

## Technology Tip

Whiteboard activities (WA) are interactive charts that can be displayed using an interactive whiteboard. Alternatively, you may print the whiteboard activities and project them using a projection device. For more information, view the “Using CCC’s Whiteboard Activities” tutorial (AV40).



## 4 Reread *Miss Nelson Is Missing!*

Read the story aloud again, slowly and clearly. Stop after:

**p. 10** “Miss Nelson’s kids did as they were told.”

Ask:

 **Q** *How do you think the children feel at this point in the story? Why? Turn to your partner.*

When most pairs have finished talking, signal for the students’ attention and have one or two volunteers share their thinking with the class.

Reread the last sentence on page 10 and continue reading. Stop after:

**p. 22** “But that didn’t seem likely either.”

Ask:

 **Q** *How do you think the children feel now? Why? Turn to your partner.*

After a few moments, signal for the students’ attention. Have a few volunteers share what they discussed with the class. Reread the last sentence on page 22 and continue reading. Stop after:

**p. 28** “‘That’s our little secret,’ said the kids.”

Ask:

 **Q** *How do you think the children feel now? Why? Turn to your partner.*

Signal for the students’ attention and have one or two volunteers share their ideas with the class.

Reread the sentence before the stop and continue reading to the end of the story.

## 5 Discuss the Ending of *Miss Nelson Is Missing!*

As a class, discuss:

**Q** *What do you think happens to Miss Viola Swamp? What in the story makes you think so?*

**Students might say:**

“I think Miss Nelson and Miss Viola Swamp are the same person. I think so because she and Miss Nelson are never in the same place at the same time.”

“Also, the kids saw Miss Viola Swamp near Miss Nelson’s house.”

“Also, Miss Nelson has an ugly black dress in her closet.”

Display the “Illustration from the *Miss Nelson Is Missing!*” chart (WA1) and review that this is an illustration from the end of the story. Explain that sometimes a book’s illustrations contain details that can help readers understand the story. Ask the students to look closely at the picture. After a few moments, ask:

**Q** *What clues do you see in this illustration that help you understand what happens in the story?*

If necessary, point out the black dress, black shoes, and wig in the closet and the fake nose and false eyelashes on the dressing table. Then show the picture of Miss Viola Swamp on page 11. Remind the students that looking carefully at a book's illustrations can help them understand what is happening in the story. Encourage the students to pay close attention to the pictures in books they hear and read.

## 6 Reflect on "Turn to Your Partner"

Help the students reflect on "Turn to Your Partner" by asking:

**Q** *How did you do with "Turn to Your Partner"? In what ways did it go well?*

**Q** *What would you like to do differently next time?*

Tell the students they will have more chances to practice "Turn to Your Partner" as they hear and discuss books. Have the students return to their seats.

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## WRITING ABOUT READING

Writing About Reading activities provide the students with opportunities to write about texts they discuss in the *Making Meaning* program. The activities are optional and can be done at the end of the lesson or at another time. For more information, see "Extending the Instruction" in the Introduction.

### Write Personal Opinions About *Miss Nelson Is Missing!*

Show the cover of *Miss Nelson Is Missing!* and remind the students that they heard this book earlier. Ask:

**Q** *What do you remember about this story?*

Have a few volunteers share their thinking. If necessary, remind the students that Miss Nelson disappears when the students in her class will not stop misbehaving and that Miss Viola Swamp comes to take her place. Ask:

**Q** *What happens to the students in Room 207 when Miss Swamp is their teacher? Why do you think this happens?*

**Students might say:**

"The students start behaving because they're scared of her."

"The students get a lot of homework."

"The students start to appreciate Miss Nelson because she's so much nicer than Miss Swamp."

"The students get sad because they think Miss Nelson is never coming back."

### Materials

- *Miss Nelson Is Missing!*

### Teacher Note

If necessary, explain to the students that an *opinion* is a “strongly held point of view.” When we give an opinion, we are telling what we think about something.

Then ask:

**Q** *Do you think Viola Swamp is a good teacher? Why?*

#### Students might say:

“Yes, because the students listen to her.”

“I don’t think so because she’s mean to the students.”

“I think she’s a better teacher than Miss Nelson because she gets the students to do their schoolwork.”

Explain that the students will write their opinions of whether they think Miss Viola Swamp is a good teacher. Tell the students that readers can have different opinions about the characters and events in a story, and that is fine. What is important is that they give reasons to support their opinions. Ask the students to watch as you think aloud and model writing an opinion about Miss Viola Swamp.

#### You might say:

“I’ll start with a sentence that tells what I am writing about—the book *Miss Nelson Is Missing!* and the character Miss Viola Swamp. I’ll write: *In Harry Allard’s book Miss Nelson Is Missing! Miss Viola Swamp comes to Miss Nelson’s classroom because the students are misbehaving.* Now I’ll write a sentence that tells my opinion of whether Miss Viola Swamp is a good teacher. I’ll write: *Even though Miss Viola Swamp gets the students to behave, I don’t think she is a good teacher.* Now I need to explain my opinion. I’ll write: *Miss Swamp treats the students badly, and I think teachers should treat students with kindness and respect.*”

Explain that the students will now write their own opinion about Miss Viola Swamp. Remind each student to include the title and author of the book, his opinion of whether or not Miss Viola Swamp is a good teacher, and a reason for that opinion. Give the students a few minutes to write. If time permits, invite the students to share what they wrote with the class.

**In this lesson, the students:**

- Practice “Turn to Your Partner”
- Hear and discuss a story
- Compare and contrast two stories by the same author
- Learn the procedure for Individualized Daily Reading (IDR)
- Read independently for up to 15 minutes
- Listen carefully

**ABOUT INDIVIDUALIZED DAILY READING IN THIRD GRADE**

Today the students are introduced to Individualized Daily Reading (IDR). In IDR the students read independently and reflect on and discuss what they have read. We recommend that you base the length of time the students read independently on their attention and engagement. You might begin with 10–15 minutes and gradually add time over the coming weeks. The goal is for the students to read independently for up to 25 minutes by Unit 4 (approximately eleven weeks into the school year).

If you have not already done so, we encourage you to establish a classroom library with a wide range of texts at various levels. There are a number of ways to set up and organize a classroom library. For more information, see “Setting Up a Classroom Library” in the Introduction.

**1 Review “Turn to Your Partner” and Get Ready to Listen**

Gather the class with partners sitting together, facing you. Explain that again today the students will use “Turn to Your Partner” to share their ideas. Review that the purpose of talking with a partner is to give all the students a chance to think more about what they’re learning. Remind the students that it is important for partners to look at each other when they talk and to take turns talking and listening so that both partners get a chance to share.

**2 Introduce *Miss Nelson Has a Field Day***

Show the cover of *Miss Nelson Is Missing!* and remind the students that they heard and discussed the book earlier. Explain that sometimes authors write more than one book about the same characters and that today the students will hear another story about Miss Nelson written by Harry Allard. Show the cover of *Miss Nelson Has a Field Day* and read the title and the names of the author and the illustrator aloud. Point out

**Materials**

- *Miss Nelson Has a Field Day*
- *Miss Nelson Is Missing!*
- “Class Assessment Record” sheet (CA1)

**Teacher Note**

For additional support with setting up procedures and expectations for IDR, view “Getting Started with IDR” (AV27).



that the illustrator, James Marshall, is also the illustrator of *Miss Nelson Is Missing!*

Tell the students that as you read *Miss Nelson Has a Field Day* aloud, you want them to listen carefully and think about what is happening in the story. Explain that you will stop during the reading so that partners can talk about the story. Show the covers of *Miss Nelson Has a Field Day* and *Miss Nelson Is Missing!* again and tell the students that as they listen today, you also want them to notice how the two stories are similar, or alike, and how they are different.

### 3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary when you encounter it in the story by reading the word, briefly defining it, rereading it in context, and continuing (for example, “. . . gloom had blanketed the Horace B. Smedley School”—*gloom* means ‘sadness’—‘gloom had blanketed the Horace B. Smedley School’”).

#### Teacher Note

You might use self-stick notes to mark the places where the suggested vocabulary words appear. Write the meaning of each word on a note to help you define it smoothly without interrupting the reading. For more information, see “Preparing the Daily Lessons” in the Introduction. To learn more, view “Planning a Lesson” (AV12).



#### Suggested Vocabulary

**gloom:** sadness (p. 3)

**pitiful:** terrible (p. 6)

**horsing around:** (idiom) goofing off (p. 7)

**giving Coach the business:** (slang) being rude to their coach (p. 7)

**make mincemeat out of:** (idiom) destroy (p. 8)

**rummaging:** looking (p. 14)

**pussyfoot:** sneak (p. 19)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**blanketed:** covered (p. 3)

**down in the dumps:** (idiom) unhappy (p. 4)

**depressed:** sad (p. 5)

**pipe down:** (idiom) stop talking (p. 21)

**puzzled:** confused (p. 23)

**clobbered:** beat (p. 29)

Stop after:

**p. 17** “Just then the guys heard the sound of squeaky tennis shoes.”

Ask:



**Q** *What has happened in the story so far? What do you think will happen next? Turn to your partner.*

Circulate among partners, and listen as they discuss the story.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students taking turns sharing ideas?
- Are the students able to recall details from the story?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 4 of the *Assessment Resource Book*.

Signal for the students’ attention and have one or two students share what they discussed with the class. Reread the last sentence on page 17 and continue reading to the end of the story.

### 4 Discuss the Story

Facilitate a class discussion of the story by asking questions such as:

- Q *What happens in this story?*
- Q *What is surprising about the ending of the story? Why is that surprising?*

### 5 Compare and Contrast Miss Nelson Stories

Show the covers of *Miss Nelson Is Missing!* and *Miss Nelson Has a Field Day*. Ask:



- Q *In what ways are these two stories similar, or alike? Turn to your partner.*

After a few moments, signal for the students’ attention and have a few volunteers share what they discussed with the class.

**Students might say:**

- “Both stories have Miss Nelson and Miss Viola Swamp.”
- “In both stories Miss Nelson tricks the kids.”
- “They both have a surprise at the end.”

In the same way, discuss:



- Q *In what ways are the stories different? Turn to your partner.*

**Students might say:**

- “*Miss Nelson Is Missing!* is about Miss Nelson’s class. *Miss Nelson Has a Field Day* is about the football team.”
- “There are a lot of characters in *Miss Nelson Has a Field Day* that aren’t in the other story, like Coach Armstrong, Mr. Blandsworth, and Miss Nelson’s sister Barbara.”
- “Detective McSmogg isn’t in *Miss Nelson Has a Field Day*.”

### Teacher Note

Class Assessment Notes appear throughout the program to prompt you to monitor the students as they discuss the reading. For more information, see “Class Assessment” in the *Assessment Resource Book*.



### Technology Tip

You may choose to record assessment data using printed forms found in the *Assessment Resource Book* or on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Alternatively, you might record data using the CCC ClassView app. For more information, view the “Using the CCC ClassView App” tutorial (AV41).



### Teacher Note

If the students have difficulty answering this question or the one below, offer some examples like those listed in the “Students might say” notes.

### Teacher Note

If time permits, you might facilitate a brief conversation about other series the students enjoy.

### Teacher Note

You might choose to do IDR at the end of the reading lesson or at another time of the day. If you have already established a procedure for independent reading, simply remind the students of your expectations.

### Teacher Note

If the students are familiar with the term “just-right” book (or another related term such as *independent reading level*), you might use this term when talking about choosing appropriate texts.

### Teacher Note

Base the length of time the students are reading independently on their attention and engagement. Gradually add time as the students are ready.

As a class, discuss:

**Q** *What did you enjoy about hearing two stories about the same characters?*

Review that some authors write multiple books about the same characters, and explain that these groups of books are called *series*. Encourage the students to explore series of books when they read on their own.

## INDIVIDUALIZED DAILY READING

TEKS 5.A.ii  
TEKS 6.A.ii  
Student/  
Teacher  
Narrative Step  
6 (all)

### 6 Introduce Individualized Daily Reading

Explain that today you will teach the procedure for Individualized Daily Reading (IDR). Explain that IDR is a time when each student independently reads a book she enjoys. Tell the students that during IDR, they will read books at their own reading levels and practice the reading comprehension strategies they will learn in the *Making Meaning* program. Point out that the more reading practice the students do in books at their independent levels, the stronger they will become as readers.

State your expectations for how the students will act responsibly during IDR.

#### You might say:

“During IDR you will select books and find a comfortable place to sit and read silently. Reading silently and staying seated will help the people around you concentrate so they can enjoy what they are reading.”

Have the students get the books they have selected from the classroom library (see “Do Ahead” in the Week Overview) and find comfortable places to sit in the classroom and read silently to themselves. Have the students read silently for up to 15 minutes. Signal to let the students know when it is time to stop reading.

Ask and briefly discuss:

**Q** *What did you enjoy about the book or books you read today?*

Tell the students that they will have many more opportunities to read books they enjoy independently. Explain that reading books they enjoy will help them become stronger readers. Have the students return to their desks and put away their books.

## In this lesson, the students:

- Hear a story read aloud again
- Make inferences using an illustration
- Learn a procedure for selecting texts at their independent reading levels
- Read independently for up to 15 minutes
- Listen carefully
- Work in a responsible way

## ABOUT READING LEVELED TEXTS DURING IDR

In order for the students to grow as readers, they need to spend time reading texts they can comprehend and read fluently with few miscues (accuracy errors). For that reason, during IDR they read books at their independent reading levels. In this unit, they learn a procedure for choosing books at appropriate levels and self-monitoring strategies to help them think about how well they understand what they are reading. For more information, see “Reading Appropriately Leveled Texts” in the Introduction.

If you have administered a formal reading assessment to identify each student’s independent reading level, you might record each student’s data on the “Student Reading Level Summary” record sheet (SR1).

## 1 Review *Miss Nelson Has a Field Day* and Prepare for Rereading

Gather the class with partners sitting together, facing you. Show the cover of *Miss Nelson Has a Field Day* and remind the students that they heard the story earlier. Review the story by turning to each of the following book pages and reading the lines aloud. Ask the students to remember what was happening at that point in the story. For each line, have one or two volunteers share with the class.

**p. 6** “And it was true—the Smedley Tornadoes were just pitiful.”

**p. 17** “‘It’s Blandsworth!’ cried the guys.”

**p. 22** “Coach Swamp really gave them the business.”

**p. 30** “Mr. Blandsworth treated the whole team to hot dogs at Lulu’s.”

Remind the students that rereading is an important technique for helping readers understand and enjoy a book. Explain that you will reread *Miss Nelson Has a Field Day*, and ask the students to listen carefully for any details they missed yesterday.

## Materials

- *Miss Nelson Has a Field Day*
- “Illustration from *Miss Nelson Has a Field Day*” (WA2)

## TEKS 4.A.ii

Student/Teacher Narrative  
“About Note” (on page 19) and  
and Step 5 (all, beginning on  
page 21 and continuing on to  
page 22)

## ELL Note

Consider showing your English Language Learners the illustrations prior to reviewing the story with the class.

## 2 Reread the Story

Read the story aloud again, slowly and clearly.

## 3 Discuss the Story

Ask:

 **Q** *What did you hear during the second reading of this story that you missed during the first reading? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share what they discussed with the class.

Show page 32 and read the text at the bottom of the page aloud. Ask:

**Q** *What did we find out from the part of the story I just read?*

**Students might say:**

"We found out that Miss Nelson has a sister."

"We learned that Miss Nelson is a twin."

"We learned that her sister helped her trick the football team."

Display the "Illustration from *Miss Nelson Has a Field Day*" chart (WA2) and review that this illustration appears on the last page of the book. Ask the students to look closely at the illustration. After a moment, ask:

**Q** *What clues do you see in this illustration that help you understand what happens in the story?*

If necessary, point out the black sweatshirt at the end of the bed and the tennis shoes on the floor between the beds. Also point out that it is only from looking at the picture that readers know that Miss Nelson and her sister Barbara are twins.

Remind the students that authors and illustrators sometimes include important information in the illustrations of their books and that they should pay careful attention to the pictures in books they hear and read.

## 4 Reflect on Working Together

Help the students reflect on the reading community by asking questions such as:

**Q** *What did you do to help build the reading community this week?*

**Q** *What did you do to take responsibility for yourself this week?*

**Students might say:**

"I came straight to the rug instead of doing something else first."

"I listened to my partner, and I made sure I talked about my ideas, too."

"I paid attention during the read-aloud."

# INDIVIDUALIZED DAILY READING

## 5 Introduce Selecting Texts at the Right Levels

**TEKS 5.A.i**  
Student/  
Teacher  
Narrative Step  
5 (through  
fourth  
paragraph)

Review the procedures and expectations you have established for IDR and for using the classroom library.

Remind the students that during IDR it is very important that they read books at the right levels. Explain that books that are at the right levels are not too difficult and not too easy. The books have words the students can read and understand and stories or topics that are interesting to them. Remind the students that reading books at the right levels will help them to become stronger readers.

Describe the procedure you would like the students to follow for selecting books at appropriate reading levels.

### You might say:

"First, choose a book that looks interesting to you. Open the book to any page and begin reading that page quietly to yourself. As you read, count the words on the page that you do not know. If you count more than five words that you do not know, the book may be too difficult. If you are able to read all the words on the page very quickly and the book doesn't seem interesting, it may be too easy. If you have chosen a book that seems either too difficult or too easy, return it to the classroom library and choose another book. Once you have found a book that interests you and is at the right level, check it out from the library and begin reading."

Explain that the students will now have a few minutes to look through the books they checked out from the classroom library earlier this week. Tell them that if they decide any of their books are not at the right levels, they should put these books to the side. Later they will have a chance to return these books to the classroom library and select new ones.

Give the students a few minutes to look through their books. Circulate as they work and provide assistance as needed. When most of the students have finished looking through their books, signal for their attention. Explain that you will call on a few students at a time to return the books they have set aside to the classroom library and choose new books to replace them.

Explain that while students are waiting to be called to the classroom library, they may read silently. Have the students read silently for up to 15 minutes. Call on two or three students to come to the library, return their books, and select new books. Repeat the procedure until every student has had a turn in the library.

**TEKS 5.A.i**  
Student/Teacher  
Activity Step 5  
(fifth and sixth  
paragraphs)

### Teacher Note

For additional support with helping the students select books at their independent reading levels, you might teach IDR Mini-lesson 1, "Selecting Appropriately Leveled Texts" (found in Appendix A).

### Teacher Note

If you have established a different system for identifying texts at appropriate levels for the students, such as Lexile levels, colored dots on books, or leveled bins, explain how to use that system instead and model it if necessary.

### Teacher Note

You might support students in selecting books at the right levels. To help a student check whether a book is at the right level, ask the student to read a passage from the book aloud and tell you what the book is about. If the student is having difficulty reading or understanding the passage, the book may be too difficult. If the student reads quickly and doesn't seem engaged, the book may be too easy. If a student is reading a book that is too difficult or too easy, help him select a more appropriate book.

### ELL Note

You might want to help your English Language Learners choose books at appropriate levels. Providing a limited number of teacher-selected texts will help them make good choices.

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### Teacher Note

You might repeat this instruction during the next few IDR sessions or at another time in order for every student to get a turn in the library.

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### Vocabulary Note

Next week you will revisit *Miss Nelson Is Missing!* to teach the Week 1 vocabulary lessons.

Signal to let the students know when it is time to stop reading. Describe some responsible behaviors you noticed as the students were reading and selecting their books.

**You might say:**

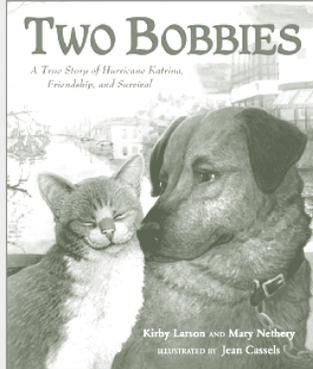
"I noticed students reading silently during IDR, which helped others concentrate on their reading. In addition, I noticed that many students waited patiently for their turn in the classroom library."

Tell the students that they will have many opportunities to practice choosing and reading books that are at the right levels. Have the students return to their desks and put away their books.



# Week 2

## OVERVIEW



### ***Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival***

by Kirby Larson and Mary Nethery, illustrated by Jean Cassels

A dog and a cat help each other survive in the aftermath of Hurricane Katrina.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA3

#### **Assessment Form**

- “Class Assessment Record” sheet (CA2)

#### **Reproducible**

- Unit 1 family letter (BLM1)

#### **Professional Development Media**

- “Using “Think, Pair, Share”” (AV8)

## Comprehension Focus

- Students make text-to-self connections.
- Students explore using illustrations to make inferences about stories.
- Students discuss the lesson in a story.
- Students read independently.

## Social Development Focus

- Teacher and students build the reading community.
- Students learn and practice the procedure for “Think, Pair, Share.”
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

## DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA2); see page 5 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare the “Thinking About My Reading” chart on a sheet of chart paper (see Step 1). Also prepare to model the self-monitoring procedure with a book read independently during IDR (see Step 2).
- ✓ Prior to Day 4, prepare to model completing a book entry on the “Reading Log” chart (see Step 4).
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student. For more information about the family letters, see “Family Letters” in the Introduction.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 1 lessons this week.

### Materials

- *Two Bobbies*

### ELPS 3.E.iii

Steps 1–3 (all, beginning on page 26 and continuing on to page 28)

### Teacher Note

If your students are already familiar with “Think, Pair, Share,” simply remind them of your expectations. To see an example, view “Using ‘Think, Pair, Share’” (AV8).



### Teacher Note

You might explain that a *hurricane* is a “very large storm that starts over the water.” You might then find New Orleans on a map and point out its proximity to water.

### In this lesson, the students:

- Learn the procedure for “Think, Pair, Share”
- Hear and discuss a story
- Discuss the lesson in the story
- Read independently for up to 15 minutes
- Listen to one another

## 1 Gather and Introduce “Think, Pair, Share”

Gather the class with partners sitting together, facing you. Explain that today the students will learn another way to help them talk in pairs called “Think, Pair, Share.” Explain that “Think, Pair, Share” is like “Turn to Your Partner.” The difference is that the students think by themselves before they talk in pairs. Explain that you will ask the students a question and they will think quietly about it for a moment. Then, when you say “Turn to your partner,” they will turn to their partners and begin talking. When you signal for their attention, they will end their conversations and turn their attention back to you. Some pairs will then share their thinking with the class.

To have the students practice “Think, Pair, Share,” ask:



**Q** *What is one thing you want to keep in mind today to help your conversation with your partner go well?* [pause] *Turn to your partner.*

After a few moments, signal for the students’ attention and have a few volunteers share with the class what they discussed. Explain that at the end of the lesson, you will ask the students how they did working with their partners today.

## 2 Introduce *Two Bobbies*

Show the cover of *Two Bobbies* and read the title and the names of the authors and the illustrator aloud. Explain that this is a *nonfiction*, or true, story about Hurricane Katrina, which hit New Orleans, Louisiana, in 2005.

Explain that during Hurricane Katrina, the city of New Orleans was flooded with water and many of the people who lived there had to leave their homes and their pets behind in order to get to safety. This is the story of two pets, a dog and a cat, that got left behind.

### 3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read, using the procedure you used in Week 1, Day 3 (see Step 3).

#### Suggested Vocabulary

**the mighty Mississippi:** the Mississippi River (p. 4)

**Mardi Gras:** a holiday that people wear costumes for (p. 4)

**levees:** walls built to hold back water (p. 6)

**tethered:** tied (p. 6)

**littered with debris:** full of pieces of things that have been destroyed (p. 11)

**receded:** went backward (p. 11)

**devastated:** ruined (p. 12)

**strayed:** wandered (p. 15)

**paced:** walked nervously (p. 18)

**whimpered:** cried softly (p. 18)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**had a soft spot for:** (idiom) liked (p. 3)

**volunteers:** people who work for no pay (p. 8)

**rescued:** saved (p. 8)

**lounges:** relaxes (p. 30)

Stop after:

**p. 12** “Bob Cat’s brown-sugar markings started to fade to a dull white.”

Use “Think, Pair, Share” to have partners first think about and then discuss:



**Q** *What has happened in the story so far? What do you think will happen next? [pause] Turn to your partner.*

Signal for the students’ attention and have one or two volunteers share what they discussed with the class. Reread page 12 and continue reading.

Stop after:

**p. 23** “There was only one thing left to try.”

Use “Think, Pair, Share” to have partners first think about and then discuss:



**Q** *What has happened to Bobbi and Bob Cat? What do you think will happen next? [pause] Turn to your partner.*



### Facilitation Tip

Continue to remind the students to **turn and look** at the person who will speak. Ask speakers to wait until they have the class's attention before starting to speak. Scan the class to ensure that all students are actively listening and participating in the discussion. Notice the effect of using this facilitation technique on the students' engagement in class discussions over time.

### Teacher Note

If the students have difficulty answering the question, offer some examples like those in the "Students might say" note.

### ELL Note

Cooperative structures like "Turn to Your Partner" and "Think, Pair, Share" support the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and listen to others.

Signal for the students' attention and have one or two volunteers share their thinking. Reread the last sentence on page 23 and continue reading to the end of "After the Storm" on page 32.

## 4 Discuss the Story

As a class, discuss:

**Q** *How did Bobbi and Bob Cat help each other after Hurricane Katrina?*

Have a few volunteers share their ideas with the class.

#### Students might say:

"Bobbi protected Bob Cat."

"They kept each other company."

"Bobbi helped Bob Cat find his way around."

Explain that sometimes stories contain ideas or lessons for us to think about in our own lives. Explain that one important idea in *Two Bobbies* is that it is good to have friends. Use "Think, Pair, Share" to have partners first think about and then discuss:



**Q** *What else do you think the story might be trying to tell us about friends and friendship?* [pause] *Turn to your partner.*

After partners have had a chance to talk, signal for their attention and have a few volunteers share what they discussed with the class.

#### Students might say:

"It's important for friends to stick together, especially if something bad happens."

"Animals can have friends just like people do."

"Friends take care of each other."

Encourage the students to think about the important ideas or lessons in stories they read and hear.

## 5 Reflect on "Think, Pair, Share"

Use "Think, Pair, Share" to have partners first think about and then discuss:



**Q** *How does having time to think before you talk with your partner help you?* [pause] *Turn to your partner.*

After pairs have had a chance to talk, signal for the students' attention and have one or two volunteers share their thinking with the class.

#### Students might say:

"It gives me a chance to think about the question."

"It helps me get ideas."

"It helps me because it's easier to talk when you've thought about what you're going to say."

# INDIVIDUALIZED DAILY READING

## 6 Read Independently and Share Reading with Partners

Review the procedures and your expectations for using the classroom library during IDR.

Have the students get their books and find quiet places to sit and read. Tell the students that at the end of IDR today, you will ask them to talk with partners about what they read. Then have them read silently for up to 15 minutes. Circulate and assist the students as needed.

Signal to let the students know when it is time to stop reading. Explain that before you have the students share what they read with partners, you will show them what that sharing might look like. Then briefly model sharing the title of a book you are reading, the author's name, and what the book is about.

### You might say:

"I read a book called *Miss Nelson Is Missing!* by Harry Allard. It's about a class of students who won't behave for their teacher, Miss Nelson. One day the students come to school and discover that Miss Nelson has been replaced by Miss Viola Swamp, who is really strict and mean. With Viola Swamp as their teacher, the students begin to behave, and they begin to appreciate Miss Nelson."



Have partners take turns discussing what they read. After partners have had a chance to share, have a few volunteers share what they read with the class.

Help the students reflect on their partner work by asking:

**Q** *What was one thing you liked about sharing what you read with a partner today?*

Have a few students share their thinking with the class. Remind the students that they will have many opportunities to share and discuss what they read. Have the students return to their desks and put away their books.

### Teacher Note

During IDR you will often ask the students to talk with partners about their reading. When sending the students to find places to read, you will need to determine if you would like the students to sit near their reading partners or if they may share with any classmates nearby.

**TEKS 7.D.ii**  
**TEKS 7.D.iv**  
Student/Teacher Narrative  
Step 6 (third paragraph  
and "You might say" note  
on page 29)

### Teacher Note

In the initial weeks of IDR, students are invited to share more generally about the texts they are reading. Once they have had practice talking about their independent reading in broader terms, more of the suggestions for sharing their reading will focus on the use of the strategy they are learning, as well as providing opportunities to review previously learned strategies.

### Materials

- *Two Bobbies*
- “Class Assessment Record” sheet (CA2)

### In this lesson, the students:

- Practice “Think, Pair, Share”
- Hear parts of a story read aloud again
- Make text-to-self connections
- Make inferences using an illustration
- Read independently for up to 15 minutes
- Work in a responsible way

### 1 Review Procedures and Get Ready to Listen

Review the procedure for gathering and then gather the class with partners sitting together, facing you. Explain that today the students will think more about *Two Bobbies* and use “Think, Pair, Share” to discuss the story with their partners.

### 2 Review *Two Bobbies*

Show the cover of *Two Bobbies* and remind the students that they heard the story earlier. Use “Think, Pair, Share” to have partners first think about and then discuss:



**Q** *What do you remember about this story?* [pause] *Turn to your partner.*

After partners have had a chance to talk, signal for the students’ attention and have a few volunteers share what they remember about the story with the class.

Remind the students that one technique good readers use to better understand what they have read is rereading. Explain that today you will reread parts of *Two Bobbies* and ask the students to think more deeply about the story.

### 3 Reread Parts of the Story Aloud

Tell the students that the first part you will reread is from the beginning of the story. Show pages 6–7 and read the text on page 6 aloud. Use “Think, Pair, Share” to have partners first think about and then discuss:



**Q** *How do you imagine Bobbi and Bob Cat’s owners felt when they had to leave their pets? How would you have felt in their place?* [pause] *Turn to your partner.*

After partners have had a chance to talk, signal for the students’ attention and have a few volunteers share what they discussed with the class.

**Students might say:**

- "I think they were scared."  
"I think they must have been really sad to have to leave their pets.  
I would be so sad if I had to leave my dog behind in a dangerous situation."  
"I think they were probably worried about Bobbi and Bob Cat."

Remind the students that authors and illustrators often include important information about stories in the illustrations of books. Ask the students to look closely at the picture on pages 6–7. After a moment, ask:

**Q** *What do you notice about this illustration? What do you think it means?*

Have a few volunteers share their thinking.

**Students might say:**

- "There are bowls with food and water on the porch. I think Bobbi and Bob Cat's owner put them there."  
"I notice the chain around Bobbi's neck. Maybe it means her owner didn't want her to run away."  
"There are no people in the picture because they have all gone away."  
"The water is almost as high as the porch."



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students taking time to think before talking to their partners?
- Are they contributing ideas to class discussions?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 5 of the *Assessment Resource Book*.

Tell the students that the next part you will reread is from the middle of the story, after Bobbi and Bob Cat have been on their own for several months. Show pages 14–15 and read the text on page 15 aloud. Use "Think, Pair, Share" to have partners first think about and then discuss:



**Q** *Why do you think Rich decides to feed Bobbi and Bob Cat? What would you have done if you were him? [pause] Turn to your partner.*

Have a few volunteers share what they discussed with the class.

Reread the second paragraph on page 15 again ("He trimmed Bobbi's chain, leaving enough to jingle on the ground because Bob Cat liked to follow it. But every time Rich tried to touch Bob Cat, Bobbi growled"). As a class, discuss the following questions:

- Q** *Why do you think Bobbi growls every time Rich tries to touch Bob Cat?*
- Q** *Why do you think Bob Cat likes to follow the sound of Bobbi's chain?*

## Teacher Note

If students struggle to answer the questions, ask more specific questions about the picture, such as:

- Q** *How high is the water?*
- Q** *Where are the people?*
- Q** *Why do you think the bowls of food and water are on the porch?*
- Q** *Why do you think Bobbi has a chain around her neck?*

**Students might say:**

"I think Bobbi growls because she's trying to protect Bob Cat."

"Maybe she's trying to warn Bob Cat that Rich is about to touch him, since Bob Cat can't see."

"I think Bob Cat likes the sound of the chain because it lets him know that Bobbi is close by."

Point out that by rereading, readers often notice details in a story that they may have missed during the first reading. Encourage the students to practice rereading as they read independently.

#### **4** Reflect on Working Together

Help the students reflect on how they did with "Think, Pair, Share" by asking:

**Q** *What did you do to take responsibility for your thinking and talking during "Think, Pair, Share" today? How did that help your partner work go smoothly?*

**Students might say:**

"I thought quietly about the questions, and I didn't start talking until the teacher said to."

"I didn't talk while my partner was talking."

## INDIVIDUALIZED DAILY READING

#### **5** Read Independently and Share Reading with Partners

Have the students get their books and find quiet places to sit and read. Tell the students that at the end of IDR today, you will ask them to talk with partners about what they read. Then have them read silently for up to 15 minutes. Circulate and assist the students as needed.



Signal to let the students know when it is time to stop reading. Have partners take turns telling each other the titles of their books, the authors' names, and what the books are about. After partners have had a chance to share, have a few volunteers share what they read with the class. Then have the students return to their desks and put away their books.



## TECHNOLOGY EXTENSION

### Learn More About Bobbi and Bob Cat

Show the cover of *Two Bobbies* and remind the students that this is a true story of two pets, Bobbi the dog and Bob Cat the cat, who survived Hurricane Katrina. Ask:

**Q** *What do you remember about this story?*

Tell the students that today you will share some online sources about Bobbi and Bob Cat. Display the online sources you selected and read them aloud. As a class, discuss:

**Q** *What is something new you learned about Bobbi and Bob Cat?*



### Technology Tip

Prior to doing this activity, locate one or two age-appropriate sources that provide more information about Bobbi and Bob Cat. Search for information online using the keywords “Bobbi and Bob Cat Hurricane Katrina.”

## Individualized Daily Reading

## Day 3

### In this lesson, the students:

- Learn a procedure for self-monitoring
- Read independently for up to 15 minutes
- Work in a responsible way

### 1 Introduce Self-monitoring

Have the students bring their books and gather, facing you. Remind the students that reading books that are at the right levels helps them become stronger readers. Explain that one way good readers know if they are reading books that are at the right levels is by pausing while they are reading to think about what they are reading and, more importantly, how well they understand what they have just read.

Direct the students’ attention to the “Thinking About My Reading” chart and explain that these are questions the students can ask themselves as they are reading to help them know if their books are at the right levels for them.

### Materials

- “Thinking About My Reading” chart, prepared ahead

### Teacher Note

To provide the students with additional support with self-monitoring, you might teach IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A).

### TEKS 6.I.i

Student/Teacher Narrative  
Step 1 and Step 2  
(all, beginning on page 33  
and continuing on to page  
34)

## Thinking About My Reading

What is happening in my book?

Do I understand what I am reading?

Do I know what most of the words mean?

Is this book interesting and fun to read?

Point to and read each question on the chart aloud. Explain that when you ask the students to stop reading, you would like them to think about each of these questions quietly before continuing to read. Explain that the purpose of this is to help them notice when they understand what they are reading and when they do not. Tell the students that when they do not understand their books, they should go back and reread. If they still do not understand, they may need to get new books.

Explain that today they will read independently and practice stopping to ask themselves the questions on the chart.

## 2 Model Self-monitoring

Have the students watch as you model reading a book and asking yourself the questions on the “Thinking About My Reading” chart.

### You might say:

“I picked the book *Miss Nelson Has a Field Day* by Harry Allard to read during IDR. I’m going to read the first few pages quietly to myself. Now I’m going to check to see if this book is right for me. I’ll ask myself the first question on the chart: ‘What is happening in my book?’ In this part of the book, I learned that everyone at Miss Nelson’s school is down in the dumps. The whole school is depressed because the football team, the Smedley Tornados, hasn’t won a game all year. I can retell what’s happening in the part of the book I just read. Next, I’ll ask myself the second question: ‘Do I understand what I am reading?’ Yes, I do understand what I am reading. I know how the characters are feeling and why they feel that way. Next, I’ll ask myself the third question: ‘Do I know what most of the words mean?’ Yes, so far I know what all of the words mean. Finally, I’ll ask myself the last question: ‘Is this book interesting and fun to read?’ Yes, I am enjoying the story. Based on my answers to these questions, I think that I can continue reading this book.”

Tell the students that today they will read independently and that you will stop them every few minutes to have them think about how well they understand what they have just read. Explain that when you stop them, you would like them to think about each of these questions quietly before continuing to read.

### 3 Read Independently and Self-monitor

Have the students find quiet places to sit and begin reading silently. After 5 minutes, signal for their attention and read the questions on the chart aloud. Pause after each question to give the students time to think. Remind them that if they do not understand what they have read, they should go back and reread.

Have the students resume reading and read silently. After 5 minutes, stop them again and repeat the procedure. Invite students who do not think their books are at the right levels to select different books.

Have the students continue reading silently. As they read, circulate among them and ask individual students to read parts of their books aloud and tell you about them. If any students are struggling to understand their books, use the questions on the chart to help them be aware of their own comprehension. After 5 minutes, signal to let the students know it is time to stop reading.

### 4 Reflect on Independent Reading

Ask and briefly discuss:

**Q** *Do you think the book you are reading is at the right level? How did you decide?*

Have a few volunteers share their thinking with the class.

**Students might say:**

"I had a hard time reading a lot of words in the first few pages of my book, so I decided to trade it in."

"I decided my book was at the right level because I could read the words. I knew what was happening, and I liked reading it."

"I decided my book wasn't at the right level because I had a hard time understanding what was happening in the story."

Tell the students that they will continue to practice thinking about their own reading in the coming days. Have the students return to their desks and put away their books.

**TEKS 6.1.i**  
Student/Teacher Activity  
Step 3 (all)

#### Teacher Note

Post the "Thinking About My Reading" chart in the classroom so the students can continue to refer to it during IDR.

# Day 4

## Individualized Daily Reading

### Materials

- “Thinking About My Reading” chart from Day 3
- “Reading Log” chart (WA3)
- *Student Response Book*, Reading Log section
- Copy of this unit’s family letter (BLM1) for each student

**TEKS 6.A.ii**  
Student/Teacher Activity  
Step 2 (all)

**TEKS 6.Li**  
Student/Teacher Activity  
Step 2 and Step 3 (all)

### In this lesson, the students:

- Practice the procedure for self-monitoring
- Learn how to use a reading log
- Read independently for up to 15 minutes
- Listen to one another
- Take responsibility for themselves

### 1 Review Self-monitoring

Have the students bring their books and gather with partners sitting together, facing you. Direct the students’ attention to the “Thinking About My Reading” chart, and review that yesterday they practiced asking themselves questions as they were reading to help them decide if their books were at the right levels. Explain that again today, you will stop them as they are reading and ask them to think about the questions on the chart. Tell the students that if they decide that the books they are reading are not at the right levels, they may select other books to read.

### 2 Read Independently and Practice Self-monitoring

Have the students read silently for up to 15 minutes. Stop the students periodically and have them monitor their comprehension by thinking about the questions on the chart.

As the students read, circulate among them and check individual students’ comprehension. To check a student’s comprehension, ask the student to read a selection aloud to you and tell you what it is about. If the student is struggling to understand the text, help her use the questions on the chart to make herself aware of her own comprehension. Signal to let the students know when it is time to stop reading.

### 3 Discuss the Independent Reading and Reflect on Self-monitoring



Have the students take turns discussing what they read with their partners. After partners have had a chance to share, have a few volunteers share what they read with the class.

Facilitate a brief discussion about how the students are doing with thinking about their own reading. Ask:

- Q *If you do not understand something you just read, what might you do?*
- Q *If you do not know a lot of the words in the book you are reading, what should you do?*

Tell the students that they will continue to practice thinking about their own reading during IDR.

#### 4 Model Completing an Entry in the Reading Log

Have the students return to their desks with partners sitting together. Distribute a *Student Response Book* to each student. Explain that the students will use their *Student Response Books* throughout the year to record their thinking about books they hear and read. Ask each student to write his name on the inside front cover of his *Student Response Book*. Have each student turn to the first page of the Reading Log section at the back of the *Student Response Book*. Explain that this is where they will write comments about each book they finish during IDR. Display the “Reading Log” chart (🌐 WA3) and ask the students to watch as you model writing a book entry in the log. Use a book that the students are all familiar with, such as *Two Bobbies*.

##### You might say:

“I’m going to write an entry for the book *Two Bobbies*. In the first column, I’ll write today’s date. In the next column, I’ll write the title of the book and then underline it to show that this is the title of a book. In the next column, I’ll write the authors’ names, Kirby Larson and Mary Nethery. In the last column, I’m going to write a comment, or a sentence that tells what I think about the book. I’ll write: *I like this book because it’s an amazing true story about two animals that help each other. It shows that animals care about their friends, just like people do.*”

Date	Title	Author	Comment
9/25/15	<u>Two Bobbies</u>	Kirby Larson and Mary Nethery	I like this book because it’s an amazing true story about two animals that help each other. It shows that animals care about their friends, just like people do.

WA3

#### 5 Write in Reading Logs

Tell the students that now they will practice writing an entry in their reading logs. Remind the students of another book they are familiar with. Write today’s date and the book’s title and author in the “Reading Log” chart (🌐 WA3), and have the students write the same information

##### ELL Note

Consider having students with limited English proficiency draw pictures in the Comment column of their reading logs.

in their reading logs. Then use “Think, Pair, Share” to have partners first think about and then discuss:



**Q** *What kind of comment might you write about [Miss Nelson Has a Field Day]? [pause] Turn to your partner.*

After a moment, signal for the students’ attention and have one or two volunteers share their thinking with the class.

**Students might say:**

“I might write a sentence about what the story is about.”

“I could write why I liked it or didn’t like it.”

“I can write about [Coach Swamp].”

Have each student write her own comment about the book in the appropriate column. Then have a few volunteers share with the class what they wrote. Have any student who finished a book today record it in her reading log.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 1. You will need to reassign partners before you start Unit 2.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Teacher Note

Plan a brief class discussion after the students have made several entries in the Reading Log section of the *Student Response Book* so they have a chance to hear about the books their classmates are reading and the kinds of comments they are writing about the books.

### Vocabulary Note

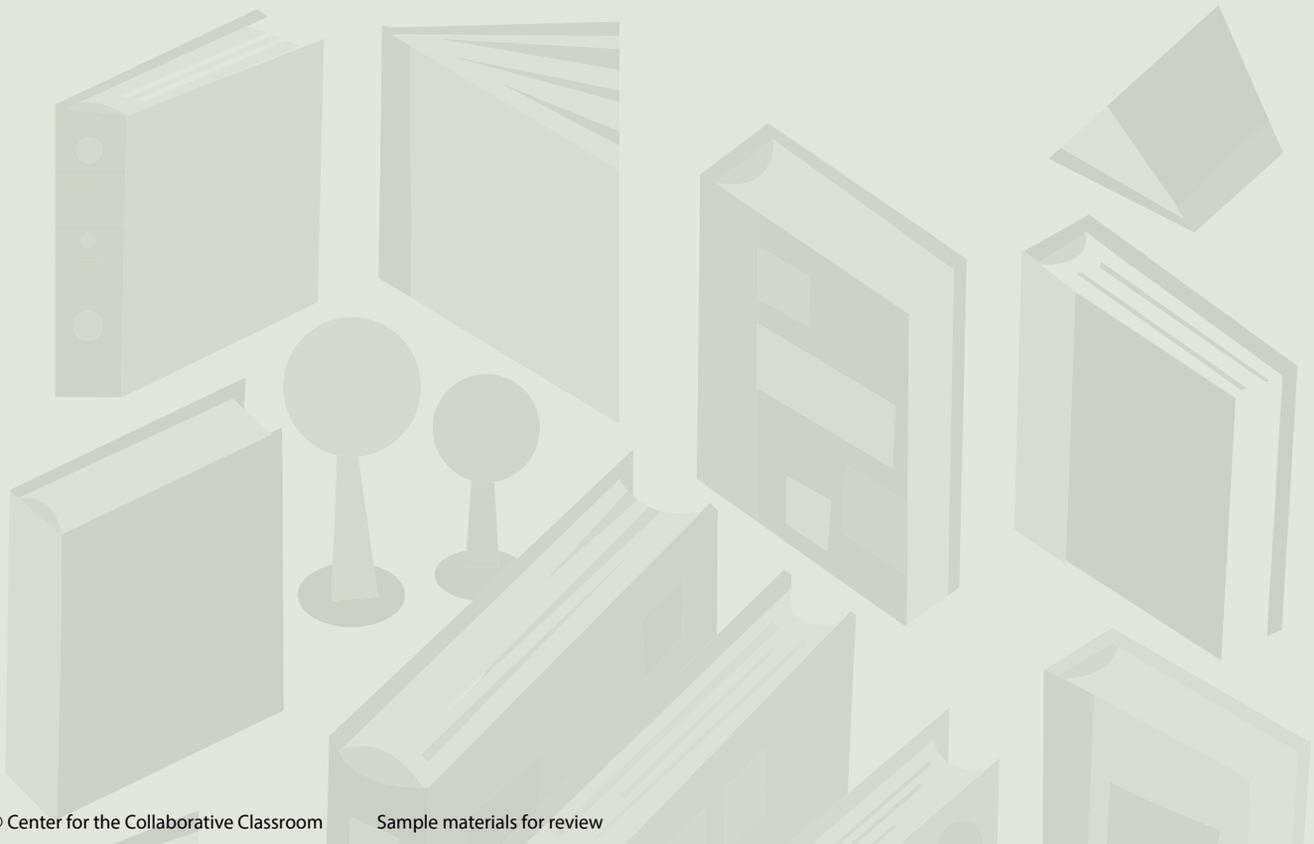
Next week you will revisit *Two Bobbies* to teach the Week 2 vocabulary lessons.

# Unit 2

# Visualizing

## POETRY AND FICTION

During this unit, the students visualize to make sense of poetry and fiction. As they visualize, they informally use schema and make inferences. They also begin an informal exploration of point of view as they consider the thoughts and feelings of characters in relation to their own. During IDR, the students continue to self-monitor their reading comprehension and begin to confer with the teacher individually about their reading lives and about the books they are reading. They practice visualizing in their independent reading and write in their reading journals. Socially, they practice acting in fair and caring ways and analyze the effect of their behavior on others.



# Unit 2

## Visualizing

### RESOURCES

#### Read-alouds

- “Seal”
- *Cherries and Cherry Pits*
- *The Spooky Tail of Prewitt Peacock*
- *Aunt Flossie’s Hats (and Crab Cakes Later)*

#### Writing About Reading Activities

- “Write About Mental Images of ‘Seal’”
- “Write About Favorite Hat Stories”

#### IDR Mini-lesson

- Mini-lesson 3, “Introducing IDR Conferences”



#### Technology Extensions

- “Explore a Genre: Poetry”
- “Use a Class Blog to Communicate About Making Meaning Texts”

#### Extensions

- “Discuss the Students’ Reading Goals and Interests”
- “Stroll with *Cherries and Cherry Pits*”
- “Read All of *Cherries and Cherry Pits* Aloud”
- “Retell *The Spooky Tail of Prewitt Peacock* Using the Illustrations”
- “Make a Class Book”
- “Read *Aunt Flossie’s Hats* Aloud with Illustrations”
- “Stroll with *Aunt Flossie’s Hats*”



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA6

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “IDR Conference Notes” record sheets (CN1–CN2)
- “Individual Comprehension Assessment” record sheet (IA1)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Comprehension Assessment Student Record” sheet (SR2)
- “IDR Conference Class Record” sheet (CR1)
- “Individual Comprehension Assessment Class Record” sheet (CR2)

#### Reproducibles

- Unit 2 family letter (BLM1)
- (Optional) “Seal” (BLM2)

#### Professional Development Media

- “Cooperative Structures Overview” (AV4)
- “Social Reflection” (AV14)
- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Setting Up IDR Conferences” (AV29)
- “Using the Individual Comprehension Assessment” (AV31)
- “Using Blogs in the Classroom” tutorial (AV45)

## RESOURCES *(continued)*

### Assessment Resource Book

- Unit 2 assessments

### Student Response Book

- “How I Visualized *Cherries and Cherry Pits*”
- “Excerpt from *Cherries and Cherry Pits*”
- “How I Visualized *Aunt Flossie’s Hats (and Crab Cakes Later)*”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 2 (*Two Bobbies*)
- Week 3 (“Seal”)
- Week 4 (*The Spooky Tail of Prewitt Peacock*)

# Unit 2

## Visualizing

### DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud/Strategy Lesson:</b> "Seal"</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a poem</li> <li>Visualizing to understand and enjoy the poem</li> </ul>	<p><b>Read-aloud/Strategy Lesson:</b> <i>Cherries and Cherry Pits</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a story</li> <li>Visualizing a character in the story</li> <li>Connecting their mental images to the text</li> <li>Distinguishing their points of view from that of a character</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Cherries and Cherry Pits</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a story</li> <li>Visualizing a character in the story</li> <li>Drawing their mental images of the character</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Cherries and Cherry Pits</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Connecting their mental images to the text</li> <li>Distinguishing their points of view from that of a character</li> </ul>
Week 2	<p><b>Read-aloud:</b> <i>The Spooky Tail of Prewitt Peacock</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Visualizing to understand and enjoy the story</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>The Spooky Tail of Prewitt Peacock</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing parts of a story again to build comprehension</li> <li>Visualizing to enjoy and understand the story</li> <li>Discussing a character's feelings</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Visualizing to enjoy and understand texts read independently</li> <li>Connecting their mental images to the texts</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Visualizing to enjoy and understand texts read independently</li> <li>Connecting their mental images to the texts</li> <li>Learning how to use a reading journal</li> </ul>
Week 3	<p><b>Read-aloud:</b> <i>Aunt Flossie's Hats (and Crab Cakes Later)</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Visualizing to understand and enjoy the story</li> <li>Distinguishing their points of view from those of characters in the story</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Aunt Flossie's Hats (and Crab Cakes Later)</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a part of a story again to build comprehension</li> <li>Visualizing to understand and enjoy the story</li> <li>Drawing and writing about their mental images</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Visualizing to understand and enjoy texts read independently</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Visualizing to enjoy and understand texts read independently</li> <li>Writing in their reading journals</li> </ul>

# Week 1

## OVERVIEW

### Poem

#### **“Seal”**

by William Jay Smith (see page 63)  
The poet describes a seal in motion.



#### **Cherries and Cherry Pits**

by Vera B. Williams  
Bidemmi loves to draw. She creates interesting characters and stories through her artwork.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activities**

- WA1–WA3

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)
- “IDR Conference Class Record” sheet (CR1)

#### **Reproducible**

- (Optional) “Seal” (BLM2)

#### **Professional Development Media**

- “Cooperative Structures Overview” (AV4)
- “Social Reflection” (AV14)
- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Setting Up IDR Conferences” (AV29)

## Comprehension Focus

- Students visualize to make sense of text.
- Students informally use schema and make inferences as they visualize.
- Students informally consider a character’s point of view and distinguish it from their own.
- Students read independently.

## Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Make available texts at a variety of levels that the students can use to practice visualizing during IDR throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit. For suggestions about assigning partners, see “Random Pairing,” “Considerations for Pairing ELLs,” and “Cooperative Structures” in the Introduction. For more information, view “Cooperative Structures Overview” (AV4).
- ✓ Prior to Day 2, prepare a sheet of chart paper with the title “Reading Comprehension Strategies.”



(continues)

## ① DO AHEAD *(continued)*

- ✓ Prior to Day 2, make a class set of “IDR Conference Notes” record sheets (CN1); see page 14 of the *Assessment Resource Book*. This week you will begin conferring with individual students during IDR and documenting your observations and suggestions for each student. You might record the date(s) you confer with each student on the “IDR Conference Class Record” sheet (CR1); see page 145 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 8 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 2 lessons this week.

## In this lesson, the students:

- Begin working with new partners
- Hear and discuss a poem
- Visualize to understand and enjoy the poem
- Read independently for 15–20 minutes and practice self-monitoring
- Take turns talking and listening

## ABOUT VISUALIZING

Readers create unique mental images from texts based on their own *schema*, or background knowledge and experiences, and inferences they make from descriptive language. Visualizing enhances readers' understanding and enjoyment of all types of texts. While some young readers do it naturally, others benefit from instruction about visualizing. All students benefit from reflecting on the fact that they are visualizing. In this unit, the students visualize as they listen to read-alouds and read independently. For more information, see "The Grade 3 Comprehension Strategies" in the Introduction.

## 1 Pair Students and Get Ready to Work Together

Randomly assign partners (see "Do Ahead") and make sure they know each other's names. Gather the class with partners sitting together, facing you. Tell the students that they will work with the same partners for the next three weeks, which will give them the opportunity to get to know each other and learn how to solve problems together. Remind the students that in a good partnership, both partners have a chance to talk and share their thinking. Ask:

**Q** *What will you do today to make sure that both you and your partner have a turn to talk?*

Have a few students share their ideas with the class. Tell the students that as they work in pairs in the coming days, they will focus on making sure that both partners have a turn to talk and on finding ways to help each other.

## 2 Introduce "Seal"

Tell the students that today you will read aloud a poem called "Seal" by William Jay Smith. Explain that the students will use the words in the poem to *visualize*, or picture in their minds, what is happening in the poem. Ask the students to practice visualizing by closing their eyes and

## Materials

- "Seal" (see page 63)
- "Seal" chart (WA1)
- "Thinking About My Reading" chart
- *Student Response Book*, Reading Log section

**TEKS 1.D.ii**  
**TEKS 1.D.iii**  
**TEKS 1.E.i**  
Student/Teacher Activity  
Step 1 (all, on page 47) and Step  
5 (all, on page 49)

## Teacher Note

The students will be assigned new partners at the beginning of each unit; partners will stay together throughout the unit. This structure helps the students reflect on their interactions and solve problems over time.

If you are teaching other programs from Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the *Making Meaning* lessons.

imagining a seal, or picturing it in their minds. Support their thinking with prompts such as:

- *Think about the size and the shape of the seal.*
- *Think about how the seal moves.*
- *Think about where the seal is.*

After a few moments, ask the students to open their eyes. Use “Think, Pair, Share” to have the students first think about and then discuss:

 **Q** *What did you visualize, or picture in your mind, when you thought about the seal?* [pause] *Turn to your partner.*

After a few moments, signal for the students’ attention and have one or two volunteers describe what they visualized for the class.

### 3 Read Aloud and Visualize

Explain that you will read the poem twice. Ask the students to close their eyes and picture the seal in their minds as they listen. Read “Seal” aloud slowly and clearly, clarifying vocabulary as you read. Then pause and read the poem a second time.

#### Suggested Vocabulary

**darts:** moves quickly

**minnow feed:** small fish that other animals eat

**swerve:** change directions quickly, usually to avoid something

**utter:** say

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**zoom:** fast movement

After the second reading, have the students open their eyes. Use “Think, Pair, Share” to discuss:

 **Q** *What did you visualize, or see in your mind, as you listened to the poem?* [pause] *Turn to your partner.*

Signal for the students’ attention and invite a few volunteers to share what they visualized with the class.

#### Students might say:

“I saw a seal swimming down through the water really fast.”

“I saw a wet seal sitting on a rock with a mouthful of fish.”

“I imagined that the seal was sitting on a rock next to me. His skin felt cold and wet.”

#### Teacher Note

If you notice partners struggling to describe what they visualized, signal for the students’ attention and support their thinking by asking questions such as:

**Q** *What did the seal you visualized look like?*

**Q** *How did it move?*

**Q** *What sounds did it make?*

## 4 Reread and Discuss the Poem

Display the “Seal” chart (C WA1) and tell the students that this is the poem they just heard. Ask:

**Q** *What do you notice about the shape of this poem? Why do you think the poet decided to write it this way?*

**Students might say:**

“It bends. Maybe it’s supposed to make you think about how the seal moves.”

“It’s wiggly, just like the seal.”

“It’s wavy. It makes me think of water.”

Explain that you will read “Seal” once more and that this time you will stop during the reading so that partners can discuss what the seal in the poem is doing. Reread the first half of the poem, stopping after “And sweeps away.” Ask:

 **Q** *What does the seal do in the first part of the poem? Turn to your partner.*

After partners have had a chance to talk, signal for the students’ attention and invite one or two volunteers to share their thinking with the class. If necessary, explain that in the first part of the poem, the seal dives from the rocks and swims down through the water at great speed. Reread the last line before the stop and continue reading to the end of the poem. Ask:

 **Q** *What does the seal do in the second part of the poem? Turn to your partner.*

If necessary, explain that in the second part of the poem, the seal turns around and swims up, jumping out of the water with a mouthful of fish.

## 5 Reflect on Taking Turns

Remind the students that earlier they talked about ways to make sure each partner has a chance to talk. Ask:

**Q** *What did you and your partner do today to make sure you both had a chance to share? What might you do differently when you work together again?*

**Students might say:**

“When my partner talked, I just listened. Then we switched.”

“One time, I could talk first, and the next time, she could talk first.”

Tell the students that they will continue to practice taking turns and talking about their mental images in the coming days.

### Facilitation Tip

During this unit, we encourage you to focus on two questioning techniques: **asking open-ended questions** and **using wait-time**. Notice that most of the questions we suggest are open-ended, inviting many responses. These questions cannot be answered with a single word and often begin with words like *what*, *how*, and *why*. We encourage you to try asking the questions as they are written and noticing how the students respond. Because the questions require thought, we suggest that you use at least 5-10 seconds of wait-time after asking a question before calling on anyone to respond. This gives everyone a chance to think before talking. To see this Facilitation Tip in action, view “Asking Open-ended Questions and Using Wait-time” (AV18).



## ELL Note

Consider providing books in your English Language Learners' primary languages. You might enlist students' family members to contribute books written in these languages.

## Teacher Note

Base the length of time the students are reading independently on their attention and engagement. Gradually add time as your students are ready. The goal is for them to read independently for up to 25 minutes by Unit 4.

## Teacher Note

You might point out and discuss elements of poetry, such as stanzas, shape, rhyme, and rhythm, as you encounter them in the poems.

# INDIVIDUALIZED DAILY READING

## 6 Read Independently and Practice Self-monitoring

Direct the students' attention to the "Thinking About My Reading" chart and review that earlier they practiced asking themselves questions as they were reading to help them decide if their books were at the right levels for them. Explain that today you will not stop the students as they read and that the students will be responsible for thinking about the questions on the chart on their own. Remind them that if they decide their books are not at the right levels, they may select different books to read.

Have the students get their books and find places to sit and read. Have them read silently for 15–20 minutes. As the students read, circulate among them and ask individual students to read parts of their books aloud and tell you about them. If any students are struggling to understand their books, use the questions on the chart to help them be aware of their own comprehension.

Signal to let the students know when it is time to stop reading. Facilitate a brief discussion about how the students did monitoring their own reading by asking questions such as:

**Q** *Is the book you are reading at the right level for you? What questions helped you decide?*

**Q** *What did you do to take responsibility for yourself during IDR today?*

Have the students return to their desks and put away their books. Give them time to record any books they finished in their reading logs.



## TECHNOLOGY EXTENSION

### Explore a Genre: Poetry

Collect a variety of poems written by different poets and read them aloud to the students (for example, you might read poems by William Jay Smith, Mary Ann Hoberman, Kenn Nesbitt, and Shel Silverstein). After reading each poem, ask questions such as:

**Q** *What is this poem about?*

**Q** *What did you visualize, or picture in your mind, as you listened to the poem?*

There are many websites that include fun poems for kids as well as interactive poetry activities. You might use the activities on one of these websites to create a class poem. Search for a few of these sites using the keywords "poetry for kids." You might bookmark any student-friendly sites you discover on classroom computers for students to visit later.

## In this lesson, the students:

- Hear and discuss part of a story
- Visualize a character in the story
- Connect their mental images to the text
- Distinguish their own points of view from that of a character
- Read independently for 15–20 minutes
- Act in fair and caring ways

## ABOUT IDR CONFERENCES

This week you begin conferring with the students during IDR. The first IDR conference in this unit focuses on helping you get to know the students as readers. Beginning in Week 2 of this unit, your conferences will focus on assessing the students' comprehension, supporting struggling readers, and encouraging self-monitoring strategies. To learn more, see "IDR Conferences" in the *Assessment Overview* of the *Assessment Resource Book*.

### 1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard the poem "Seal" and used the words in the poem to create their own mental images of the seal. Explain that today you will read from a story and the students will talk in pairs about what they visualized as they listened. Remind them to treat each other in a fair and caring way by taking turns talking and listening.

### 2 Introduce *Cherries and Cherry Pits*

Show the cover of the book and read the title and the names of the author and the illustrator aloud. Explain that this is a story about a girl named Bidemmi who loves to draw. As Bidemmi draws, she tells little stories about the interesting characters she creates. Ask the students to listen as you read the first few pages of the book aloud.

### 3 Read Aloud and Visualize

Read pages 4–8, showing the illustrations on pages 5 and 6 but not the one on page 9. Clarify vocabulary as you read.

## Materials

- *Cherries and Cherry Pits* (pages 4–11)
- "Excerpt 1 from *Cherries and Cherry Pits*" (WA2)
- "Reading Comprehension Strategies" chart, prepared ahead, and a marker
- Class set of "IDR Conference Notes" record sheets (CN1)

## Teacher Note

For more information, view "Setting Up IDR Conferences" (AV29).



**TEKS 10.D.ii**  
Student/Teacher Activity  
Step 3 and Step 4  
(all, beginning on page  
51 and continuing on  
page 52)

## Suggested Vocabulary

**subway:** electric train or system of trains that runs underground in a city (p. 8)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**striped:** having long lines of color (p. 8)

**piano:** large keyboard instrument (p. 8)

Tell the students that you will reread a passage from the book. Ask them to close their eyes and visualize the character that is being described in the passage. Reread page 8 aloud. Then use “Think, Pair, Share” to discuss:



**Q** *What does this character look like?* [pause] *Turn to your partner.*

After partners have had a chance to talk, signal for the students’ attention and have a few volunteers share their ideas with the class. Point out that each student created her own mental image of the man based on what she heard and her own imagination.

## 4 Connect Mental Images to Words in the Text

Display the “Excerpt 1 from *Cherries and Cherry Pits*” chart ( WA2) and tell the students that this is the description you read aloud. Explain that you will read it aloud again and that as you read you want the students to listen for words that helped them create mental images of the man. Read the excerpt aloud. Ask:

**Q** *What words helped you picture the man in your mind?*

Have a few volunteers share their thinking with the class. As they share, underline the words they mention on the chart.

## 5 Begin the “Reading Comprehension Strategies” Chart

Direct the students’ attention to the “Reading Comprehension Strategies” chart (see “Do Ahead”). Read the title aloud and explain that you are going to use the chart to keep a list of strategies good readers use to help them make sense of what they read. Review that the students have been working on *visualizing*, or using an author’s words to create pictures in their minds. Explain that visualizing is a powerful comprehension strategy that good readers use to help them understand and enjoy what they read. Write *visualizing* on the chart and tell the students that they will continue to practice this strategy in the coming days.

## Reading Comprehension Strategies

– visualizing

### 6 Visualize and Compare Mental Images with Bidemmi's Drawing

Tell the students that you will read another passage aloud and that you would like them to close their eyes and visualize what is being described. Read the last sentence on page 8 and continue reading to the end of page 10. Ask:

**Q** *What do you imagine this family looks like as they sit together and eat cherries in their living room?*

Have a few volunteers share their ideas with the class. Show the illustration on page 11 and explain that this is the way Bidemmi drew the man and his family. Use “Think, Pair, Share” to discuss:

 **Q** *How is Bidemmi's drawing the same as your mental image of the family? How is it different? [pause] Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

#### Students might say:

“I imagined the man and his family looking happy, and that's how Bidemmi drew them.”

“The children I pictured were older than the children in Bidemmi's picture.”

“I imagined a living room that looks like my living room, with green walls. It didn't have yellow walls with cherries on them.”

Point out that that Bidemmi's picture of the family is unique—just like the students' mental images—because it is based on her imagination.

Explain that you will read more from *Cherries and Cherry Pits* tomorrow and that the students will visualize as they listen to another of Bidemmi's stories.

#### Teacher Note

Post the “Reading Comprehension Strategies” chart where the students can easily refer to it throughout the year. You will add strategies to the chart as they are introduced. Refer to the chart often to remind the students to use the strategies as they read throughout the day.

#### TEKS 6.D.i

Student/Teacher Activity  
Step 6 (all)

# INDIVIDUALIZED DAILY READING

## 7 Read Independently and Begin Conferring About the Students' Reading Lives

Tell the students that during IDR this year, you will be *conferring*, or talking, with individual students about the books they are reading, what they like to read, and how they feel about reading. Explain that while you are conferring with individual students, the rest of the class will silently read their books. State your expectations for how the students will act responsibly while you confer with individual students.

### You might say:

"When I am talking with a student about his reading, it is important for you to read silently for the entire time. If you finish reading a book before IDR is over, you can either reread the book or begin reading a new book."

Explain that when they have finished reading their books, the students may return them to the classroom library and select new ones.

Explain that as they read their books today, you would like the students to think about interesting things they read to share with partners at the end of IDR. Have the students get their books and find quiet places to read. Have them read silently for 15–20 minutes.

After the students have settled into their reading, confer with individual students. Pause between conferences to scan the class. Make note of any behaviors you wish to discuss at the end of IDR.



### IDR CONFERENCE NOTE

Beginning today, and continuing for the next several days, confer individually for a few minutes with each student to learn more about his reading habits, how he feels about himself as a reader, and what he is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 14 of the *Assessment Resource Book*. You will continue to use the "IDR Conference Notes" record sheets during conferences throughout the program.



Signal to let the students know when it is time to stop reading. Give the students a few moments to talk with partners about interesting things they read.

Have the students return to their desks and put away their books.

### Teacher Note

Rather than having the students determine when they are ready to return their books, you might establish a schedule for your students to follow when returning and checking out books from the classroom library. For example, you might allow four or five students to go to the library each day. You might also have the students use the classroom library at different times of day (for example, during morning routine or right after lunch).

We recommend that the students keep enough books in their desks to last them for a week's worth of independent reading. This will help ensure that the students spend IDR time engaged in reading rather than browsing for books in the classroom library.

### Teacher Note

You might use the "IDR Conference Notes" record sheet (CN1) as a survey of the students' reading goals and interests. For more information, see "IDR Conferences" in the Assessment Overview of the *Assessment Resource Book*.

## In this lesson, the students:

- Hear and discuss part of a story
- Visualize a character in the story
- Draw mental images of the character
- Read independently for 15–20 minutes
- Act in fair and caring ways
- Take turns talking and listening

## 1 Review *Cherries and Cherry Pits*

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that they have been using words in books to help them visualize, or create pictures in their minds. Visualizing helps readers both understand and enjoy what they read.

Show the cover of *Cherries and Cherry Pits* and review that it is about a girl named Bidemmi. Ask:

- Q *What do you remember about Bidemmi?*
- Q *What did she draw in the part we read together yesterday?*

To help the students recall the story, show them the illustration on page 11. Then tell them that you will read the next part of the story today and that you will not show the illustration; this will allow them to practice making their own mental images using the words.

## 2 Read Aloud and Visualize

Read page 13 aloud slowly and clearly, without showing the illustration. Clarify vocabulary as you read.

### Suggested Vocabulary

- florist shop:** store that sells flowers
- pocketbook:** woman's purse or handbag

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

- how come:** why is it

## Materials

- *Cherries and Cherry Pits*
- *Student Response Book* page 2
- Crayons or markers
- “Class Assessment Record” sheet (CA1)

### ELL Note

Support students with limited English proficiency by providing prompts such as “I remember . . .” and “She drew . . .”

Tell the students that you will reread the passage from the book. Ask them to close their eyes and visualize the character that is being described in the passage. Reread page 13 aloud.

Use “Think, Pair, Share” to discuss:



**Q** *What does this character look like?* [pause] *Turn to your partner.*

Have one or two students share their mental images with the class.

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment. For more information, see “Individual Comprehension Assessment” in the Assessment Overview of the *Assessment Resource Book*.

#### TEKS 6.D.i

Student/Teacher Activity  
Step 3 (all)

## 3 Draw Mental Images of the Woman on the Train

Distribute crayons or markers and tell the students that they will now draw how they pictured the woman on the train. Have the students turn to *Student Response Book* page 2, “How I Visualized *Cherries and Cherry Pits*.” Ask each student to first think quietly about her mental image and then draw it.

Circulate among the students as they draw. Reread the passage to individual students as needed. If the students have difficulty drawing, you might model by doing a brief sketch where everyone can see it, using the ideas of a few volunteers. The students can use your model to help them get started and then continue adding their own details. Point out that the students’ mental images are more important than their drawings. They should try to capture on paper what they see in their minds. Give the students a few minutes to complete their drawings, letting them know when they have about 2 minutes left.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to describe and draw their mental images?
- Are their mental images connected to the description in the story?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 8 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to describe and draw mental images that connect to the story, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to describe and draw mental images that connect to the story, reread the passage again and ask questions such as:

**Q** *How big is the woman?*

**Q** *Where is she?*

**Q** *What is she wearing?*

- If **only a few students** are able to describe and draw mental images that connect to the story, proceed with the lesson but consider giving the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

### Teacher Note

Alternative texts can be used to reteach a *Making Meaning* lesson or as a substitute for a provided read-aloud text. A list of these texts is available in the General Resources section of the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information, see “Preparing the Daily Lessons” in the Introduction.

Tell the students that they will have a chance to share their drawings with one another tomorrow.

## INDIVIDUALIZED DAILY READING

### 4 Read Independently and Confer

Review that yesterday you began conferring, or talking, with individual students during IDR. Tell the students that you will confer with individual students again today, so it is important that they read silently. Explain that at the end of IDR, you will ask some of the students to share the books they are reading with the class.

Have the students get their books and read silently for 15–20 minutes. Encourage the students to try visualizing as they read. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with students about their reading habits, how they feel about themselves as readers, and what they are interested in reading.

Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 14 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share with the class the books they are reading and what they like about the books so far.

Have the students return to their desks and put away their books.

#### Teacher Note

Continue to periodically remind the students to ask themselves the questions on the “Thinking About My Reading” chart as they read independently and to select different books if they decide the ones they are reading are not at the right levels for them.

### Materials

- *Cherries and Cherry Pits*
- *Student Response Book* pages 2–3
- “Excerpt 2 from *Cherries and Cherry Pits*” (WA3)

### Teacher Note

You will analyze the work the students do in the *Student Response Book* in this step for this unit’s Individual Comprehension Assessment. For more information, see “Individual Comprehension Assessment” in the Assessment Overview of the *Assessment Resource Book*.

### Teacher Note

As the students share their drawings, circulate and look for examples of partners who are being respectful and caring. Be ready to share your observations at the end of the lesson.

### In this lesson, the students:

- Share and discuss their drawings from the previous day
- Connect their mental images to the text
- Distinguish their own points of view from that of a character
- Read independently for 15–20 minutes
- Act in respectful and caring ways
- Take turns talking and listening

## 1 Discuss Being Respectful and Caring

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Explain that today partners will share and discuss the drawings they made of the woman in *Cherries and Cherry Pits*. Facilitate a discussion about respectful and caring ways to talk about other people’s drawings. Ask:

**Q** *What are some ways you can be respectful and caring when sharing artwork? Why is that important?*

Tell the students that you will check with them at the end of the lesson to see how they did being respectful and caring.

## 2 Connect Mental Images to the Text

Ask the students to review their drawings on *Student Response Book* page 2. Then have them look at *Student Response Book* page 3, “Excerpt from *Cherries and Cherry Pits*,” where the passage about the woman on the train is reproduced. Explain that you will reread the passage and that you want the students to follow along and think about which words helped them draw their pictures. Reread page 13 aloud slowly and clearly, without showing the illustration. After the reading, ask the students to go back and underline words or phrases in the passage that helped them picture the woman on the train.

## 3 Share and Discuss Drawings and Words



After the students have underlined words or phrases that helped them visualize, use “Turn to Your Partner” to have them share their drawings and discuss the words they underlined.

After partners have shared, facilitate a class discussion of their visualizations. Display the “Excerpt 2 from *Cherries and Cherry Pits*” chart (WA3) and ask:

**Q** *What words or phrases from the story helped you draw your picture?*

Have a few volunteers share their thinking. Underline words or phrases on the chart as the students refer to them.

**Students might say:**

“The part that said ‘she is almost as short as I am’ helped me see how tiny she is.”

“The words ‘old, old shoes’ helped me see that she might look a little poor.”

Ask:

**Q** *What did you include in your picture that is not mentioned in the story? What made you decide to add that to your picture?*

Have a few volunteers share their thinking.

#### **4** Compare the Students’ Drawings with Bidemmi’s Drawing

Show the illustration on page 15 of the book and explain that this is how Bidemmi drew the woman on the train. Use “Think, Pair, Share” to discuss:



**Q** *How is your picture the same as Bidemmi’s? How is it different? [pause] Turn to your partner.*

#### **5** Reflect on Being Respectful and Caring

Help the students reflect on their partner work by asking questions such as:

**Q** *What did your partner do to let you know that he or she cared about and respected your ideas and work?*

**Q** *How did it feel to be treated with respect?*

Briefly share examples of respectful and caring interactions you observed, and remind the students that in the reading community, it is important for everyone to feel respected and cared for. Encourage the students to continue to work on showing one another respect and caring in the coming days.

#### **Teacher Note**

This is an opportunity to help the students understand how their background knowledge contributes to the images they create when they read. For example, what they already know about grandmothers might contribute to the way they pictured the woman on the train. Cite some examples from the students’ responses. (For example, you might say, “Joey says his grandmother always wore gloves, so he added gloves to his drawing.”)

#### **Teacher Note**

The reflection that appears at the end of many lessons is important to the students’ growth as readers and to their social development. We encourage you to spend a few minutes at the end of these lessons helping the students reflect on their work and interactions. For more information, see “Focus on Social/Ethical Development” in the Introduction. To learn more, view “Social Reflection” (AV14).



### Teacher Note

Next week you will begin conferring with the students about the books they are reading during IDR. If you have not met with all of your students to discuss their reading lives, you may want to do so before changing the focus of your conferences.

### Teacher Note

You might review the students' responses to the questions on the "IDR Conference Notes" record sheet (CNI) to identify patterns across the members of the class as well as individual responses that stand out to you. After analyzing the students' responses, you might facilitate a class discussion about what you learned about them as readers and how you plan to build their love of reading over the course of the year. For ideas on how to facilitate this discussion, see the extension "Discuss the Students' Reading Goals and Interests" on page 61.

### Vocabulary Note

Next week you will revisit "Seal" to teach the Week 3 vocabulary lessons.

### Materials

- "Seal" (see page 63)
- Copy of "Seal" (BLM2) for each student

#### TEKS 10.D.ii

Student/Teacher Narrative Writing About Reading (all, beginning on page 60 and continuing on to page 61)

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Share Reading with Partners

Have the students get their books and read silently for 15–20 minutes. Encourage them to try visualizing as they read. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with students about their reading habits, how they feel about themselves as readers, and what they are interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CNI); see page 14 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share with partners the books they are reading and describe anything they visualized as they were reading. Have the students return to their desks and put away their books.

## WRITING ABOUT READING

### Write About Mental Images of "Seal"

Remind the students that earlier they heard and discussed the poem "Seal" by William Jay Smith. Explain that today the students will revisit the poem and think about what words in the poem helped them visualize how the seal moves. Have the students close their eyes and visualize as you read the poem aloud. At the end of the reading, ask the students to open their eyes and discuss:

**Q** *How did you picture the seal moving? Turn to your partner.*

Distribute copies of the poem and pencils to the students. Explain that you will read the poem once more and that you want them to follow along and underline the words or phrases in the poem that helped them visualize how the seal moves.

Reread the poem. Ask:

**Q** *What words or phrases helped you visualize how the seal moves?*

Have a few volunteers share the words they underlined with the class. Ask the students to watch as you think aloud and model writing about words in the poem that helped you visualize.

**You might say:**

"This poem includes a lot of movement words that helped me imagine how the seal is swimming through the water. At the beginning of the poem, the words *zoom* and *dart* let me know that the seal is moving very fast. In the middle of the poem, the lines 'See how he swims/ With a swerve and a twist' made me think that his movements are also graceful—he is able to swerve and twist easily. I'll write: *The poem 'Seal,' by William Jay Smith, includes many words that helped me visualize how the seal moves. When I read the words 'zoom' and 'dart,' I pictured the seal swimming through the water really fast. When I read the lines 'See how he swims/With a swerve and a twist,' I pictured him moving gracefully in the water, like a dancer.*"

Have the students write about the words in the poem that helped them visualize the seal's movements. If time permits, invite a few volunteers to share their writing with the class.

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## EXTENSIONS

### Discuss the Students' Reading Goals and Interests

Remind the students that during IDR conferences over the past few days, you asked them questions about their ideas and feelings about reading. Tell the students that you learned a lot about the kinds of books the class is interested in reading as well as how each student wants to grow as a reader.

**You might say:**

"Many of you said that you were interested in reading *nonfiction*, or books about real people, places, and things. This year we'll read many nonfiction books about people and animals as well as some nonfiction articles. Some of you said that you'd like to read stories from different countries. We'll read fiction from several different cultures this year. I also learned that some students are eager to read poetry this year."

Explain that you will use this information to make sure that everyone has fun reading this year. Ask and briefly discuss:

- Q *What might you do to grow as a reader this year?*
- Q *What are you excited to read about this year?*

## Stroll with *Cherries and Cherry Pits*

Have the students display their drawings on their desks of the woman on the train. Then have them stroll around to view one another's work. As a class, discuss what the students noticed about the pictures.

## Read All of *Cherries and Cherry Pits* Aloud

Read *Cherries and Cherry Pits* aloud in its entirety. You might pause and ask the students to visualize what is being described before showing each illustration.

# Poem

## Seal

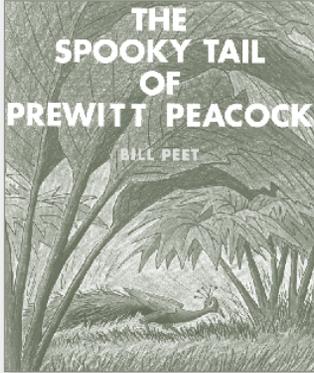
by William Jay Smith

See how he dives  
From the rocks with a zoom!  
See how he darts  
Through his watery room  
Past crabs and eels  
And green seaweed,  
Past fluffs of sandy  
Minnow feed!  
See how he swims  
With a swerve and a twist,  
A flip of the flipper,  
A flick of the wrist!  
Quicksilver-quick,  
Softer than spray,  
Down he plunges  
And sweeps away;  
Before you can think,  
Before you can utter  
Words like “Dill pickle”  
Or “Apple butter,”  
Back up he swims  
Past Sting Ray and Shark,  
Out with a zoom,  
A whoop, a bark;  
Before you can say  
Whatever you wish,  
He plops at your side  
With a mouthful of fish!

“Seal” from *Laughing Time: Collected Nonsense* by William Jay Smith. Copyright © 1990 by William Jay Smith. Reprinted by permission of Farrar, Straus and Giroux, LLC.

# Week 2

## OVERVIEW



### *The Spooky Tail of Prewitt Peacock*

by Bill Peet

Prewitt the peacock grows a scary tail, but he and the other peacocks soon learn that it has some advantages.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA4–WA5

#### Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN2)

## Comprehension Focus

- Students visualize to make sense of a story.
- Students informally use schema and make inferences as they visualize.
- Students discuss characters' feelings.
- Students read independently.

## Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.
- Students share their partners' thinking with the class.

## 🕒 DO AHEAD

- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN2); see page 15 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare to model visualizing the text on page 20 of *The Spooky Tail of Prewitt Peacock* and marking the page with a self-stick note (see Step 2).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2); see page 9 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, prepare to model writing a journal entry about something you visualized (see Step 4).

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 3 lessons this week.

### Materials

- *The Spooky Tail of Prewitt Peacock*
- Class set of “IDR Conference Notes” record sheets (CN2)
- *Assessment Resource Book* page 11
- *Student Response Book*, Reading Log section

### ELL Note

You may wish to explain that *spooky* means “scary.”

### Teacher Note

You might want to show the students other illustrations or photographs of peacocks.

### ELL Note

Consider providing a prompt, for example, “My partner saw . . .”

### In this lesson, the students:

- Hear and discuss a story
- Visualize to understand and enjoy the story
- Read independently for 15–20 minutes
- Take turns talking and listening
- Share their partners’ thinking

## 1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Explain that today you will read a story aloud and that you will stop during the reading so partners can discuss what has happened so far. Remind the students to treat each other in a fair and caring way by taking turns when they talk in pairs.

## 2 Introduce *The Spooky Tail of Prewitt Peacock*

Show the cover of the book and read the title and the author’s name aloud. Tell the students that Bill Peet is also the illustrator of the book. Explain that this is a story about a peacock named Prewitt and ask:

**Q** *Have you ever seen a peacock? What does a peacock look like?*

Show the illustration on pages 2–3 and point out that peacocks have large, feathery tails with designs called *eyespot*s on them.

Explain that this story takes place in the jungle. Ask the students to close their eyes and imagine a group of peacocks living in the jungle. Support the students’ thinking with prompts such as:

- *Think about what sounds the peacocks might hear in the jungle.*
- *Think about what animals the peacocks might see in the jungle.*
- *Think about what animals the peacocks might be afraid of.*



After a few moments, ask the students to open their eyes, turn to their partners, and talk about what they visualized. Tell the students to listen carefully to their partners because you will ask some of them to share what their partners said with the class. After partners have had a chance to share, signal for the students’ attention and ask:

**Q** *What did your partner see in the jungle?*

### 3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**strutted:** walked (p. 2)

**game:** animals that are hunted for food (p. 4)

**spry:** fast (p. 5)

**sprouted:** grown (p. 8)

**Mandalay:** faraway place; city in Southeast Asia (p. 11)

**cackling:** scary-sounding laughter (p. 17)

**doomed:** sure to die (p. 25)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**scraggly:** not very beautiful (p. 1)

**scrawny:** skinny (p. 4)

**sly:** clever (p. 5)

**fierce:** mean-looking (p. 8)

**spooky:** scary (p. 12)

**scares the wits out of us:** (idiom) really scares us (p. 15)

**flock:** group of birds (p. 15)

**plowing:** running slowly (p. 23)

Read pages 1–3 aloud twice and then continue reading to page 9.

Stop after:

**p. 9** “I only hope the other peacocks can too.”

Ask:



**Q** *What has happened in the story so far? What do you think will happen next? Turn to your partner.*

After a few moments, signal for the students’ attention and invite one or two pairs to share what they discussed with the class. Reread the last sentence before the stop and continue reading to the next stop. Follow this procedure at each of the following stops:

**p. 19** “The chase was on!”

**p. 30** “Now at last Prewitt was truly as proud as a peacock.”

#### ELL Note

English Language Learners may benefit from more frequent stops and discussions during the reading. For example, you might stop after pages 5, 13, and 25.

#### Teacher Note

Reading the first few pages of the text twice gives the students a chance to engage with the story.



### Facilitation Tip

Notice the **open-ended questions** that you are asking during this discussion. To study the effect of open-ended questions on students' thinking, experiment by asking a closed question first (such as "Did Phineas and the other peacocks like Prewitt in the beginning of the story?" or "Do the peacocks' feelings about Prewitt change?") and noting the response. Then restate the question as an open-ended question and note the response. Remember to use 10 seconds of **wait-time** after the question before you invite the students to respond.

### Teacher Note

For additional support, you might teach IDR Mini-lesson 3, "Introducing IDR Conferences" (found in Appendix A).

## 4 Discuss the Story

After the reading, facilitate a class discussion of the story using the questions that follow. As the students share, reread the parts of the story that support their thinking. Ask:

- Q *What happens to Prewitt in this story?*
- Q *How do Phineas and the other peacocks feel about Prewitt at the beginning of the story? What in the story makes you think so?*
- Q *How do Phineas and the other peacocks feel about Prewitt at the end of the story? Why do their feelings change?*

## 5 Reflect on Working Together

Review that the students shared their partners' thinking about how they visualized a group of peacocks in the jungle. Ask and briefly discuss:

- Q *What did you have to do to be ready to share your partner's thinking with the class?*

### Students might say:

"I had to listen really carefully to what my partner said."

"I couldn't hear my partner, so I had to ask her to talk louder."

"I was confused by what my partner said, so I asked him a question about it."

Explain that sharing their partners' thinking helps the students take responsibility for hearing and understanding their partners' ideas. Tell the students that tomorrow they will have more opportunities to share their partners' thinking as they continue to discuss *The Spooky Tail of Prewitt Peacock*.

## INDIVIDUALIZED DAILY READING

## 6 Read Independently/Introduce Conferring About Books

Remind the students that you have been conferring, or talking with them individually, about their reading lives during IDR. Explain that beginning today, IDR conferences will focus on the books the students are reading. Explain that by conferring with them about their reading, you can learn about their strengths as readers and talk with them about how they can become even stronger readers. Remind the students that when you are conferring with individual students, it is important that they read silently.

Have the students get their books and read silently for 15–20 minutes. Encourage them to try visualizing as they read. After the students have settled into their reading, select a student and have her bring the book she is reading to the conference.



## IDR CONFERENCE NOTE

Beginning today, and continuing through next week, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the books they read with the class by showing the covers, telling the titles and the authors’ names, and saying what the books are about. Then invite them to describe something they visualized as they were reading. Have the students return to their desks and put away their books. Give them time to record any books they finished in their reading logs.

## Guided Strategy Practice

## Day 2

### In this lesson, the students:

- Hear parts of a story read aloud again
- Visualize to understand and enjoy the story
- Discuss the feelings of a character in the story
- Read independently for 15–20 minutes
- Take turns talking and listening
- Share their partners’ thinking

### 1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Explain that today the students will revisit *The Spooky Tail of Prewitt Peacock* and practice visualizing parts of the story. Remind the students to take turns and to listen carefully to their partners when talking in pairs.

### Materials

- *The Spooky Tail of Prewitt Peacock*
- “Reading Comprehension Strategies” chart

## Teacher Note

If the students have difficulty recalling the story, you might reread all or parts of it. Alternatively, you might show the students some of the illustrations and ask them to retell what is happening in those parts.

**TEKS 6.D.i**  
Student/Teacher Narrative  
Step 3 (all)

**TEKS 6.D.i**  
Student/Teacher Activity  
Step 4 (all)

## 2 Review *The Spooky Tail of Prewitt Peacock*

Show the front cover of *The Spooky Tail of Prewitt Peacock* and ask:



**Q** *What do you remember about the story The Spooky Tail of Prewitt Peacock? Turn to your partner.*

After a few moments, signal for the students' attention and have one or two volunteers share what they remember about the story with the class.

## 3 Model Visualizing

Tell the students that today you will reread parts of the story and they will visualize what is happening in those parts. Ask the students to listen as you read a page aloud. Then model talking about what you visualized as you read.

Read page 8 aloud twice. Then model visualizing by thinking aloud about what you saw in your mind, how it made you feel, and how you imagine Prewitt feels.

### You might say:

"When I read this part of the story, I pictured Prewitt's tail growing spots that look like big eyes. I also pictured the tail growing mean-looking eyebrows and a mouth that looks like a frown. I would be scared if I saw this tail. I think Prewitt is probably feeling shocked and confused that his tail would grow like this."

## 4 Read Aloud and Visualize

Explain that the next part you will read comes from the middle of the story, when Prewitt is trying to decide if he should stay with his flock or leave it. Ask the students to close their eyes; then read page 17 aloud slowly and clearly. Have the students open their eyes and use "Think, Pair, Share" to discuss the question that follows. Alert them to listen carefully to their partners as you will ask some of them to share what their partners said with the class. Ask:



**Q** *What did you see in your mind as you listened to this part? [pause] Turn to your partner.*

Have a few volunteers share what their partners described with the class. In the same way, discuss:



**Q** *How do you imagine Prewitt feels in this part of the story? How would you feel if you were him? [pause] Turn to your partner.*

Follow the same procedure to read and discuss the text on pages 24–27.

## 5 Reflect on Visualizing

Direct the students' attention to the "Reading Comprehension Strategies" chart and review that visualizing is a strategy that helps readers understand and enjoy what they read. As a class, discuss:

**Q** *How did visualizing parts of The Spooky Tail of Prewitt Peacock help you understand and enjoy the story?*

### Students might say:

"When I pictured what was happening in my mind, I felt like I was in the story."

"It helped me imagine how Prewitt was feeling."

"When I visualized what was happening, the animals seemed to move, like in a movie."

"Listening to parts of the story with my eyes closed helped me pay attention to the words."

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Share Reading with Partners

Tell the students that today you will continue to confer with individual students about the books they are reading during IDR. Have the students get their books and read silently for 15–20 minutes. Encourage them to try visualizing as they read. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN2); see page 15 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share with partners the books they are reading and describe what they visualized as they were reading. Have the students return to their desks and put away their books.

Tell the students that tomorrow they will have another chance to practice visualizing as they read on their own.

### Materials

- *The Spooky Tail of Prewitt Peacock*
- Small self-stick notes for each student
- “Class Assessment Record” sheet (CA2)

### ELL Note

You might support students with limited English proficiency by providing prompts for responding to the questions such as “I want other students to . . .” and “While I am reading, I will . . .”

### In this lesson, the students:

- Visualize to understand and enjoy texts read independently
- Connect their mental images to the texts
- Read independently
- Take responsibility for themselves

## 1 Prepare to Practice Visualizing Independently

Have the students bring their independent reading books and gather with partners sitting together, facing you. Remind the students that they have been working on visualizing, or using an author’s words to create their own mental images of what is happening in a story. Explain that today the students will practice visualizing with books they read independently. Ask:

- Q *How do you want other students to act while you are reading so you can concentrate?*
- Q *How will you act while you are reading?*

## 2 Model Visualizing During Independent Reading

Explain that as they read today, the students will use self-stick notes to mark places in their books where they visualized what is happening. The purpose of using the self-stick notes is to help them find those places later when they discuss their mental images with their partners.

Model the procedure by rereading page 20 of *The Spooky Tail of Prewitt Peacock* aloud, thinking aloud about what you visualized, and placing a self-stick note in the margin of the page.

### You might say:

“I pictured the peacocks hopping, flying, and running, with their tails sticking out behind them, trying to catch poor Prewitt. I pictured Prewitt cutting back and forth through the jungle with a very scared look on his face and his heart beating very fast. I am going to stick my note here next to this description.”

## 3 Read Independently and Visualize

Distribute the self-stick notes and make sure the students have books at their reading levels. Explain that whether or not their books have illustrations, you want the students to focus on creating their own mental images using the authors’ words.



Have the students read silently for 15–20 minutes, marking places in their books where they visualized. Stop them at 5-minute intervals and have partners share the passages they marked and the images they created in their minds.

Circulate and observe the students as they read, mark passages, and talk with their partners. Offer assistance as needed.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to visualize what they are reading?
- Are they using their background knowledge and/or making inferences to help them visualize?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 9 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to visualize, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to visualize, check in with students who are struggling. You might ask them to reread descriptive words or phrases and then close the book and describe what they see in their minds, or you might ask them to act out part of the story briefly.
- If **only a few students** are able to visualize, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Signal to let the students know when it is time to stop reading.

## 4 Discuss Visualizations as a Class

Call on a volunteer to read one of the passages he marked aloud. Ask the students to listen carefully and try to create their own mental images of what is being described in the passage. After the reading, facilitate a brief discussion among the students by asking:

- Q *What did you see in your mind when [Amal] read his passage?*
- Q *Which words helped you create your mental image?*

Have the volunteer who read the sentences share his own mental images of what was being described in the passage. Repeat this procedure with one or two other volunteers.



## ELL Note

Note challenging vocabulary in the students’ independent reading books, and be ready to define words as needed for them as they read.

## Teacher Note

To keep this part of the lesson moving, select relatively fluent readers to read parts of their books aloud to the class.

## 5 Reflect on Taking Responsibility

Facilitate a brief class discussion about how the students did taking responsibility during the lesson. Ask:

- Q *What did you do to act in a responsible way as you were reading and talking with your partner?*
- Q *How did that help your work?*

### Students might say:

"I read my book and pictured the story in my mind until it was time to talk to my partner."

"It helped us work because we weren't bothering each other during the reading time."

Tell the students that tomorrow they will have another opportunity to practice visualizing as they read independently.

## EXTENSION

**ELPS 3.B.ii**  
Extension (all)

### Retell *The Spooky Tail of Prewitt Peacock* Using the Illustrations

Have volunteers retell *The Spooky Tail of Prewitt Peacock* as you show each book illustration to the class.

### ELL Note

This extension is especially helpful for English Language Learners.

**TEKS 7.D.ii**  
**TEKS 7.D.iv**  
Student/Teacher Activity  
Extension (all)

# Day 4

## Independent Strategy Practice

### Materials

- *The Spooky Tail of Prewitt Peacock*
- Small self-stick notes for each student
- "Reading Journal" chart (WA4)
- "Journal Entry" chart (WA5)
- *Student Response Book*, Reading Journal section

### In this lesson, the students:

- Visualize to understand and enjoy texts read independently
- Connect their mental images to the texts
- Read independently
- Learn how to use a reading journal
- Take responsibility for themselves

## 1 Review Visualizing

Have the students bring their *Student Response Books*, pencils, and books for independent reading and gather with partners sitting together, facing you. Review that the students have been practicing visualizing to help them understand and enjoy what they read. Explain that today they

will have more chances to visualize as they read independently. Tell them that they will again use self-stick notes to mark places in their books where they visualized. After reading, each student will share her mental images with her partner and then choose one mental image to write about. If necessary, model visualizing a passage and marking it with a self-stick note, as you did on Day 3 (see Step 2).

## 2 Read Independently and Visualize

Distribute the self-stick notes and make sure the students have books at their reading levels. Remind them that whether or not their books have illustrations, you want them to focus on creating their own mental images using the authors' words. Have the students read independently for 10–15 minutes.

Signal to let the students know when it is time to stop reading.

## 3 Share Visualizations with Partners



Have the students share in pairs the mental images they created as they were reading. Encourage them to begin by reading aloud the passages they marked to their partners. Then have them describe what they visualized as they read those passages.

## 4 Model Writing in the Reading Journal

After partners have had a chance to share, signal for the students' attention and ask them to open their *Student Response Books* to the Reading Journal section. Explain that this is a place where they can write about the books they read independently. Explain that today each student will write about one thing he visualized as he was reading.

Display the “Reading Journal” chart (WA4) and model writing a journal entry about the passage you visualized on Day 3 (See Step 2).

### You might say:

“First I’ll write the title of the book I read and describe what happens in the part of the story I visualized. I’ll write: *I read The Spooky Tail of Prewitt Peacock by Bill Peet. In this part of the story, the peacocks are chasing Prewitt through the jungle because he refuses to leave the flock.* Now I’ll write about what I pictured in my mind when I read this part. I’ll write: *I pictured the peacocks hopping, flying, and running, with their tails sticking out behind them, trying to catch poor Prewitt. Prewitt is running as fast as he can, but the other peacocks are catching up.*”

TEKS 6.A.ii  
Student/Teacher Activity  
Step 2 (all)

## Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

## ELL Note

Consider having your students with limited English proficiency draw pictures of their visualizations rather than writing about them. Alternatively, you might transcribe sentences the students dictate to you.

## Teacher Note

Consider providing additional opportunities for the students to write in their reading journals. You might provide specific prompts for them to respond to or have them write about their reading in any way they choose.

## Vocabulary Note

Next week you will revisit *The Spooky Tail of Prewitt Peacock* to teach the Week 4 vocabulary lessons.

## 5 Write in Reading Journals

Explain that each student will now write a journal entry about something she visualized. Display the “Journal Entry” chart ( WA5) and explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title and the author's name
- What is happening in the part you visualized
- What you visualized, or pictured in your mind, when you read that part

WA5



Ask the students to think quietly about the visualizations they want to write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write about their mental images in their reading journals. Circulate among the students as they write, providing assistance as needed. If time permits, invite a few students to share their journal entries with the class.

Tell the students that they will have more opportunities to practice visualizing and writing in their journals in the coming weeks.

## EXTENSION

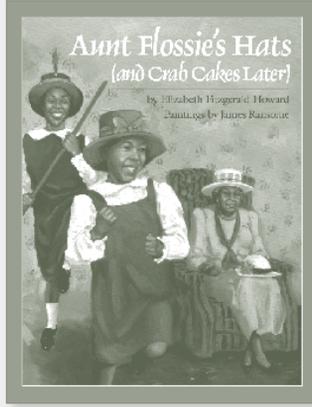
### Make a Class Book

Read a non-illustrated story aloud to the students twice. Have partners work together to illustrate various parts of the story. View the illustrations as a class and discuss words in the text that helped them illustrate the story. Compile the students' drawings to create a class book.



# Week 3

## OVERVIEW



### ***Aunt Flossie's Hats (and Crab Cakes Later)***

by Elizabeth Fitzgerald Howard, illustrated by James Ransome

Sarah and Susan visit their Aunt Flossie on Sunday afternoons. Aunt Flossie lets the girls look through her collection of hats and try them on as she tells the girls the story behind each hat.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA6

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN2)
- “Individual Comprehension Assessment” record sheet (IA1)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Comprehension Assessment Student Record” sheet (SR2)
- “Individual Comprehension Assessment Class Record” sheet (CR2)

#### **Reproducible**

- Unit 2 family letter (BLM1)

#### **Professional Development Media**

- “Using the Individual Comprehension Assessment” (AV31)
- “Using Blogs in the Classroom” tutorial (AV45)

### Comprehension Focus

- Students visualize to make sense of a story.
- Students informally use schema and make inferences as they visualize.
- Students read independently.

### Social Development Focus

- Students analyze the effect of their behavior on others and on the group work.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

## 🕒 DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA3); see page 10 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([cclearninghub.org](http://cclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student. (For more information about the family letters, see “Family Letters” in the Introduction.)

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 4 lessons this week.

# Day 1

## Read-aloud

### Materials

- *Aunt Flossie's Hats (and Crab Cakes Later)*
- “Reading Comprehension Strategies” chart
- *Student Response Book*, Reading Log section

### Teacher Note

You might point out Baltimore, Maryland, on a map of the United States.

### In this lesson, the students:

- Hear and discuss a story
- Visualize to understand and enjoy the story
- Distinguish their own points of view from those of the characters
- Read independently for 15–20 minutes
- Take turns talking and listening

### 1 Review Visualizing

Gather the class with partners sitting together, facing you. Refer to the “Reading Comprehension Strategies” chart and remind the students that they have been practicing visualizing, or using the words in stories to create images in their minds. Review that visualizing helps them understand and enjoy what they read. Explain that today they will hear another story, visualize, and talk with their partners about what they visualized.

### 2 Introduce *Aunt Flossie's Hats (and Crab Cakes Later)*

Show the cover of *Aunt Flossie's Hats (and Crab Cakes Later)* and read the title and the names of the author and the illustrator aloud. Explain that this story takes place in Baltimore, a city in the state of Maryland. It is about sisters named Sarah and Susan who visit their aunt Flossie on Sunday afternoons and try on hats. Each hat has a story behind it.

### 3 Read Aloud

Explain that you will read the story aloud without showing the illustrations and that you want the students to listen to the words and visualize what is being described. Explain that you will stop three times during the story so that students can talk in pairs about what they see in their minds.

Read the book aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

## Suggested Vocabulary

**crab cakes:** small, fried rounds of crab meat (p. 6)

**wooly:** made of thick, curly sheep's hair (p. 11)

**hooves:** hard coverings on horses' feet (p. 13)

**terrapins:** turtles (p. 13)

**buglers:** people who play a musical instrument called a *bugle*, which is like a trumpet (p. 16)

**rippled:** moved in very small waves (p. 24)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**crab:** shelled sea animal (p. 6)

**trillion:** million times a million; very large number (p. 10)

**pompom:** fluffy ball used for decoration on clothing, especially hats or costumes (p. 18)

Read pages 4–5 twice, and then continue reading to page 10. Stop after:

**p. 10** “Aunt Flossie has so many hats!”

Ask:



**Q** *What did you see in your mind as you listened to this part? Turn to your partner.*

Without discussing as a class, reread the last sentence on page 10 and continue reading.

Follow this procedure at each of the following steps:

**p. 18** “We marched around Aunt Flossie’s house.”

**p. 24** “The water rippled, and your favorite best Sunday hat just floated by like a boat!”

Then reread the last sentence on page 24 and continue reading to the end of the story.

## **4** Discuss the Story

As a class, discuss:

**Q** *What are some stories Aunt Flossie tells about her hats?*

**Q** *Which hat story do Sarah and Susan like best? Why is it their favorite?*

Use “Think, Pair, Share” to discuss:



**Q** *Which hat story do you like best? Why? [pause] Turn to your partner.*

Invite a few volunteers to share their favorite hat stories with the class.

### Teacher Note

Not sharing as a class during the read-aloud helps partners learn to depend on one another, rather than depending solely on you, to confirm or support their thinking.

### Teacher Note

If the students struggle to answer the questions, reread the text on page 20 and then ask the questions again.

## 5 Reflect on Working Together

Point out that talking with a partner can help the students add details to their mental images and help them understand the story. Ask:

**Q** *How did talking with your partner help you think more about the story?*

Remind the students that talking with partners gives them all a chance to share their thinking. It also helps to build the reading community. If the students bring up any problems they had, facilitate a discussion about how they might avoid these problems the next time they work with partners.

## INDIVIDUALIZED DAILY READING

## 6 Read Independently and Visualize

Tell the students that you want them to practice visualizing as they read independently today. Explain that at the end of IDR, you will ask some of them to share what they visualized with the class. Remind the students that you have been conferring with them individually about the books they are reading and that you will continue to do so today. Have the students get their books and read silently for 15–20 minutes. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers who visualized as they were reading to share with the class. Have each volunteer begin by showing the cover of his book and briefly saying what it is about. Then ask him to describe what he visualized and what words helped him create that mental image. Have the students return to their desks and put away their books. Give them time to record any books they finished in their reading logs.



## SOCIAL SKILLS ASSESSMENT NOTE

During this final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print a record sheet from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or make a copy from page 144 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in Units 5 and 9. For more information, see "Social Skills Assessment" in the Assessment Overview of the *Assessment Resource Book*.



## TECHNOLOGY EXTENSION

### Use a Class Blog to Communicate About *Making Meaning* Texts

Create a class blog where the students can share with their families what the class has been reading and discussing during *Making Meaning* lessons. Start by showing the students the read-aloud texts they have heard and discussed so far. As a class, choose a read-aloud text to write about. With the students' help, write the title and the names of the author and the illustrator of the text followed by a short summary of the contents and a description of the illustrations (if relevant). Have the students help you add a few sentences about what the class enjoyed about the text and the comprehension strategies the class has practiced using this text. Post the write-up on the class blog and invite the students' families to read it and post follow-up comments and questions. Share the families' comments and questions with the students and, as a class, respond to them. Over time, add other write-ups about *Making Meaning* read-alouds to the blog.



### Technology Tip

For information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45).



# Day 2

## Read-aloud/ Guided Strategy Practice

### Materials

- *Aunt Flossie's Hats (and Crab Cakes Later)*
- *Student Response Book* page 4
- Crayons or markers



### Facilitation Tip

Reflect on your experience over the past three weeks with **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural to you? Do you find yourself using them throughout the school day? What effect has their repeated use had on your students' thinking and participation in discussions? Continue to use and reflect on these techniques throughout the year.

### In this lesson, the students:

- Hear part of a story read aloud again
- Visualize part of the story
- Draw and write about their mental images
- Read independently for 15–20 minutes
- Take turns talking and listening

## 1 Review *Aunt Flossie's Hats*

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Show the cover of *Aunt Flossie's Hats (and Crab Cakes Later)* and remind the students that they heard this story earlier. Ask:



**Q** *What do you remember about Aunt Flossie's Hats (and Crab Cakes Later)? Turn to your partner.*

After partners have had a chance to talk, signal for the students' attention and invite a few volunteers to share what they remember with the class.

Explain that today you will reread one of the hat stories from *Aunt Flossie's Hats (and Crab Cakes Later)* and the students will visualize what is happening in the story. After talking in pairs about what they visualized, they will draw and write about their mental images.

## 2 Reread and Visualize

Explain that the story you will reread is the one about Aunt Flossie's best Sunday hat, which Sarah and Susan help to tell. Ask the students to close their eyes and create pictures in their minds as you reread the story. Read pages 20–27 aloud.

Have the students open their eyes. Use “Think, Pair, Share” to discuss:



**Q** *What did you see in your mind as you listened to the story? [pause] Turn to your partner.*

### 3 Draw and Write About Mental Images

Distribute crayons or markers and have the students turn to *Student Response Book* page 4, “How I Visualized *Aunt Flossie’s Hats (and Crab Cakes Later)*.” Explain that each student will draw a picture of something she visualized clearly as she listened to the story and then write one or two sentences that describe what her picture shows. Have the students first think quietly about their mental images and then continue to work quietly as they draw and write.

Circulate among the students as they work, and reread parts of pages 20–27 to individual students as needed. Give the students ample time to complete their drawings and descriptions, alerting them when they have 2 minutes left.

### 4 Review Drawings

Ask the students to put down their crayons and markers and place their drawings in front of them. Have each student close his eyes and think about his mental image and then open his eyes and look at his drawing. Ask the students to quietly consider this question:

**Q** *Does your drawing reflect what you saw in your mind?*

Explain that you will reread the story one more time. Have the students listen for any details they might want to add to their drawings.

Read pages 20–27 again. Then give the students a moment to add any final details to their drawings.

Tell the students that they will have a chance to share their drawings and writing with one another tomorrow.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Visualize

Have the students get their books and read silently for 15–20 minutes. Remind the students to practice visualizing as they read and to think about the words and phrases that helped them create their mental images. After the students have settled into their reading, confer with individual students.

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

#### ELL Note

This activity is especially helpful for English Language Learners.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 11) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN2); see page 15 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with their partners. Have partners tell each other the titles of their book and the authors’ names, what the books are about, and what they visualized as they were reading. Then have the students return to their desks and put away their books.

### ELL Note

This extension is especially helpful for English Language Learners.

## EXTENSION

### Read *Aunt Flossie’s Hats* Aloud with Illustrations

Reread *Aunt Flossie’s Hats* (*and Crab Cakes Later*) aloud, this time showing the illustrations as you read. Facilitate a discussion about how the illustrations are the same as what the students visualized and how they are different.

# Day 3

## Independent Strategy Practice

### Materials

- *Student Response Book* page 4
- “Class Assessment Record” sheet (CA3)

### TEKS 1.D.ii

Student/Teacher Activity  
Step 1 (all, on page 86 and  
continuing on to page 87) and  
Step 5 (all, on page 88)

### In this lesson, the students:

- Share their drawings and writing from the previous day
- Visualize to understand and enjoy texts read independently
- Read independently
- Express interest in and appreciation for one another’s work

## 1 Get Ready to Work Together

Have the students bring their *Student Response Books*, pencils, and books for independent reading and gather with partners sitting together, facing you. Explain that today partners will share and discuss the

drawings and writing they did yesterday, after which they will practice visualizing as they read independently. Facilitate a discussion about respectful and caring ways to talk about other people's work. Ask:

**Q** *What are some ways you can be respectful and caring when sharing writing and artwork? Why is this important?*

Tell the students that you will check with them at the end of the lesson to see how they did being respectful and caring.

## 2 Share Drawings and Writing



Ask the students to open to *Student Response Book* page 4. Have partners tell each other what parts of the hat story they drew and how they visualized those parts. As the students share their drawings and writing, circulate among them. Observe the students' interactions and responsiveness to each other's ideas. Note whether they are expressing their interest in and appreciation of their partners' work.

Signal for the students' attention and ask a few volunteers to share what they drew and wrote with the class. Ask each volunteer to begin by telling the class what part of the story she drew and how she visualized that part. Then have her show her drawing and read her sentences aloud. Ask:

**Q** *Who else drew the part where [the dog fetches the hat]? How is your drawing the same as [Danielle's]? How is it different?*

Point out that each student's drawing, like his mental images of the story, is unique because it is based on his own imagination.

## 3 Review Visualizing with Independent Reading

Tell the students they will now have a chance to practice visualizing with the books they are reading independently. Explain that you will stop them periodically during their reading and ask them to share with their partners what they have visualized so far.

## 4 Read Independently and Visualize

Make sure that each student has a book at an appropriate reading level. Remind the students that even if their books have illustrations, you want them to use the words in the books to create their own mental images of what is being described.



Have the students read independently for 15–20 minutes. Stop them at 5-minute intervals to have partners discuss what they visualized.

Circulate as partners talk, and notice whether the mental images they are describing connect to their reading.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to visualize what they are reading?
- Are they using their background knowledge and/or making inferences to help them visualize?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 10 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to visualize, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to visualize, check in with students who are struggling. You might ask them to reread descriptive words or phrases and then close the book and describe what they see in their minds, or you might ask them to act out part of the story briefly.
- If **only a few students** are able to visualize, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## 5 Reflect on Working Together

Help the students reflect on their work together by asking questions such as:

- Q *How did you show your partner that you cared about his or her ideas?*
- Q *Why is it important to treat each other with respect in the reading community?*

### Students might say:

“If people don’t feel respected, they won’t want to share.”

“It’s important to show people respect so they show you respect back.”

“We should show respect because everyone’s ideas are important.”

Briefly share any examples of respectful and caring interactions you observed. Also mention any problems you noticed and facilitate a discussion of possible solutions. Encourage the students to continue to work on showing each other respect and caring in the coming days.

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## WRITING ABOUT READING

### Write About Favorite Hat Stories

Show the cover of *Aunt Flossie's Hats (and Crab Cakes Later)* and remind the students that they heard this story earlier. Page through the book slowly and show the illustrations. Ask:

**Q** *What are some of the stories Aunt Flossie tells about her hats?*

Have a few volunteers share their thinking. Point out that when people talk about stories with other people, they often like to talk about their favorite parts of the stories. Ask:

**Q** *What is your favorite hat story?*

**Q** *What happens in that story?*

**Q** *Why is that your favorite?*

Have a few volunteers share their thinking with the class. Show the parts of the book that the students refer to as they share. Ask the students to watch as you think aloud and model writing about your favorite hat story.

**You might say:**

"My favorite story in *Aunt Flossie's Hats* is the one about the parade Aunt Flossie attended to celebrate the end of the Great War. Aunt Flossie describes the sounds of bugles, drums, and people shouting and cheering in excitement. She also describes the flags flying everywhere and the soldiers marching up the street. It's my favorite story because I love parades, and Aunt Flossie's description made it easy for me to imagine I was at the parade with her. I'll write: *My favorite story in Aunt Flossie's Hats (and Crab Cakes Later) is the story about the parade at the end of the Great War. In this story, Aunt Flossie describes the bugles, drums, and cheering she heard at the parade. She also describes the flags she saw flying everywhere and what the soldiers looked like marching up the street. This is my favorite story because the description of the parade lets me imagine I'm there with Aunt Flossie.*"

Have the students write about their favorite hat stories. If time permits, invite a few volunteers to share what they wrote with the class.

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## EXTENSION

### Stroll with *Aunt Flossie's Hats*

Have the students display their drawings of *Aunt Flossie's Hats (and Crab Cakes Later)* on their desks. Then have the students stroll around to view one another's work. As a class, discuss what the students noticed about the pictures.

### Materials

- *Aunt Flossie's Hats (and Crab Cakes Later)*

### Teacher Note

This extension provides an opportunity for the students to realize that mental images are unique to each reader (including the illustrator).

### Materials

- Small self-stick notes for each student
- “Journal Entry” chart (WA6)
- *Student Response Book*, Reading Journal section
- Copy of this unit’s family letter (BLM1) for each student

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.

### In this lesson, the students:

- Visualize to understand and enjoy texts read independently
- Read independently
- Write in their reading journals
- Take responsibility for themselves

### 1 Review Visualizing

Have the students bring their *Student Response Books*, pencils, and books for independent reading and gather with partners sitting together, facing you. Review that the students have been practicing the comprehension strategy of visualizing and explain that today they will continue to practice visualizing as they read independently. Explain that they will mark places in their books where they visualized with self-stick notes. After reading, each student will choose something he visualized to share with his partner and then write about it in his reading journal. If necessary, model visualizing a passage and then marking that passage with a self-stick note, as you did in Week 2, Day 3 (see Step 2).

### 2 Read Independently

Distribute the self-stick notes and make sure the students have books at their reading levels. Remind them that whether or not their books have illustrations, they should focus on creating their own mental images using the authors’ words. Have the students read independently for 10–15 minutes.

Signal to let the students know when it is time to stop reading.

### 3 Share Visualizations and Write in Reading Journals

Explain that each student will now look through the passages she marked as she was reading and choose one to share with her partner and then write about. Give the students a few moments to look through their passages.



Have the students share the passages they chose with their partners. Have them first read the passages aloud and then describe what they visualized.

After partners have had a chance to share, signal for the students' attention and explain that they will now write about what they visualized in their reading journals. Display the "Journal Entry" chart (WA6) and explain your expectations for what each journal entry should include.

WA6

### Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title and the author's name
- What is happening in the part you visualized
- What you visualized, or pictured in your mind, when you read that part

Give the students a few minutes to complete their journal entries. Circulate among the students as they write, and provide assistance as needed.

If time permits, invite a few students to share their writing with the class.

## 4 Reflect on Partner Work

Facilitate a brief discussion about how the students have worked with their partners over the past three weeks. Ask:

**Q** *What have you enjoyed about working with your partner?*

Explain that next week the students will begin working with new partners. Ask:

**Q** *What is one thing you can do to work well with your next partner?*



Give the students a moment to thank their partners.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 2. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Teacher Note

If the students are struggling to write, signal for their attention and model thinking aloud and then writing about something you visualized as you did in Week 2, Day 4 (see Step 4).

### Vocabulary Note

Next week you will revisit *Aunt Flossie's Hats (and Crab Cakes Later)* to teach the Week 5 vocabulary lessons.

### Teacher Note

For more information, view “Using the Individual Comprehension Assessment” (AV31).



## Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1) ; see page 16 of the *Assessment Resource Book*. For more information, see “Individual Comprehension Assessment” in the Assessment Overview of the *Assessment Resource Book*.
- You might record your students’ progress over the course of the year using the “Individual Comprehension Assessment Class Record” sheet (CR2); see page 147 of the *Assessment Resource Book*.
- You might record each student’s progress over the course of the year using the “Individual Comprehension Assessment Student Record” sheet (SR2); see page 146 of the *Assessment Resource Book*.

# Unit 3

# Making Inferences

## FICTION

During this unit, the students make inferences about characters and begin to explore narrative text structure through their discussions of setting, characters and the problems they face, and character change. They also make text-to-text connections as they compare two books by the same author about the same character. During IDR, the students make inferences about the characters in books they are reading independently, write in their reading journals, and continue to confer with the teacher about their reading. They also review self-monitoring and learn “fix-up” strategies (rereading and reading ahead) that they can use when they do not understand what they have read. Socially, they work on taking responsibility and explaining their thinking. They also learn discussion prompts to help them listen and connect their ideas with the ideas of others during class discussions.

# Unit 3

## Making Inferences

### RESOURCES

#### Read-alouds

- *The Paper Bag Princess*
- *Julius, the Baby of the World*
- *Boundless Grace*
- *Amazing Grace*
- *The Raft*
- *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move*

#### Writing About Reading Activities

- “Write Personal Opinions About *The Paper Bag Princess*”
- “Write About Ways That *The Raft* and *Alexander . . . Are Alike and Different*”

#### IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”



#### Technology Extensions

- “Meet the Author: Robert Munsch”
- “Investigate River Animals”

#### Extensions

- “Read Another Book About Lilly by Kevin Henkes”
- “Discuss Sensory Details in *Julius, the Baby of the World*”
- “Visualize Part of *Boundless Grace*”
- “Discuss Grace’s Wish”
- “Read Another Book About Alexander by Judith Viorst”



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA7

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA5)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 3 family letter (BLM1)

#### Professional Development Media

- “Adapting Lessons for English Language Learners” (AV13)
- “Asking Facilitative Questions” (AV21)

## RESOURCES *(continued)*

### Assessment Resource Book

- Unit 3 assessments

### Student Response Book

- “Excerpt from *Julius, the Baby of the World* (1)”
- “Excerpt from *Julius, the Baby of the World* (2)”
- “Character Web for Grace”
- “Double-entry Journal About Nicky”
- “Double-entry Journal About Alexander”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 5 (*Aunt Flossie’s Hats*)
- Week 6 (*The Paper Bag Princess*)
- Week 7 (*Julius, the Baby of the World*)
- Week 8 (*Boundless Grace*)
- Week 9 (*The Raft*)

# Unit 3

## Making Inferences

### DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud:</b> <i>The Paper Bag Princess</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Discussing the main character's problem in the story</li> </ul>	<p><b>Strategy Lesson:</b> <i>The Paper Bag Princess</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a story again to build comprehension</li> <li>Making inferences about the main character in the story</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Strategy Lesson:</b> <i>The Paper Bag Princess</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Learning discussion prompts</li> <li>Using illustrations to make inferences about characters</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Making inferences about characters in independent reading</li> <li>Referring to the text to support their thinking</li> </ul>
Week 2	<p><b>Read-aloud:</b> <i>Julius, the Baby of the World</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Making inferences about the main character in the story</li> <li>Discussing the main character's problem in the story</li> </ul>	<p><b>Strategy Lesson:</b> <i>Julius, the Baby of the World</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing parts of a story again to build comprehension</li> <li>Making inferences about the main character in the story</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Strategy Lesson:</b> <i>Julius, the Baby of the World</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Making inferences about the main character in the story</li> <li>Exploring how the main character changes</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Making inferences about characters in independent reading</li> <li>Referring to the text to support their thinking</li> <li>Writing in their reading journals</li> </ul>
Week 3	<p><b>Read-aloud:</b> <i>Boundless Grace</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Making inferences about the main character in the story</li> <li>Discussing the main character's problem in the story</li> <li>Discussing the setting in the story</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Boundless Grace</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing parts of a story again to build comprehension</li> <li>Making inferences about the main character in the story</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Boundless Grace</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Making inferences about the main character in a story</li> <li>Exploring how the main character changes</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud:</b> <i>Amazing Grace</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Making inferences about the main character in the story</li> <li>Discussing the lesson, or message, in the story</li> <li>Comparing and contrasting two books by the same author</li> </ul>
Week 4	<p><b>Read-aloud:</b> <i>The Raft</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a story</li> <li>Making inferences about the main character in the story</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud:</b> <i>The Raft</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a story</li> <li>Discussing the main character's problem in the story</li> <li>Discussing the setting in the story</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>The Raft</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Making inferences about the main character in a story</li> <li>Exploring how the main character changes</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Making inferences about characters in independent reading</li> <li>Referring to the text to support their thinking</li> </ul>
Week 5	<p><b>Read-aloud:</b> <i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Discussing the main character's problem in the story</li> <li>Making text-to-self connections</li> </ul>	<p><b>Strategy Lesson:</b> <i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing parts of a story again to build comprehension</li> <li>Making inferences about the main character in the story</li> <li>Exploring if and how the main character changes</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Making inferences about characters in independent reading</li> <li>Exploring problems main characters face</li> <li>Referring to the text to support their thinking</li> <li>Writing in their reading journals</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Making inferences about characters in independent reading</li> <li>Exploring how main characters change</li> <li>Referring to the text to support their thinking</li> </ul>

# Week 1

## OVERVIEW



### *The Paper Bag Princess*

by Robert Munsch, illustrated by Michael Martchenko

When her prince is carried off by a dragon, Princess Elizabeth must come to the rescue.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA1

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)

#### **Professional Development Media**

- “Asking Facilitative Questions” (AV21)

## Comprehension Focus

- Students make inferences to understand characters.
- Students explore narrative text structure through discussions of characters and the problems they face.
- Students read independently.

## Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

## DO AHEAD

- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Take time to show and discuss the illustrations.
- ✓ Make available narrative texts at a variety of levels so that the students can practice making inferences about characters during IDR and Independent Strategy Practice throughout the unit. Narrative texts include chapter books, picture books, and short stories in a wide range of genres (mystery, adventure, science fiction, historical fiction, realistic fiction, fable, folktale, myth, legend, biography, and memoir).
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 35 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, write the title "Discussion Prompts" on a sheet of chart paper. Write three discussion prompts (*I agree with \_\_\_\_\_ because . . .*, *I disagree with \_\_\_\_\_ because . . .*, and *In addition to what \_\_\_\_\_ said, I think . . .*) on the chart paper (see the diagram in Step 1).

(continues)

## ① DO AHEAD *(continued)*

- ✓ Prior to Day 4, select a narrative text and prepare to model making an inference about a character (see Step 3).
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 27 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 5 lessons this week.

**In this lesson, the students:**

- Begin working with new partners
- Hear and discuss a story
- Discuss the main character’s problem in the story
- Read independently for 20–25 minutes
- Take responsibility for themselves

**ABOUT MAKING INFERENCES ABOUT CHARACTERS**

In this unit, the students explore character, a key element of narrative text structure. They make inferences to understand characters’ traits and feelings and their development and change. They come to understand that stories are about characters, the problems they face, how they deal with those problems, and how they change as a result. Sometimes character change is dramatic; at other times character change can be as subtle as a realization or a new perspective. (For more information, see “The Grade 3 Comprehension Strategies” in the Introduction.)

**1 Pair Students and Get Ready to Work Together**

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Explain that for the next five weeks the students will work with the same partners.



First in pairs, and then as a class, have the students discuss:

**Q** *What can you do to be a responsible partner? Why is that important?*

**Students might say:**

“I have to say something. I can’t expect my partner to do all the talking.”

“If I don’t understand my partner, I can ask her to repeat what she said. That’s important because otherwise I won’t get a chance to hear her ideas.”

“I can help my partner remember the story. It’s important to help each other out because nobody remembers everything perfectly.”

**Materials**

- *The Paper Bag Princess*
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 32
- “Thinking About My Reading” chart
- Self-stick notes for each student
- “Reading Comprehension Strategies” chart

**Teacher Note**

If you are teaching other programs from Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the *Making Meaning* lessons.

## 2 Introduce *The Paper Bag Princess*

Show the cover of *The Paper Bag Princess* and read the title and the names of the author and the illustrator aloud. Remind the students that in the previous unit they practiced visualizing to help them understand and enjoy stories. Encourage the students to visualize as they listen to *The Paper Bag Princess*.

## 3 Read Aloud

Read the story aloud slowly and clearly, pausing to let the students visualize before showing the illustrations. Clarify vocabulary as you read.

### Suggested Vocabulary

**fiercest:** meanest; most dangerous (p. 12)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**fiery:** like fire; having flames (p. 6)

### Facilitation Tip

During this unit, practice **asking facilitative questions** during class discussions to help the students build on one another's thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

- Q *Do you agree or disagree with [Daniel]? Why?*
- Q *What questions can you ask [Daniel] about what he said?*
- Q *What can you add to what [Daniel] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV21).



## 4 Discuss the Story



First in pairs, and then as a class, discuss:

- Q *What happens in this story?*
- Q *What problem does Elizabeth face? How does she solve the problem?*

### Students might say:

"Elizabeth is supposed to marry Prince Ronald, but then the dragon takes him away."

"Elizabeth goes after the dragon to rescue Ronald."

"The dragon is very powerful, but Elizabeth outsmarts him."

Explain that all stories have characters in them and that the characters usually face and solve problems. Knowing this can help the students think about and understand the stories they read. Tell the students that they will talk more about *The Paper Bag Princess* and the character of Elizabeth in the coming days.

**TEKS 6.C.v**  
**TEKS 6.C.vi**  
Student/Teacher Narrative  
Step 4 (all)

# INDIVIDUALIZED DAILY READING

## 5 Introduce “Fix-up” Strategies

Tell the students that for the next few weeks they will be reading narrative books, or books with stories and characters, during IDR. Explain that narrative books include fiction stories and certain types of nonfiction stories, such as biographies and memoirs. If necessary, give the students a few moments to select narrative books at their appropriate reading levels.

Direct the students’ attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Tell the students that there may be times when they ask themselves the questions on the chart and realize that they do not understand what they have read. Explain that today they will learn a couple of strategies, or tools, they can use in these situations. Explain that these strategies are called “fix-up” strategies because using the strategies may help to “fix” the problem.

Tell the students that one thing a student can do when he does not understand something he has read is to reread that part slowly and carefully. Explain that slowing down and carefully rereading a sentence or paragraph that is unclear may “fix” the problem. If it does not, another strategy the student can try is reading ahead and looking for more information. Explain that by reading ahead, the student may come upon facts, descriptions, details, or other information that clears up what was confusing him.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what she is reading, she should mark the place in the text that she does not understand with a self-stick note and then try one or both of the strategies learned today—rereading and reading ahead—to see if the strategies help her understand what she is reading. Explain that at the end of IDR you will check in with the students to see how they did with using “fix-up” strategies. Then have the students get their books and read silently for 20–25 minutes. After they have settled into their reading, confer with individual students.

### TEKS 6.L.ii

Student/Teacher Narrative  
Step 5 (all, beginning on page 103  
and continuing on to page 104)

#### Teacher Note

During IDR today and tomorrow, the students learn and practice two “fix-up” strategies they can use when they do not understand what they have read: rereading and reading ahead. To provide the students with additional support with using these and other “fix-up” strategies, you might teach all or part of IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A).

#### ELL Note

Help your English Language Learners choose books at appropriate levels. Providing a limited number of teacher-selected texts will help them make good choices.

#### Teacher Note

Base the length of time the students are reading independently on their attention and engagement. Gradually add time as your students are ready. The goal is for them to read independently for up to 25 minutes by Unit 4.



## IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask and discuss:

- Q *Was there any part of your reading that you did not understand today? Tell us about it.*
- Q *What “fix-up” strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the “fix-up” strategies and still does not understand the text he is reading, refer him to the “Reading Comprehension Strategies” chart and encourage him to try the strategy listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

Have the students return to their desks and put away their books.

### Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.



### Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide information about Robert Munsch (you might look for interviews or biographies). Search for information online using the keywords “Robert Munsch.” You might wish to bookmark the web pages that you will share with your students in your browser.

**TEKS 13.A.ii**  
Student/Teacher Activity  
Technology Extension (all)



## TECHNOLOGY EXTENSION

### Meet the Author: Robert Munsch

Have the students learn more about Robert Munsch, the author of *The Paper Bag Princess*. Show the cover of *The Paper Bag Princess* and tell the students that Robert Munsch, the author of the book, has written over 50 books for kids, including *Love You Forever*, *Moirá’s Birthday*, and *Wait and See*. Tell the students that Robert Munsch liked to write poetry as a child and studied to be a priest before deciding to be an author. Ask:

- Q *What else would you like to know about Robert Munsch?*

Have a few volunteers share their thinking. As they respond, record their ideas where everyone can see them. Display the online sources you have located that contain information about Robert Munsch, and read aloud the sections you have identified. Ask:

- Q *What is something you learned about Robert Munsch?*

Encourage interested students to check out other books by Robert Munsch from the classroom library, school library, or public library.

## In this lesson, the students:

- Hear a story read aloud again
- Make inferences about the main character in the story
- Refer to the text to support their thinking
- Read independently for 20-25 minutes
- Explain their thinking

## 1 Discuss Explaining Thinking Clearly

Gather the class with partners sitting together, facing you. Show the cover of *The Paper Bag Princess* and remind the students that they heard this story earlier. If necessary, review *The Paper Bag Princess* by having a student summarize the story or by showing the illustrations again or reading various sentences from the story and having volunteers say what they remember about that part of the story. Explain that today partners will have another chance to talk about the story and the main character, Elizabeth. Ask:

**Q** *Why is it important that you explain your thinking clearly when you share ideas?*

### Students might say:

"If you don't explain your thinking, people might misunderstand you."

"It lets people know where you got your idea."

"It helps people understand your idea."

Ask:

**Q** *What can you do if you do not understand an idea someone shares?*

### Students might say:

"You can ask them to explain it."

"You can ask them questions about what they said."

"You can ask them why they think that."

Encourage the students to focus on explaining their thinking clearly as they talk with each other today.

## Materials

- *The Paper Bag Princess*
- Chart paper and a marker
- "Sentences About Elizabeth" chart (WA1)
- "Thinking About My Reading" chart
- Self-stick notes for each student
- "Reading Comprehension Strategies" chart

## TEKS 8.C.i

Student/Teacher Narrative  
Step 1 (first paragraph)

### Teacher Note

If the students have difficulty answering this question, you might ask questions such as, “What kind of person do you think Elizabeth is?” and “Would you want Elizabeth as a friend? Why or why not?”

## 2 Brainstorm About Elizabeth

Remind the students that the main character in *The Paper Bag Princess* is a princess named Elizabeth. Ask:

**Q** *How would you describe the character Princess Elizabeth?*

Quickly record the students’ ideas on a sheet of chart paper, without discussion.

#### Students might say:

“Elizabeth is brave.”

“She’s determined.”

“Elizabeth is smart.”

“She’s independent.”

Point out that nowhere in the story does the author say “Elizabeth is [brave]” or “Elizabeth is [smart],” yet the students figured out that Elizabeth has these qualities. Tell the students that when a reader uses clues in a story to figure out something that is not stated directly, the reader is *making an inference*. Explain that authors often reveal information about characters through what the characters say, do, and think. Readers have to make inferences to understand what the characters are like. Tell the students that in today’s lesson the students will think more about the inferences they made about Elizabeth.

## 3 Introduce the “Sentences About Elizabeth” Chart

Display the “Sentences About Elizabeth” chart (📄 WA1).

### Sentences About Elizabeth

- Elizabeth decided to chase the dragon and get Ronald back.
- Elizabeth grabbed the knocker and banged on the door again.
- “Dragon, is it true that you can fly around the world in just ten seconds?”
- “Ronald,” said Elizabeth, “your clothes are really pretty and your hair is very neat. You look like a real prince, but you are a bum.”

WA1

Explain that these are sentences from the story that give clues about Elizabeth’s personality. Read the sentences aloud. Explain that you will read the story aloud again and that you will stop after each of these sentences so partners can talk about what they infer about Elizabeth from clues in the story.

#### 4 Reread *The Paper Bag Princess*



Reread the story slowly and clearly. Stop after each of the sentences on the chart (pages 8, 12, 18, and 26) and have partners discuss what they infer about Elizabeth. Have one or two pairs report their inference for each sentence. Then reread the sentence and continue reading to the next stop. Do not spend too long at any one stop.

If the students disagree significantly about which inferences make sense for any of the four sentences, discuss this before continuing with the lesson. Ask the students to refer to the text to support their opinions, and facilitate a discussion using questions such as:

- Q *Do you agree or disagree with what [Eric and Mei] inferred about Elizabeth from this sentence? Why?*
- Q *Why do you think their inference [makes sense/does not make sense] in this story?*

#### 5 Review Making Inferences About Characters

Review that authors reveal their characters' personalities through what the characters say, do, and think and that readers must use these clues to infer what the characters are like. Explain that understanding the characters in a story helps readers make sense of what is happening in the story and predict what might happen next.

Tell the students that they will have more opportunities to make inferences about characters in the coming days.

#### 6 Reflect on the Partner Work

Facilitate a brief discussion about how the students did explaining their thinking. Ask:

- Q *How did you do explaining your thinking today?*
- Q *What helped you explain your thinking?*
- Q *What might you do differently the next time you share your thinking?*

Without mentioning names, share your own observations of how the students did explaining their thinking and what, if anything, they might do differently next time.

## INDIVIDUALIZED DAILY READING

#### 7 Review and Practice Using “Fix-up” Strategies

Direct the students' attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Remind the students that earlier they learned a couple of “fix-up” strategies, or tools a student can use when she does not understand what she has read. Review that

#### ELL Note

English Language Learners may only be able to understand the surface-level meaning of the story, but working with partners and listening to the group discussion will support their knowledge and increase understanding at a deeper level.

TEKS 6.C.ii  
TEKS 6.C.iii  
Student/Teacher Narrative  
Step 5 (all)

6.I.ii  
Student/Teacher Activity  
Step 7  
(all, beginning on page 107  
and continuing on to page  
108)

one strategy is to reread the part of the book she does not understand slowly and carefully. Another strategy is to read ahead and look for more information.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what he is reading, he should mark the place in the text that he does not understand with a self-stick note and then try one or both of the “fix-up” strategies—rereading and reading ahead—to see if the strategies help him understand what he is reading. Explain that at the end of IDR you will check in with the students to see how they did with using “fix-up” strategies. Then have the students get their books and read silently for 20–25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask and discuss:

- Q *Was there any part of your reading that you did not understand today? Tell us about it.*
- Q *What “fix-up” strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the “fix-up” strategies and still does not understand the text she is reading, refer her to the “Reading Comprehension Strategies” chart and encourage her to try the strategy listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

Have the students return to their desks and put away their books.

## In this lesson, the students:

- Learn to use discussion prompts to build on one another's thinking
- Make inferences using the illustrations in a story
- Refer to the text to support their thinking
- Read independently for 20-25 minutes
- Listen respectfully to the thinking of others and share their own

## 1 Introduce Discussion Prompts

Gather the class with partners sitting together, facing you. Remind the students that in the reading community it is important for everyone to listen carefully and contribute ideas during class discussions. Explain that today the students will learn discussion prompts that they can use to share ideas with their classmates. Direct the students' attention to the "Discussion Prompts" chart (see "Do Ahead") and read the prompts aloud.

### Discussion Prompts

- I agree with \_\_\_\_\_ because . . .
- I disagree with \_\_\_\_\_ because . . .
- In addition to what \_\_\_\_\_ said,  
I think . . .

Explain that you would like the students to use the prompts when they add to the discussion today and that doing so will help them listen and build on one another's thinking. To give the students practice using the prompts, ask:

**Q** *How does visualizing help you enjoy and understand what you read?*

### Students might say:

"Visualizing helps you pay attention to the words in the story."

"I agree with [Ekaterina]. You have to think about the words in order to make a picture in your mind."

"In addition to what [Roman] said, I think visualizing is helpful because lots of books don't have pictures."

## Materials

- *The Paper Bag Princess*
- "Discussion Prompts" chart, prepared ahead

## Teacher Note

The long-term goal of teaching the discussion prompts is for the students to learn to use them spontaneously, in both class and partner discussions. The prompts help the students participate responsibly, both in listening carefully and in connecting their comments to others' comments. If your students are already familiar with the discussion prompts, simply direct their attention to the prompts and remind the students to use them.

## 2 Introduce Making Inferences Using Illustrations

Show the cover of *The Paper Bag Princess* and remind the students that they practiced making inferences about the character of Elizabeth. Review that when you make an inference, you use clues in the story to figure out something the author did not state directly. Remind the students that they used clues, such as what Elizabeth says and does, to figure out what kind of person she is. Ask:

**Q** *What did you figure out about Elizabeth from clues in the story?*

Have a few volunteers share their thinking. Explain that readers can also make inferences about characters using clues in illustrations. Tell the students that in today's lesson they will take a closer look at the illustrations in the story and think about what they can infer about the characters using clues in the illustrations.

## 3 Make Inferences Using Illustrations

Show pages 4–5 of *The Paper Bag Princess* and read the text on page 4 aloud. Ask the students to look closely at the illustration on page 5. Then ask the questions that follow. Remind the students to use the discussion prompts as they share their ideas.

**Q** *What can you infer about Elizabeth from this illustration? What can you infer about Ronald? What clues in the illustration help you?*

### Students might say:

"I can tell that Elizabeth really likes Ronald from the way she's looking at him."

"I agree with [Maya] that Elizabeth likes Ronald because I see hearts around her head."

"Ronald doesn't like Elizabeth. I can tell because he has his back to her and his eyes are closed."

"I agree with [Rafael]. It looks like Ronald is more interested in playing tennis than he is in marrying Elizabeth."

Show pages 8–9 and read the text on page 8 aloud. Ask the students to look closely at the illustration on page 9. Use "Think, Pair, Share" to discuss:

 **Q** *What can you infer about how Elizabeth is feeling from this illustration? What clues in the illustration help you? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class. Point out that nowhere on page 8 does it say how Elizabeth is feeling, but the students were able to infer it from looking at the illustration.

In the same way, discuss pages 24–25 and 26–27.

## 4 Reflect on Using the Discussion Prompts

Ask and briefly discuss questions such as:

**Q** *How did we do with using the discussion prompts during our class discussion today?*

**Q** *How do the discussion prompts help us talk as a class?*

Encourage the students to continue using the discussion prompts in class discussions to help them build on one another's thinking.

## INDIVIDUALIZED DAILY READING

## 5 Read Independently and Discuss Characters

Have the students get their books and read silently for 20–25 minutes. Encourage them to continue to notice what the characters in their stories say, do, and think as they read and think about what they know about the characters. (You might also ask the students to look carefully at any illustrations in their books and think about what they figure out about the characters from the illustrations.) After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students talk with partners about the main characters in their books. Have each student tell her partner the title of her text, the author's name, the names of the characters, and what she knows about the characters so far.

Have the students return to their desks and put away their books.

### Teacher Note

Post the “Discussion Prompts” chart for the students to refer to throughout the unit, and keep the chart posted until the students use these prompts naturally.

## Materials

- *The Paper Bag Princess*

## Teacher Note

If necessary, explain to the students that an *opinion* is a "strongly held point of view." When we give an opinion, we are telling what we think about something.

# WRITING ABOUT READING

## Write Personal Opinions About *The Paper Bag Princess*

Show the cover of *The Paper Bag Princess* and remind the students that they heard this book earlier. Slowly page through the book and show the illustrations. Ask:

**Q** *What do you remember about this story?*

Have a few volunteers share their thinking. If necessary, remind the students that Prince Ronald gets carried off by a dragon and Princess Elizabeth goes to rescue him. Ask:

**Q** *Is Elizabeth's decision to try to rescue Prince Ronald a good decision or a bad decision? Why?*

### Students might say:

"I think it is a bad decision because dragons are dangerous and she could get hurt."

"I disagree with [Kyle]. I think it is a good decision because Prince Ronald is in trouble and needs help."

"In addition to what [Poonam] said, it's a good decision because Elizabeth is really smart and brave and she knows she can beat the dragon."

Explain that the students will write their opinions about Elizabeth's decision to try to rescue the prince. Tell the students that readers can have different opinions about a character's actions, and that is fine. What is important is that they give reasons to support their opinions. Ask the students to watch as you think aloud and model writing an opinion about Elizabeth's decision.

### You might say:

"I'll start with a sentence that explains what I am writing about. I'll write: *In the story The Paper Bag Princess by Robert Munsch, the prince that Elizabeth is supposed to marry gets carried off by a dragon. Elizabeth decides to try to rescue Prince Ronald by going after the dragon and getting the prince back.* Now I'll write a sentence that tells my opinion of Elizabeth's decision to try to rescue the prince. I'll write: *I think that Elizabeth's decision to try to rescue Prince Ronald is heroic.* Now I need to explain my opinion. I'll write: *She risks her life to save someone else's life.*"

Explain that the students will now write their own opinion pieces about Elizabeth's decision. Remind each student to include the title of the book and the author's name, her opinion of Elizabeth's decision, and a reason for that opinion. Give the students a few minutes to write. If time permits, invite the students to share their writing with the class.

## In this lesson, the students:

- Read independently for 20 minutes
- Make inferences about characters in their independent reading
- Refer to the text to support their thinking
- Explain their thinking
- Work in a responsible way

## 1 Add to the “Reading Comprehension Strategies” Chart

Have the students bring their independent reading books and gather with partners sitting together, facing you. Review that this week the students heard *The Paper Bag Princess* and used clues in the story and illustrations to make inferences about the main character, Elizabeth. Remind the students that authors often reveal information about their characters through the characters’ words, actions, and thoughts instead of telling the reader directly what the characters are like. Explain that for this reason, making inferences about characters is an important strategy for understanding and enjoying stories.

Direct the students’ attention to the “Reading Comprehension Strategies” chart, and remind them that the chart lists comprehension strategies they have learned and can use when reading on their own. Add *making inferences about characters* to the chart.

### Reading Comprehension Strategies

- visualizing
- *making inferences about characters*

Tell the students that today they will practice making inferences about characters in their own independent reading. Explain that they will read their books for 10 minutes and then go back and read what they just read again, thinking about what they can infer about the main characters in their stories.

## Materials

- “Reading Comprehension Strategies” chart and a marker
- Narrative text for teacher modeling, prepared ahead
- Small self-stick notes for each student
- “Class Assessment Record” sheet (CA1)

## Teacher Note

Make sure that each student is reading a narrative text that has a main character.

TEKS 6.F.i  
TEKS 6.F.ii  
Student/Teacher Narrative  
Step 3 (all)

TEKS 6.F.i  
TEKS 6.F.ii  
Student/Teacher Activity  
Step 4 (all)

## 2 Read Independently Without Stopping

Distribute the self-stick notes and explain that each student should mark the place where he begins reading with a self-stick note. Have the students read silently for 10 minutes.

## 3 Model Making Inferences About a Character

Stop the students after 10 minutes. Explain that each student will reread, starting again at the self-stick note, and look for clues in the story or illustrations that reveal the main character's personality. Review that a clue can be something a character does, says, or thinks, or something in an illustration. Explain that the students will mark the clues they find with self-stick notes.

Model the process with your own text (see "Do Ahead"). Read a brief selection aloud, and think aloud about an inference you can make about the main character in the story and the clues in the passage that helped you make that inference. Mark the passage with a self-stick note.

### You might say:

"From the first page of *Ramona the Pest*, I can infer that Ramona is an upbeat character with a lot of energy. One way that I know she is upbeat is that she's so happy about going to school for the first time. A lot of children get nervous and worried before their first day of school, but Ramona is excited! I can tell that Ramona has a lot of energy because she's singing and skipping early in the morning."

Explain that after they reread, the students will have a chance to share what they inferred about characters with their partners and with the class.

## 4 Reread Independently and Discuss Inferences in Pairs



Give the students 10 minutes to reread and look for clues about their characters. After 10 minutes, stop them and have partners take turns telling each other what they inferred about the characters in their stories and what clues helped them make their inferences. Remind each student to begin by telling her partner the title of the book and the author's name and briefly explaining what the story is about. Circulate and listen as partners talk.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to make inferences about characters?
- Can they identify clues that support their inferences?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 27 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to make inferences about characters, continue on to Week 2.
- If **about half of the students** are able to make inferences about characters, continue on to Week 2 and plan to check in with students who are struggling during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:

Q *How do you think the main character is feeling in this part of the story?*

Q *What clues in the story make you think [he] feels [sad]?*

Q *What clues in the pictures make you think [he] feels [sad]?*

- If **only a few students** are able to make inferences about characters, you might give the class additional instruction by repeating the Week 1 lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## 5 Discuss Inferences as a Class

After partners have had a chance to talk about their inferences, invite a few volunteers to share the inferences they made with the class. Have each student begin by telling the class the title of the book he read, the author’s name, and a bit about what the book is about. Then ask:

Q *What did you infer about the main character in your book? What clues helped you make that inference?*

Invite the rest of the class to participate in the discussion by asking questions such as:

Q *What did you hear [Cheng] say about the character in his book?*

Q *What do you want to ask [Cheng] about what he shared?*

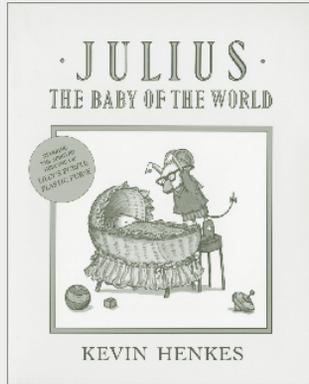
Tell the students that they will have more opportunities to make inferences about characters in the coming days and weeks.

### Vocabulary Note

Next week you will revisit *The Paper Bag Princess* to teach the Week 6 vocabulary lessons.

# Week 2

## OVERVIEW



### *Julius, the Baby of the World*

by Kevin Henkes

Lilly doesn't like her new baby brother Julius until Cousin Garland says mean things about him.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activities**

- WA2–WA3

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

### Comprehension Focus

- Students make inferences to understand characters.
- Students explore character change.
- Students explore narrative text structure through discussions of characters and the problems they face.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

## Ⓜ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2); see page 28 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 6 lessons this week.

### Materials

- *Julius, the Baby of the World*
- “Discussion Prompts” chart

### In this lesson, the students:

- Hear and discuss a story
- Make inferences about the main character in the story
- Discuss the main character’s problem in the story
- Read independently for 20–25 minutes
- Use discussion prompts to build on one another’s thinking

### 1 Gather and Review the Discussion Prompts

Gather the class with partners sitting together, facing you. Remind the students that they learned three discussion prompts to help them connect their ideas with the ideas of others during class discussions. Direct the students’ attention to the “Discussion Prompts” chart. Ask and briefly discuss:

**Q** *How does using the prompts help us during class discussions?*

#### Students might say:

“The prompts help us listen to what people say.”

“I agree with [Zoe] because you have to listen if you are going to agree or disagree with someone.”

“In addition to what [Russell] said, listening to different people’s ideas helps us learn.”

Encourage the students to use the prompts when they participate in the discussion today.

### 2 Introduce *Julius, the Baby of the World*

Show the cover of *Julius, the Baby of the World* and read the title and the author’s name aloud. Explain that Kevin Henkes is also the illustrator. Tell the students that in this story they will meet a young mouse named Lilly who has a new baby brother named Julius. Ask the students to listen carefully to the story, and tell them that you will stop during the reading so partners can discuss what they have learned about Lilly.

### 3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. In addition to the text of the story, read the text in the illustrations. Clarify vocabulary as you read.

### Teacher Note

The pages of *Julius, the Baby of the World* are unnumbered. For easy reference, pencil in page numbers beginning with the number 1 on the right-hand title page that includes the author’s name. (Page 5 begins “Before Julius was born, Lilly was the best big sister in the world.”) This system is used throughout the program for all read-alouds with unnumbered pages.

## Suggested Vocabulary

**beady:** small, round, and shiny, like a bead (p. 7)

**nifty:** very good (p. 12)

**dazzled:** amazed (p. 16)

**restrain:** control (p. 17)

**verbal exuberance:** loud, cheerful talking and singing (p. 18)

**niceties:** nice things, such as toys or new clothes (p. 24)

**quivered:** trembled; twitched (p. 28)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**it was a different story:** (idiom) things changed (p. 6)

**insulting:** meant to hurt a person's feelings (p. 6)

**disgusting:** very unpleasant (p. 7)

**extraordinary:** wonderful; remarkable (p. 10)

**uncooperative chair:** place where Lilly sits when she has not been nice to Julius (p. 13)

**showered her with hugs and kisses:** hugged and kissed her a lot (p. 14)

**babbled and gurgled:** made baby sounds (p. 16)

**quite a spread:** a lot of tasty foods and drinks (p. 26)

**What's the big deal?:** What is so important or special? (p. 26)

Stop after:

**p. 11** "When no one was looking, Lilly had her own idea."

Ask:



**Q** *What have you found out about Lilly so far? Turn to your partner.*

Without sharing as a class, reread the last sentence on page 11 and continue reading.

Stop after:

**p. 25** "'Disgusting,' said Lilly."

Ask:



**Q** *What more have you found out about Lilly? Turn to your partner.*

Without sharing as a class, reread the last sentence on page 25 and continue to the end of the story.

## ELL Note

To increase comprehension, have volunteers act out vocabulary words such as *dazzled* and *quivered*.

## ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 7 and 17.

## Teacher Note

Not taking time to share as a class maintains the flow of the story and helps the students depend on their partners, rather than always relying only on the teacher or the whole class, to confirm and support their thinking.

### Facilitation Tip

Continue to **ask facilitative questions** to build accountability and participation during class discussions. When students direct their responses to you, redirect them toward the class by asking questions such as:

- Q *Do you agree or disagree with what [Teresa] just said, and why?*
- Q *What questions can you ask [Teresa] about what she said?*
- Q *Why does what [Teresa] said make sense?*

Much learning in this program relies on creating a dynamic discourse among the students. Facilitative questions teach them that their comments contribute to a class discussion, and that they are responsible for listening to one another and responding.

## 4 Discuss the Story

Facilitate a class discussion about the story. Remind the students to use the discussion prompts to build on one another's thinking. Ask:

Q *What is this story about?*

Review that main characters in stories usually have problems they have to solve. Ask:

Q *What is Lilly's problem in this story? How is her problem solved?*

#### Students might say:

"Lilly's problem is that she has a new baby brother, but she doesn't want one."

"I agree with [Sammy]. Lilly doesn't like the baby until Cousin Garland says insulting things about him. Then Lilly stands up for the baby."

"In addition to what [Aleela] said, I think Lilly is jealous of the baby at first. Later, she gets over it and figures out that the baby can be fun to have around."

TEKS 8.C.ii  
TEKS 8.C.iii  
Student/  
Teacher activity  
Step 4 (second  
discussion  
question)

Tell the students that in the next lesson they will think and talk more about Lilly.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Make Inferences About Characters

Have the students get their books and read silently for 20–25 minutes. Ask them to think about inferences they can make about the main characters in their stories as they read. Remind the students that when they make an inference about a character, they use clues in a story, such as what a character says, does, or thinks, to figure out something about the character. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share their books with the class. Have each student begin by showing the cover of his book and reading the title and the author's name aloud. Then ask:

- Q *Who is the main character in the story?*
- Q *What do you know about the main character so far? What clues helped you figure that out?*

Have the students return to their desks and put away their books.

## Strategy Lesson

# Day 2

### In this lesson, the students:

- Hear parts of a story again to build comprehension
- Make inferences about the main character in the story
- Refer to the text to support their thinking
- Read independently for 20–25 minutes
- Explain their thinking
- Build on one another's thinking

## 1 Review Making Inferences About Characters

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Reading Comprehension Strategies" chart and review that last week they practiced making inferences about Elizabeth, the main character in *The Paper Bag Princess*. Remind the students that when they make inferences about a character, they use clues in the story—such as what the character says and does—to figure out what the character is like.

Explain that today the students will hear parts of *Julius, the Baby of the World* again and make inferences about the main character, Lilly.

## 2 Introduce the Character Web and Reread Part of the Story

Explain that you will reread three parts of the story aloud. Tell the students that as they listen to each part, you want them to think about what Lilly says and does and what they can *infer*, or figure out, about her from these clues.

### Materials

- *Julius, the Baby of the World*
- "Reading Comprehension Strategies" chart
- "Character Web for Lilly" chart (WA2)

Direct the students' attention to the "Character Web for Lilly" chart (C WA2). Explain that after you read each part aloud, you will record the students' inferences on the chart to create a web that shows Lilly's personality.



WA2

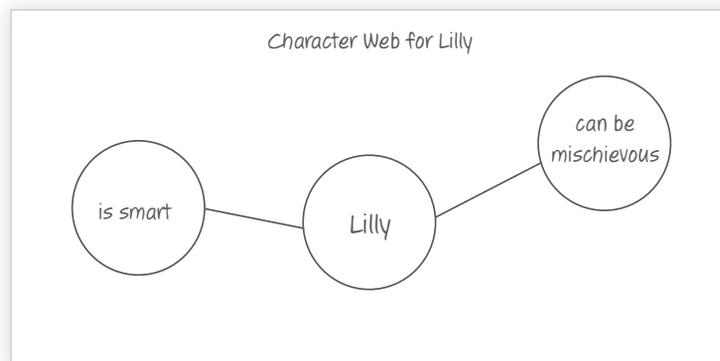
Reread pages 10–13 aloud slowly and clearly. Read the text in each illustration, and show the illustrations.

### 3 Model Making Inferences and Begin the Character Web

Model making inferences about Lilly and using the character web to record your thinking.

**You might say:**

"On page 12, we learn that Lilly makes nifty disguises to scare the baby. Even though the author doesn't say so directly, I can infer, or figure out, from this that Lilly is a smart little mouse because only a smart mouse would know how to make nifty costumes. But she uses the costumes to scare the baby. I can infer from this that Lilly can be mischievous. I'm going to add two circles to my character web for Lilly. In one circle, I'll write: *is smart*. In the other, I'll write: *can be mischievous*."



WA2

Ask:



**Q** *What else can you infer about Lilly from this part of the story? What clues helped you figure that out? Turn to your partner.*

After partners have had a chance to talk, invite a few volunteers to share the inferences they made with the class. Remind them to use the discussion prompts to build on one another's thinking.

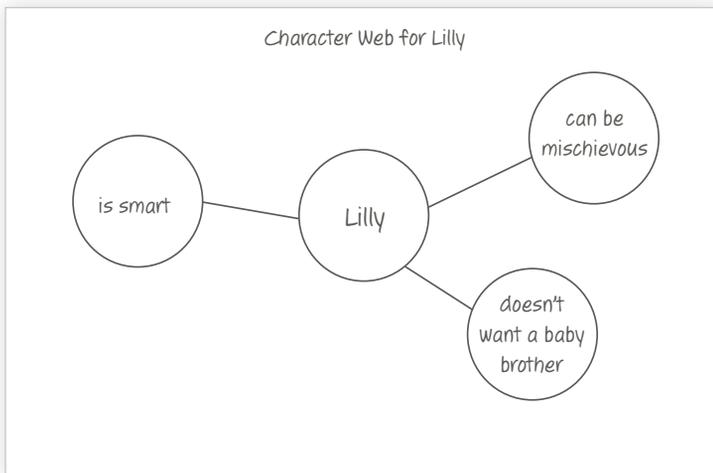
As the students share, record their ideas on the web (see the example below). Reread the parts of the story the students refer to as they share.

**Students might say:**

"Lilly doesn't want a baby brother. I figured that out from the insulting things she says to the baby."

"I agree with [Dara and Keith]. I also think that saying 'I hate you' and 'You're ugly' to the baby shows that she can be mean sometimes."

"In addition to what [Shana and Ankit] said, I think Lilly feels jealous. Her parents fuss over the baby and say they love him. She probably wishes they were fussing over *her*."



WA2

#### 4 Reread Parts of the Book and Complete the Character Web



Reread pages 18–20 aloud slowly and clearly, showing the illustrations.

Have the students discuss what they know about Lilly in pairs and as a class. As volunteers offer additional ideas, add circles to the character web and read the clues in the text they refer to. Then follow the same procedure for pages 26–30.

#### Teacher Note

Be aware of how long the students have been sitting by the time you reach this discussion. If the students are restless, consider taking a break and resuming the discussion after the break or on the next day.

**Students might say:**

"Lilly is silly sometimes."

"She gets into trouble a lot."

"She has a good imagination."

"Lilly is stubborn."

"She doesn't want other people to insult Julius."

"She's proud of Julius."

"She can be bossy."

When the students finish offering ideas, briefly review the web. Point out that the students' ideas, taken together, are a picture in words of Lilly's personality. Remind the students that making inferences about a character helps them understand the character and the story better. Explain that in the next lesson the students will continue to explore Lilly's personality.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Describe Main Characters

Have the students get their books and read silently for 20–25 minutes. Ask them to think about inferences they are making about the main characters in their stories as they read. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the books they are reading with the class. Have each student begin by showing the cover of her book and reading the title and the author's name aloud. Then ask:

**Q** *Who is the main character in the story?*

**Q** *What words would you use to describe this character? Why?*

Have the students return to their desks and put away their books.

## EXTENSION

### Read Another Book About Lilly by Kevin Henkes

Show the cover of *Julius, the Baby of the World* and remind the students that they heard the story earlier and practiced making inferences about the main character, a mouse named Lilly. Ask:

**Q** *What do you remember about Lilly?*

Remind the students that authors sometimes write more than one book about the same characters. Explain that Kevin Henkes has written other books about Lilly and that you will read one of these books aloud today. Ask the students to listen for clues about Lilly’s personality that they can use to make inferences. Read the book you selected aloud to the students. After the reading, discuss questions such as:

**Q** *What were you able to infer about Lilly’s personality from this story? What clues helped you figure that out?*

**Q** *Did you infer anything about Lilly’s personality that surprised you? Why was that surprising?*

**Q** *How are the stories [Chester’s Way] and Julius, the Baby of the World the same? How are they different?*

### Teacher Note

The character Lilly appears in several books by Kevin Henkes, including *Lilly’s Big Day*, *Lilly’s Purple Plastic Purse*, *Lilly’s Chocolate Heart*, and *Chester’s Way*. Prior to doing this activity, locate one of these titles to read aloud to the students.

## Strategy Lesson

## Day 3

### In this lesson, the students:

- Make inferences about the main character in a story
- Discuss how the main character changes
- Refer to the text to support their thinking
- Make text-to-self connections
- Read independently for 20–25 minutes
- Explain their thinking and build on one another’s thinking

### 1 Review the Character Web

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Display the “Character Web for Lilly” chart (WA2) and review that yesterday the students discussed the character Lilly, from *Julius, the Baby of the World*, and made a character web to show her personality. Explain that today they will continue to think about and discuss Lilly. Remind the students to use the discussion prompts during today’s discussion.

### Materials

- *Julius, the Baby of the World*
- “Character Web for Lilly” chart (WA2) from Day 2
- *Student Response Book* pages 5–6
- “Class Assessment Record” sheet (CA2)

## 2 Introduce Character Change

Explain that in stories, characters often change because of things that happen to them or things they come to learn or realize over the course of the story. Main characters in particular tend to be different at the end of a story from the way they were at the beginning. Explain that today the students will explore how Lilly changes in *Julius, the Baby of the World*.

## 3 Explore an Excerpt from the Beginning of the Story

Have the students turn to *Student Response Book* page 5, and explain that this excerpt is from the beginning of *Julius, the Baby of the World*. Ask the students to follow along as you read the excerpt and to think about how Lilly feels about Julius at the beginning of the story.

Read the excerpt aloud, slowly and clearly.



Point out to the students that the author does not tell them directly how Lilly feels about Julius, but they can infer how Lilly feels from what she does and says. Ask them to discuss in pairs how Lilly feels and to underline the parts of the excerpt that helped them to figure that out. Circulate and observe partners as they work.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to make inferences about how Lilly feels?
- Can they identify clues that support their inferences?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 28 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to make inferences about how Lilly feels, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to make inferences about how Lilly feels, reread the excerpt aloud and ask:

**Q** *How does Lilly treat Julius after he’s born? What does this tell you about how she feels about him?*

- If **only a few students** are able to make inferences about how Lilly feels, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

When most students have finished, have one or two pairs share what they discussed with the class.

#### 4 Explore an Excerpt from the End of the Story

Have the students turn to *Student Response Book* page 6, and explain that this is an excerpt from the end of *Julius, the Baby of the World*, after Cousin Garland has insulted Julius at the celebration. Ask the students to follow along as you read the excerpt and to think about how Lilly feels about Julius at the end of the story.

Read the excerpt aloud, slowly and clearly.



Again, have pairs discuss how Lilly feels and underline the clues that helped them figure that out. When most students are finished, have one or two pairs share their thinking with the class.

#### 5 Discuss How Lilly Changes

Facilitate a class discussion about how Lilly's feelings about Julius change over the course of the story. Ask:

**Q** *How do Lilly's feelings about Julius change during the story?*

**Q** *What happens that causes her feelings to change?*

**Students might say:**

"Lilly's cousin says mean things about Julius. Lilly doesn't like hearing someone else say bad things about her brother."

"I agree with [Sonya]. I think Lilly is standing up for her little brother—sort of protecting him from Cousin Garland."

"In addition to what [Han] said, I think Lilly figures out that it's fun having a little brother. She repeats all the good things her parents have been saying about Julius."

**Q** *Have you ever changed your mind about someone the way Lilly does? What happened?*

Have a few volunteers share their thinking with the class. Point out that since the author does not explain directly how or why Lilly changes, the students had to make inferences to figure it out. Remind the students that making inferences about characters is a strategy they can use to help them understand the characters in the books they read independently.

#### 6 Reflect on Explaining Thinking Clearly and Using the Discussion Prompts

Ask and briefly discuss questions such as:

**Q** *When did you hear someone explain his or her thinking clearly today? What did the person say?*

**Q** *How did the discussion prompts help us talk as a class today?*

Encourage the students to continue explaining their thinking clearly to one another and using the discussion prompts to help them build on one another's thinking.

**TEKS 8.B.i**  
Student/Teacher Activity  
Step 4 and Step 5 (all)

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Discuss Main Characters

Have the students get their books and read silently for 20–25 minutes. Ask them to think about the main characters in their stories and what they can infer about the characters’ personalities as they read. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share with partners. Have each student tell his partner the title of his book, the author’s name, and what he has found out about the main characters in his book. Ask them to discuss questions such as:

- Q *Who is the main character in the story?*
- Q *What words would you use to describe this character? Why?*
- Q *What happens to this character in the story?*

Have the students return to their desks and put away their books.

#### ELL Note

This extension will support the vocabulary and comprehension development of your English Language Learners.

## EXTENSION

### Discuss Sensory Details in *Julius, the Baby of the World*

Point out that *Julius, the Baby of the World*, contains many *sensory details*, or words that help readers imagine how things look, smell, sound, taste, and feel. Read some story passages containing sensory details aloud, and have the students describe what they imagine as they listen to each passage. For example, you might read from page 15, “They kissed his wet pink nose. They admired his small black eyes. And they stroked his sweet white fur.”

## In this lesson, the students:

- Read independently
- Make inferences about characters in their independent reading
- Refer to the text to support their thinking
- Write in their reading journals
- Explain their thinking

## 1 Review Making Inferences About Characters

Have the students bring their independent reading books, *Student Response Books*, and pencils and gather with partners sitting together, facing you. Remind the students that this week they heard the story *Julius, the Baby of the World*. They explored the personality of the main character, Lilly, and how she changes over time. Remind the students that the author does not always describe Lilly’s personality or feelings directly. Instead, the students had to use clues from the story and illustrations to make inferences about her character.

Tell the students that today they will practice making inferences about characters in their independent reading. Explain that they will read silently for 10 minutes. Then you will ask them to reread, thinking about what they know about the main characters in their stories and identifying the clues that helped them figure that out. Explain that after reading, the students will discuss the inferences they made with partners and then write about the inferences in their reading journals.

## 2 Read Independently Without Stopping

Distribute the self-stick notes and explain that you would like each student to use a self-stick note to mark the place where she begins reading. Have the students read silently for 10 minutes.

## 3 Get Ready to Reread

After 10 minutes, stop the students. Explain that you would like each of them to reread, starting at the self-stick note, and to think about what they can figure out about the main characters in their stories using clues in the text or illustrations. Review that the things a character says, does, and thinks are often clues to the character’s personality. Explain that the students will mark the clues they identify with self-stick notes so they can share them with their partners later.

## Materials

- Small self-stick notes for each student
- “Journal Entry” chart (WA3)
- *Student Response Book*, Reading Journal section

## Teacher Note

Make sure that each student is reading a narrative text that has a main character.

## Teacher Note

You might model this process again for the students using the same procedure you used in Week 1, Day 4, Step 3.

**TEKS 6.F.i**  
**TEKS 6.F.ii**  
Student/Teacher Activity  
Step 5 (all)

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

### Teacher Note

If the students have difficulty writing about the inferences they made, signal for their attention and model writing an inference about the main character in a book the students are familiar with. For example, you might write: *I read the book Julius, the Baby of the World by Kevin Henkes. The main character in the story is a mouse named Lilly who has a new baby brother, Julius. Lilly doesn't like Julius at first, but when her cousin insults him, she gets angry and defends Julius. I was able to infer that Lilly was angry by using these clues: "Lilly's nose twitched. Her eyes narrowed. Her fur stood on end. And her tail quivered."*

### ELL Note

Consider having students with limited English proficiency draw pictures of characters and then dictate to you what they inferred about the characters.

### Vocabulary Note

Next week you will revisit *Julius, the Baby of the World* to teach the Week 7 vocabulary lessons.

## 4 Reread Independently and Discuss Inferences in Pairs



Give the students 10 minutes to reread and look for clues about their characters. After 10 minutes, stop the students and have partners take turns telling each other what they inferred about their characters and what clues helped them make their inferences. Remind each student to begin by telling his partner the title of the book he read and the author's name and briefly explaining what the story is about.

## 5 Write in Reading Journals About Inferences

Explain that each student will write in her reading journal about the main character in her book and one thing she has been able to infer about the character from clues in the story. Display the "Journal Entry" chart ( WA3) and explain your expectations for what the journal entry should include.

WA3

### Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title and the author's name
- What the story is about
- The name of the main character in the story
- An inference you made about the main character
- The clue or clues you used to make your inference

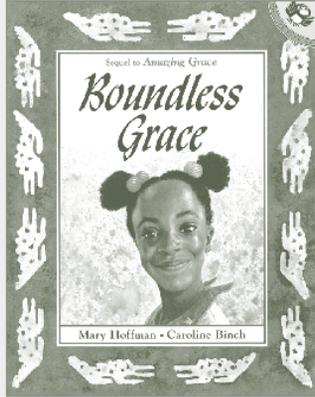


Ask the students to think quietly about what they will write. After a moment, have partners take turns sharing what they plan to write. Have the students return to their seats and write in their journals. If time permits, invite one or two volunteers to share what they wrote with the class.



# Week 3

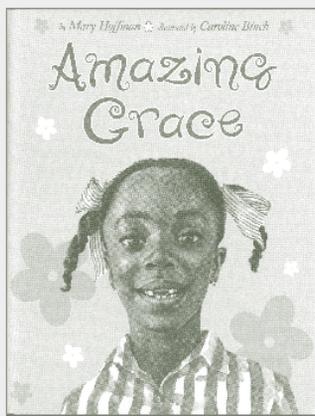
## OVERVIEW



### **Boundless Grace**

by Mary Hoffman, illustrated by Caroline Binch

Grace learns that it is possible to have two families and love them both.



### **Amazing Grace**

by Mary Hoffman, illustrated by Caroline Binch

Grace is chosen to play Peter Pan in the school play.



### **Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activities**

- WA4–WA5

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)

### Comprehension Focus

- Students make inferences to understand characters.
- Students explore character change.
- Students explore narrative text structure through discussions of settings, characters, and the problems characters face.
- Students compare and contrast two books by the same author about the same character.
- Students discuss the lesson in a story.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

## 🕒 DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA3); see page 29 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 7 lessons this week.

# Day 1

## Read-aloud

### Materials

- *Boundless Grace*

### Teacher Note

The pages of *Boundless Grace* are unnumbered. For easy reference, pencil in page numbers beginning with the number 1 on the right-hand title page that includes the author's name. (Page 2 begins "Grace lived with her ma and her nana and a cat called Paw Paw.") This system is used throughout the program for all read-alouds with unnumbered pages.

### ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 7 and 15.

### In this lesson, the students:

- Hear and discuss a story
- Discuss the problem in the story
- Discuss the setting in the story
- Read independently for 20–25 minutes
- Explain their thinking
- Use discussion prompts to build on one another's thinking

### 1 Introduce *Boundless Grace*

Gather the class with partners sitting together, facing you. Show the cover of *Boundless Grace* and read the title and the names of the author and the illustrator aloud. Explain that the main character in the story is a girl named Grace whose parents are divorced. In the story, Grace goes to visit her father, who lives in Africa with his new family.

### 2 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**particularly:** especially (p. 2)

**speechless:** unable to speak because you are so surprised (p. 5)

**The Gambia:** a country in Africa (p. 6)

**compound:** enclosed area containing a group of buildings (p. 8)

**cross:** angry; not pleased (p. 10)

**benachin:** type of food made from rice, vegetables, and fish or meat (p. 11)

**jackfruit:** large fruit of a tree that grows in very hot and wet climates (p. 12; refer to the illustration)

**tame:** gentle; not wild (p. 22)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**nana:** grandmother (p. 2)

**split up:** separated; divorced (p. 2)

**crocodile:** large, scaly reptile with short legs and strong jaws; related to the alligator (p. 5)

**wicked:** very bad; cruel (p. 10)

**stepmother:** woman who has married your father after the death or divorce of your mother (p. 10)

**shopping:** things that were bought (p. 14)

**homesick:** missing your home (p. 19)

**holy place:** place set aside for prayer (p. 22)

Stop after:

**p. 5** "She had made up so many fathers for herself, she had forgotten what the real one was like."

Ask:



**Q** *What have you found out about Grace and her family? Turn to your partner.*

Ask one or two volunteers to share their thinking. Reread the last sentence on page 5 and continue reading. Stop after:

**p. 11** "'She's probably still getting over the long flight,' said Jatou."

Ask:



**Q** *How do you think Grace feels? Turn to your partner.*

Have one or two volunteers share their thinking. Reread the last sentence on page 11 and continue reading. Stop after:

**p. 19** "'And remember, families are what you make them.'"

Ask:



**Q** *What is Grace thinking about her family at this point in the story? Turn to your partner.*

Have one or two volunteers share their thinking. Reread the last sentence on page 19 and continue reading to the end of the story.

## **3** Discuss the Story

Facilitate a class discussion about the story. Remind the students to explain their thinking and to use the discussion prompts to build on one another's thinking.

**Q** *What is this story about?*

## Teacher Note

The word *shopping* appears twice on page 14, first as a verb and then as a noun. The definition provided here is for the noun *shopping*.

## ELL Note

Have your English Language Learners use the illustration on page 11 to help them answer this question. Have them focus on facial expressions and postures that give clues about how the character feels.

## Facilitation Tip

Continue to practice **asking facilitative questions** to help the students respond to one another during class discussions. When students direct their responses to you, redirect them toward the class by asking questions such as:

**Q** *Do you agree or disagree with what [Sufja] just said? Why?*

**Q** *What questions can we ask [Sufja] about what she said?*

**Q** *Why does what [Sufja] said make sense?*

Remind the students that the main character in a story usually has a problem that gets solved by the end of the story. Ask:

**Q** *What problem does Grace have in this story? How is her problem solved?*

**Students might say:**

“Grace’s problem is that she feels like she doesn’t have a father because her father left when she was little. Then she goes to visit him in Africa and understands that she does have a father and he loves her very much.”

“Grace doesn’t understand how her father can have two families. But when she meets his family in Africa, she realizes that it’s possible to have two families and love them both.”

“At the beginning of the book, Grace thinks her family is broken, but she learns that families can look different.”

Tell the students that we call the place where a story takes place the *setting* of the story. Explain that the setting of a story often plays an important part in the story. Ask:

**Q** *What is the setting of this story, or where does this story take place? Why is that important?*

**Students might say:**

“The setting is Africa. That’s important because it’s where her dad lives.”

“I agree with [Carlos]. It’s also important because Grace learns many new things on her trip there.”

“In addition to what [Thuy and Carlos] said, Grace couldn’t have solved her problem without going to Africa to visit her dad.”

Tell the students that they will talk more about Grace in the next lesson.

## INDIVIDUALIZED DAILY READING

### 4 Read Independently and Discuss Settings of Stories

Have the students get their books and read silently for 20–25 minutes. Encourage the students to think about the settings of their stories (where the stories take place) as they read today. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the books they are reading with the class. Have each student begin by showing the cover of her book and reading the title and the author's name aloud. Ask questions such as:

- Q *What is the setting of this story?*
- Q *How would you describe the setting? Is it a place you would like to visit? Why or why not?*

Have the students return to their desks and put away their books.

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## EXTENSION

### Visualize Part of *Boundless Grace*

Show the cover of *Boundless Grace* and remind the students that they heard this story earlier. Briefly review the story by asking the students what they remember about it or by showing the illustrations and having the students retell the story in their own words.

Direct the students' attention to the "Reading Comprehension Strategies" chart and review that one strategy they have learned for enjoying and understanding what they read is visualizing. Explain that today you will reread part of *Boundless Grace* and the students will use the author's words to visualize, or picture in their minds, what is being described.

Explain that the passage you will read comes from the part of the story when Grace visits the African market with her father and Nana. Ask the students to close their eyes and listen as you read pages 16–17 aloud.

First in pairs, and then as a class, have the students describe how they visualized the fabric stall and what words helped them create their mental images. Encourage the students to visualize as they read on their own.

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### **ELL Note**

This extension is especially helpful for English Language Learners.

**TEKS 7.D.ii**  
**TEKS 7.D.iv**  
Student/Teacher Activity  
Extension (last paragraph)

### Materials

- *Boundless Grace*
- *Student Response Book* page 7
- “Character Web for Grace” chart (WA4)

### Teacher Note

Rereading the story gives the students an opportunity to focus on the character and to listen for details, such as traits or feelings, that they might have missed during the first reading.

### ELL Note

Consider reviewing the illustrations with your English Language Learners prior to the rereading.

### Teacher Note

Circulate as partners talk. If the students are having difficulty making inferences about Grace, signal for their attention and model making an inference about her. For example, you might say, “One thing I know about Grace is that she misses her father. I figured that out from some clues at the beginning of the story. In the book, it says that Grace likes to read stories about fathers [page 2], and she says her ‘family’s not right’ because it doesn’t have both a mother and a father [page 4].”

### In this lesson, the students:

- Hear parts of a story again to build comprehension
- Make inferences about the main character in the story
- Refer to the text to support their thinking
- Read independently for 20–25 minutes
- Explain their thinking
- Build on one another’s thinking

## 1 Review Character Webs

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that last week the students heard the story *Julius, the Baby of the World* and made inferences about the main character, Lilly, and you used their inferences to create a character web for Lilly. Remind the students that in the previous lesson they heard and discussed the story *Boundless Grace*. Explain that today they will hear the story again; think and talk more about the main character, Grace; and create their own character webs for her.

## 2 Reread *Boundless Grace*

Explain that you will reread the story without showing the illustrations. Ask the students to pay attention to Grace’s words, actions, and thoughts and to think about what these clues reveal about her personality.

Read the story slowly and clearly, without stopping.

## 3 Discuss Inferences About Grace and Begin a Character Web

Use “Think, Pair, Share” to discuss:

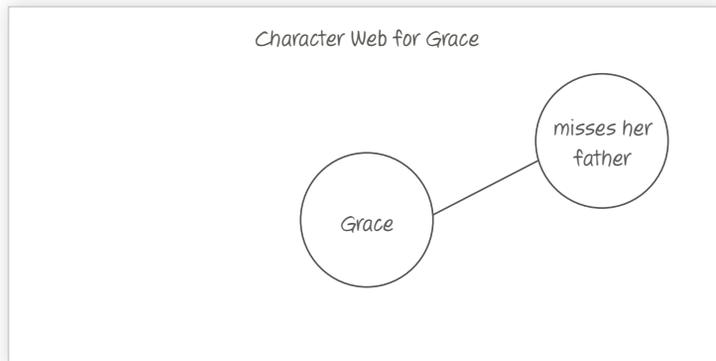


**Q** *What do you know about Grace? What does she say, do, or think that helped you figure that out? [pause] Turn to your partner.*

After a minute or two, signal for the students’ attention and display the “Character Web for Grace” chart (WA4). Ask:

**Q** *What is one thing you and your partner know about Grace? What clues in the story helped you figure that out?*

Have a pair share one thing they know about Grace (for example, “Grace misses her father”), and record their inference by adding a circle on the chart and writing the inference in it. Ask the pair to identify the clues in the text that helped them make their inference.



WA4

#### 4 Complete Character Webs for Grace

Have the students turn to *Student Response Book* page 7, “Character Web for Grace.” Explain that the students will complete character webs for Grace by each writing two inferences that are different from the ones they discussed as a class. Tell the students that they should be prepared to share with the class the clues in the story that helped them make their inferences. Give the students a few minutes to complete their character webs.

#### 5 Discuss Grace’s Character

When most of the students have finished writing, facilitate a class discussion using the questions that follow. As the students share their inferences about Grace, record them on the “Character Web for Grace” chart. Add more circles to the chart as necessary. Ask:

- Q *What did you write about Grace on your web? What clues in the story helped you figure that out?*
- Q *Do others agree with [Katia]? Why or why not?*

**Students might say:**

“I wrote that Grace feels left out. In the story, she said she didn’t feel like she was a part of her father’s new family in Africa.”

“I agree with [Leon]. I wrote that she was a little jealous of her new brother and sister because they had a mom and a dad.”

“In addition to what [Jana] said, I wrote that Grace doesn’t like her stepmother. I figured that out because she wouldn’t eat her stepmother’s cooking.”

Remind the students that making inferences about Grace helps them better understand her personality and the story. Point out that a character web is a useful tool for recording ideas. Explain that in the next lesson they will explore how Grace changes between the beginning and the end of the story.

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

#### Teacher Note

You might have the students record more than two ideas. Have them add a circle to the web for each additional idea.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Share Inferences About Characters

Have the students get their books and read silently for 20–25 minutes. Ask the students to think about what they can infer about the characters in their stories as they read. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers who made inferences about characters to share those inferences with the class. Have each student begin by showing the cover of his book and reading the title and the author’s name aloud. Then ask:

**Q** *What is something you inferred about a character in your story?*

**Q** *What clues in the story helped you figure that out?*

Have the students return to their desks and put away their books.

## In this lesson, the students:

- Make inferences about the main character in a story
- Discuss how the main character changes
- Refer to the text to support their thinking
- Read independently for 20-25 minutes
- Explain their thinking
- Build on one another's thinking

## 1 Get Ready for Partner Work

Gather the class with partners sitting together, facing you. Remind the students that in this unit they have been working on explaining their thinking clearly when they share in pairs and with the class. Ask:

**Q** *How can you help your partner explain his or her thinking? What questions can you ask your partner? How will that help you when you are working together?*

Encourage partners to help each other explain their thinking as they talk today.

## 2 Review the Previous Lesson and Character Change

Show the cover of *Boundless Grace* and remind the students that in the previous lesson they made inferences about the main character, Grace, and recorded their inferences on character webs.

Review that the main character in a story often changes between the beginning of the story and the end because of something that happens to her or something she comes to learn or realize. Explain that today the students will think about how Grace changes in *Boundless Grace*.

## 3 Reread Parts of *Boundless Grace* and Explore Change in Grace

Explain that you will reread parts of *Boundless Grace* from the beginning and the end of the story. Tell the students that as they listen, you want them to think about how Grace feels in each part of the story.

Read the beginning of the story aloud, starting on page 2. Stop after:

**p. 4** “‘Our family’s not right,’ she told Nana. ‘We need a father and a brother and a dog.’”

## Materials

- *Boundless Grace*
- “Double-entry Journal About Grace” chart (WA5)
- “Class Assessment Record” sheet (CA3)

Use “Think, Pair, Share” to discuss:

-  **Q** *How does Grace feel in this part of the story? How do you know?* [pause]  
Turn to your partner.

Display the “Double-entry Journal About Grace” chart ( WA5).

Explain that this two-column chart is called a double-entry journal, and that you will use it to record the students’ inferences about how Grace feels at the beginning and at the end of the story.

Have one or two volunteers share their thinking with the class. As they share, record their ideas in the first column, “Grace at the beginning.”

Next, read page 8 aloud. Use “Think, Pair, Share” to discuss:

-  **Q** *How is Grace feeling? How do you know?* [pause] Turn to your partner.

Again, have one or two volunteers share their thinking with the class. Add their ideas to the “Grace at the beginning” column of the chart.

Explain that the next section you will read comes at the very end of the story. Read pages 24–25 aloud. Use “Think, Pair, Share” to discuss:

-  **Q** *How does Grace feel at the end of the story? How do you know?* [pause]  
Turn to your partner.

Have a few volunteers share their thinking with the class. Record their ideas in the second column of the chart, “Grace at the end.”

**Students might say:**

“She is happy because she has two families who love her.”

“I agree with [Nadine and Barry]. She knows her dad loves her. She wasn’t sure about that at the beginning of the story.”

## 4 Discuss the Change in Grace

Facilitate a class discussion about how Grace changes over the course of the story. Remind the students to use the discussion prompts to build on one another’s thinking. Ask:

- Q** *How do Grace’s feelings about her family change between the beginning of the story and the end?*
- Q** *What causes Grace’s feelings to change?*

**Students might say:**

“Grace’s father and stepmother make her feel like she’s part of the family in Africa.”

“I agree with [Tyrone]. She figures out that a family like hers can be happy.”

“In addition to what [Claire] said, I think Grace’s nana helps her understand that not all families are the same.”



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to infer how Grace feels at different points in the story?
- Can they describe how her feelings change over the course of the story?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 29 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to make inferences about how Grace feels, continue on to Day 4.
- If **about half of the students** are able to make inferences about how Grace feels, continue on to Day 4 and plan to check in with students who are having trouble making inferences during IDR. You might ask those students to tell you about the characters in the books they are reading and follow up with questions such as:

**Q** *What kind of person is [Ramona]?*

**Q** *What clues in the story helped you figure that out?*

**Q** *How is [Ramona] different at the end of the story than she was at the beginning? What happened that caused her to change?*

- If **only a few students** are able to make inferences about how Grace feels, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Tell the students that in the next lesson they will hear and discuss another story about Grace.

### 5 Reflect on the Partner Work

Facilitate a brief discussion of how partners did explaining their thinking. Ask:

**Q** *How did you and your partner explain your thinking to each other today? Were there times when you didn’t understand each other? What did you do when that happened? How did that help?*

**Students might say:**

“At one point my partner didn’t understand what I was saying, and she asked me to say it again. I said it a little differently, and she understood.”

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Share Inferences About Characters

Have the students get their books and read silently for 20–25 minutes. Ask the students to think about what they can infer about the characters in their stories from clues in the text as they read. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers who made inferences about characters to share those inferences with the class. Have each student begin by showing the cover of the book she read and reading the title and the author’s name aloud. Then ask:

- Q *What is something you inferred about a character in your story?*
- Q *What clues in the story helped you figure that out?*

Invite the class to ask the volunteers questions about their books. Then have the students return to their desks and put away their books.

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## EXTENSION

### Discuss Grace’s Wish

Remind the students that at the end of *Boundless Grace*, Grace’s father takes her to see the crocodiles at a “special holy place.” Read pages 22–23 of the story aloud, and discuss:

- Q *What do you think Grace wishes for? What do you know about Grace that makes you think that?*

**In this lesson, the students:**

- Hear and discuss a story
- Make inferences about the main character in the story
- Discuss the lesson in the story
- Compare and contrast two stories by the same author about the same character
- Use discussion prompts to build on one another's thinking
- Read independently for 20-25 minutes

**1** Introduce *Amazing Grace*

Gather the class with partners sitting together, facing you. Remind the students that they have spent the past few lessons discussing the character of Grace from the book *Boundless Grace*. Review that authors sometimes write more than one book about the same character, and explain that Mary Hoffman has written other books about Grace. Tell the students that you will read one of these books aloud today.

Show the cover of *Amazing Grace* and read the title and the names of the author and the illustrator aloud. Point out that the illustrator, Caroline Binch, is also the illustrator of *Boundless Grace*. Explain that Grace is younger in *Amazing Grace* than she is in *Boundless Grace*. Ask the students to listen carefully to the story and to pay attention to clues they can use to make inferences about Grace.

**2** Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

**Suggested Vocabulary**

**Joan of Arc:** famous French heroine who led an army to defeat the English (p. 4)

**Anansi the Spider:** character in traditional African stories who plays tricks on people (p. 5)

**Troy:** city in Greece (p. 6)

**peg leg:** wooden leg (p. 7)

**Hiawatha:** legendary Native American leader (p. 8)

**Mowgli:** boy raised by wolves who is the main character in the famous story *The Jungle Book* (p. 9)

**stunning:** amazing (p. 19)

**Materials**

- *Amazing Grace*
- *Boundless Grace*

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**their lives were in her hands:** (idiom) she was responsible for keeping them alive (p. 13)

**put your mind to it:** (idiom) put all your attention and efforts into something (p. 17)

**grand:** large and very special (p. 18)

Stop after:

**p. 11** “Or she was Aladdin, rubbing his magic lamp to make the genie appear.”

Ask:



**Q** *What have you found out about Grace so far? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Reread the last sentence on page 11 and continue reading. Stop after:

**p. 21** “I can be anything I want, she thought.”

Ask:



**Q** *How do you think Grace is feeling? What makes you think so? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Reread the last sentence on page 21 and continue reading to the end of the story.

## **3** Discuss the Story

Facilitate a class discussion about the story. Remind the students to use the discussion prompts to build on one another’s thinking. Ask:

**Q** *What happens in the story?*

**Q** *What did you find out about Grace from this story? Did you find out anything that surprised you? Why was that surprising?*

Explain that sometimes characters in stories learn a lesson that can help readers in their own lives. Ask:

**Q** *What lesson do you think Grace learns in this story?*

**Students might say:**

“I think Grace learns that she can do anything she wants if she puts her mind to it.”

“She learns not to get discouraged because of what other people say.”

“She learns not to give up.”

### Teacher Note

You might explain that the lesson, or message, in a story is referred to as the story’s *theme*. Theme is formally taught in Unit 8 of the program (see “About Teaching Theme” in Unit 8, Week 3).

## 4 Compare and Contrast Two Stories About Grace

Show the covers of *Boundless Grace* and *Amazing Grace*, and review that the students have now heard two stories about the same character, Grace. Use “Think, Pair, Share” to discuss:



**Q** *In what ways are these two stories similar, or alike?* [pause] *Turn to your partner.*

Invite a few volunteers to share their thinking with the class.

**Students might say:**

“Grace is the main character in both stories.”

“Grace’s mom and nana are in both stories, too.”

“In addition to what [Nazar] said, Grace’s nana helps her solve her problem in both the stories.”

In the same way, discuss:



**Q** *In what ways are the stories different?* *Turn to your partner.*

**Students might say:**

“*Boundless Grace* is set in Africa, but *Amazing Grace* is set where Grace lives.”

“In addition to what [Cosette] said, Grace’s father isn’t in *Amazing Grace*.”

As a class, discuss:

**Q** *What did you enjoy about hearing two stories about some of the same characters?*

Remind the students that multiple books by the same author about the same characters are called a *series*. Encourage the students to explore series when they read on their own.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Share Inferences in Pairs

Have the students get their books and read silently for 20–25 minutes. Ask the students to notice what they infer about the characters in their stories as they read. After the students have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.



At the end of independent reading, have partners talk about their reading. Have each student tell her partner the title of her book, the author’s name, what she knows about the characters in her book, and any inferences she has made about the characters. Have a few students share their inferences with the class and read aloud the clues they used to make their inferences.

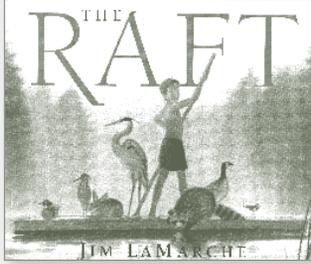
### Vocabulary Note

Next week you will revisit *Boundless Grace* to teach the Week 8 vocabulary lessons.



# Week 4

## OVERVIEW



### *The Raft*

by Jim LaMarche

Nicky is unhappy about spending the summer with his grandmother in the woods until he discovers a raft that changes everything.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA6

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)

### Comprehension Focus

- Students make inferences to understand characters.
- Students explore character change.
- Students explore narrative text structure through discussions of settings, characters, and the problems characters face.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

## Ⓜ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA4); see page 30 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 8 lessons this week.

### Materials

- *The Raft* (pages 6–17)

### Teacher Note

The pages of *The Raft* are unnumbered. For easy reference, pencil in page numbers beginning with the number 1 on the right-hand title page that includes the author's name. (Page 6 begins "'There's nobody to play with, I complained.") This system is used throughout the program for all read-alouds with unnumbered pages.

### In this lesson, the students:

- Hear and discuss part of a story
- Make inferences about the main character in the story
- Refer to the text to support their thinking
- Read independently for 20–25 minutes
- Take responsibility for themselves

## 1 Discuss Taking Responsibility

Have the students gather with partners sitting together, facing you. Tell the students that today they will be responsible for both thinking on their own and sharing with partners. Briefly discuss:

- Q *What will you do to take responsibility for yourself during "Turn to Your Partner" today?*
- Q *What will you do to take responsibility for yourself during class discussions?*

## 2 Introduce *The Raft*

Show the cover of *The Raft* and read the title and the author's name aloud. Explain that Jim LaMarche is also the illustrator. Tell the students that the *narrator*, or the person who tells the story, in *The Raft* is a boy named Nicky who goes to spend the summer with his grandmother in the woods. Explain that Nicky's grandmother lives close to a river and that much of the story takes place on the river itself. Ask the students to close their eyes and imagine sitting by a river in the middle of summer. Support their thinking with prompts such as:

- *Think about what plants and animals you see around you.*
- *Think about how the river is moving.*
- *Think about what sounds you hear.*



After a few moments, ask the students to open their eyes, turn to their partners, and talk about what they visualized. Tell the students to listen carefully to their partners because you will ask some of them to share what their partners said with the class. After partners have had a chance to share, signal for the students' attention and ask:

- Q *How did you partner visualize the river?*

**Students might say:**

"My partner saw a rushing river with lots of rapids."

"[Kayla] visualized some deer drinking from the river."

"[Raul] imagined the river where he goes fishing with his dad."

### 3 Read the First Part of *The Raft Aloud*

Tell the students that you will read the first part of the story aloud today and finish reading it tomorrow. Explain that you will stop during the reading so partners can discuss what is happening. Encourage the students to visualize as they listen to the story and to pay attention to clues they can use to make inferences about the main character, Nicky.

Read pages 6–17 aloud slowly and clearly, pausing to let the students visualize before showing the illustrations. Clarify vocabulary as you read, and stop as described below.

#### Suggested Vocabulary

**river rat:** person who spends a great deal of time along a river (p. 6)

Stop after:

**p. 12** "We had hamburgers for supper."

Ask:



**Q** *What has happened in the story so far? Turn to your partner.*

Without discussing as a class, reread the last sentence on page 12 and continue reading to the end of page 17.

### 4 Discuss the Story

Facilitate a class discussion about the first part of the story. Ask:

**Q** *How does Nicky feel about going to spend the summer with his grandmother? How do you know?*

**Students might say:**

"He doesn't want to go. He complains to his dad that there won't be any other kids to play with."

"I agree with [Eli]. I know Nicky doesn't want to go because he cries in the car on the way there."

"In addition to what [Anaya] said, Nicky looks unhappy in the illustrations."



#### Facilitation Tip

Continue to practice **asking facilitative questions** to help the students respond to one another during class discussions. When students direct their responses to you, redirect them toward the class by asking questions such as:

**Q** *Do you agree or disagree with what [Daria] just said? Why?*

**Q** *What questions can we ask [Daria] about what she said?*

**Q** *Why does what [Daria] said make sense?*

**Q** *How would you describe the place where Nicky’s grandmother lives? Is it a place you would like to spend the summer? Why or why not?*

## **5** Reflect on Taking Responsibility

Facilitate a brief discussion about how the students took responsibility for themselves today. Ask:

**Q** *What did you do to take responsibility during “Turn to Your Partner” today? What did you do to take responsibility during class discussions?*

### **Students might say:**

“When I couldn’t hear my partner, I asked him to speak louder.”

“I didn’t understand my partner’s idea, so I asked her a question about it.”

“I used a prompt to connect my idea to someone else’s idea.”

“I turned and looked at the person who was talking.”

Without mentioning any students’ names, describe any problems you noticed and follow up with questions such as:

**Q** *Why is it important [for partners to let each other finish before talking]? How can we remember to do that the next time we work together?*

## **INDIVIDUALIZED DAILY READING**

### **6** Read Independently and Share Books as a Class

Have the students get their books and read silently for 20–25 minutes. After the students have settled into their reading, confer with individual students.



### **IDR CONFERENCE NOTE**

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the books they are reading with the class. Have each volunteer tell the class the title of the book he is reading and the author’s name. Ask questions such as:

**Q** *What is the story about?*

**Q** *What is the setting of the story?*

Q *Who is the main character in the story? How would you describe this character?*

Q *What problem does the character have? How is the problem solved?*

Encourage the class to ask volunteers questions about their books. Then have the students return to their desks and put away their books.

## Read-aloud

# Day 2

### In this lesson, the students:

- Hear and discuss part of a story
- Discuss the main character's problem in the story
- Discuss the setting in the story
- Read independently for 20–25 minutes
- Explain their thinking and build on one another's thinking

## 1 Review the First Part of *The Raft*

Gather the class with partners sitting together, facing you. Show the cover of *The Raft* and remind the students that in the previous lesson they heard and discussed the first part of the story and made inferences about the main character, Nicky. Briefly discuss:

Q *What happened in the part of the story you heard yesterday?*

Q *What do you know about Nicky so far?*

Tell the students that they will hear the rest of the story today. Encourage them to visualize what is happening in the story. Explain that you will stop during the reading so partners can talk about what has happened.

## 2 Read the Rest of *The Raft* Aloud

Read pages 19–36 aloud slowly and clearly, pausing to let the students visualize before showing the illustrations. Clarify vocabulary as you read, and stop as described on the next page.

### Suggested Vocabulary

**hitchhikers:** people who get rides for free (p. 19)

**buck:** male deer (p. 22; refer to the illustration)

**poled:** used a pole to push the raft (p. 24)

**preened:** cleaned (p. 24)

### Materials

- *The Raft* (pages 19–36)

**TEKS 8.D.i**  
Student/Teacher Narrative  
Step 3  
(second and third discussion  
questions)

Stop after:

**p. 22** "Never know when they might come in handy on a raft."

Ask:



**Q** *What has happened to Nicky? Turn to your partner.*

Without discussing as a class, reread the last sentence on page 22 and continue reading. Stop after:

**p. 27** "They even let me feed them right out of my hand."

Ask:



**Q** *What happened in the part of the story you just heard? Turn to your partner.*

Reread the last sentence on page 27 and continue reading to the end of the story. Ask:



**Q** *What happens at the end of the story? Turn to your partner.*

Have one or two volunteers share their thinking with the class.

### **3** Discuss the Story

Facilitate a class discussion of the story. Remind the students to explain their thinking and to use the discussion prompts to build on one another's ideas. Ask:

**Q** *What is Nicky's problem in this story? How is his problem solved?*

Remind the students that a story's setting, or where it takes place, is an important part of the story. Ask:

**Q** *What is the setting of the story?*

**Q** *Why is the setting important?*

#### **Students might say:**

"Nicky's problem is that he doesn't want to spend the summer at his grandmother's. But once he discovers the raft, he starts to like it there."

"The setting of the story is the woods and the river near Nicky's grandmother's house."

"The setting is important because the river brings the raft to Nicky."

"In addition to what [Devon] said, Nicky wouldn't have gotten to know his grandmother or discovered that he likes to draw if he had stayed in the city like he wanted to."

Tell the students they will continue to discuss *The Raft* in the next lesson.

# INDIVIDUALIZED DAILY READING

## 4 Read Independently and Share Inferences in Pairs

Have the students get their books and read silently for 20–25 minutes. Ask the students to think about what they can infer about characters in their stories as they read. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.



At the end of independent reading, have partners talk about their reading. Have each student tell his partner the title of his book, the author’s name, what he knows about the characters in his book, and any inferences he made about those characters. Have a few students share their inferences with the class, and read the text that supports each inference.



## TECHNOLOGY EXTENSION

### Investigate River Animals

Show the cover of *The Raft* and remind the students that they heard the story earlier. Ask:

**Q** *What happens in this story?*

If necessary, remind the students that in the story the main character, Nicky, goes to spend the summer with his grandmother, who lives in the woods near a river. Nicky discovers a raft on the river and spends most of the summer on the raft, watching the animals that live in and around the river. Tell the students that you will reread part of the book aloud and that you want them to listen for what animals are mentioned. Read pages 19–33 aloud, slowly and clearly, showing the illustrations. Ask:

**Q** *What are some of the animals Nicky sees from the raft?*

Have a few volunteers share their thinking. As they share, write a list of the animals they mention where everyone can see it.

Tell the students that today you will share websites about some of the animals mentioned in the story. Display the sources you located and read aloud information you think the students will find interesting.



### Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide images and information about some of the animals mentioned in *The Raft*. Search for sources online using keywords such as “river turtles for kids,” “raccoons for kids,” “river otters for kids,” “great blue herons for kids,” “North American foxes for kids,” and “deer for kids.”

### Teacher Note

Animals seen from the raft include a crane, a great blue heron, and other birds as well as turtles, raccoons, foxes, deer, otters, and fish.

After sharing the sources with the students, discuss questions such as:

- Q *What is something new you learned about a river animal?*
- Q *Which animal is your favorite? Why?*

# Day 3

## Guided Strategy Practice

### Materials

- *The Raft*
- *Student Response Book* page 8
- “Double-entry Journal About Nicky” chart (WA6)
- “Class Assessment Record” sheet (CA4)

**ELPS 4.G.iv**  
Steps 2 and 3  
(all, beginning on  
page 158 and  
continuing on to page  
159)

### In this lesson, the students:

- Make inferences about the main character in a story
- Explore how the main character changes
- Refer to the text to support their thinking
- Read independently for 20–25 minutes
- Explain their thinking
- Build on one another’s thinking

### 1 Review *The Raft* and Character Change

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Show the cover of *The Raft* and explain that today the students will talk more about the story and the main character, Nicky. Briefly discuss:

Q *What happens in this story?*

Have a few volunteers share their thinking with the class.

Remind the students that previously they talked about how the characters Lilly, from *Julius, the Baby of the World*, and Grace, from *Boundless Grace*, change over the course of their stories. Tell them that today they will look more closely at the character Nicky and think about how he changes between the beginning of the story and the end.

### 2 Introduce the Double-entry Journal About Nicky

Have the students turn to *Student Response Book* page 8. Point out that this double-entry journal is like the one they used last week to show how Grace changes in the story *Boundless Grace*.

Explain that today you will reread the beginning and the end of *The Raft* and ask the students to infer how Nicky feels in each part of the story. The students will record their inferences in their double-entry journals.

### 3 Make Inferences About Nicky and Complete Double-entry Journals

Read page 6 aloud and show the illustration on page 7. Ask:

**Q** *How does Nicky feel in this part of the story?*

Give the students a moment to think about the question. Then have them record their ideas in the “Nicky at the beginning” column of their journals.

Explain that the second part you will read is from the very end of the story, after Nicky has rescued the baby fawn.

Read pages 35–36 aloud and show the illustrations. Have the students think quietly about the question:

**Q** *How does Nicky feel at the end of the story?*

After the students have had a moment to think, have them record their ideas in the “Nicky at the end” column of their journals.

### 4 Discuss the Change in Nicky

When most of the students have finished writing, signal for their attention and display the “Double-entry Journal About Nicky” chart (WA6). Facilitate a class discussion of the change in Nicky using the questions below. Encourage the students to use the discussion prompts to build on one another’s ideas. Ask:

**Q** *How does Nicky feel at the beginning of the story? How do you know?*

Have a few volunteers share their thinking. Record the students’ ideas in the “Nicky at the beginning” column of the chart. Then ask:

**Q** *How does Nicky feel at the end of the story? How do you know?*

Record the students’ ideas in the “Nicky at the end” column of the chart. Then use “Think, Pair, Share” to discuss:

 **Q** *How does Nicky change between the beginning of the story and the end? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

#### Students might say:

“Nicky goes from being sad at the beginning of the story to being happy at the end.”

“At the beginning, Nicky thinks being at Grandma’s will be boring, but by the end of the story, he likes being there.”

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

#### ELL Note

To support your English Language Learners, consider recording a few of the students’ ideas on the “Double-entry Journal About Nicky” chart (WA6) to model using a double-entry journal.

Remind the students that sometimes characters change because of something they learn. Discuss:

**Q** *What does Nicky learn or realize that causes him to change?*

**Students might say:**

"He realizes that he actually likes living at Grandma's."

"I agree with [Samir]. Nicky learns that he doesn't need a TV or other kids to have fun."

"In addition to what [Samir and Lucy] said, Nicky learns that he likes to draw, and drawing makes him happy."



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to infer how Nicky feels at different points in the story?
- Can they identify the clues in the text that they used to make their inferences?
- Are they able to describe how Nicky changes?

Record your observations on the "Class Assessment Record" sheet (CA4); see page 30 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to infer how Nicky feels at different points in the story, continue on to Day 4.
- If **about half of the students** are able to infer how Nicky feels at different points in the story, continue on to Day 4 and plan to check in with students who are having trouble making inferences during IDR. You might ask those students to tell you about the characters in the books they are reading and follow up with questions such as:
  - Q** *What kind of person is [Greg]?*
  - Q** *What clues in the story helped you figure that out?*
  - Q** *How is [Greg] different at the end of the story than he was at the beginning? Why do you think that is?*
- If **only a few students** are able to infer how Nicky feels at different points in the story, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 3 Alternative Texts" list.

Point out that the author does not say directly how Nicky changes or why, but the students were able to figure it out by the things he says, does, and thinks. Remind the students that when readers use clues in stories to understand characters, they are using an important strategy: making inferences.

Tell the students that in the next lesson they will practice making inferences about characters in their independent reading books.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Share Books as a Class

Have the students get their books and read silently for 20–25 minutes. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the books they are reading with the class. Have each volunteer tell the class the title of the book he is reading and the author’s name. Ask questions such as:

- Q *What is the story about?*
- Q *What is the setting of the story?*
- Q *Who is the main character in the story? How would you describe this character?*
- Q *Has the main character changed since the beginning of the story? If so, how?*

Encourage the class to ask the volunteers questions about their books. Then have the students return to their desks and put away their books.

**TEKS 8.D.i**  
Student/Teacher Activity  
Step 5 (second discussion  
question)

### Materials

- Small self-stick notes for each student

### In this lesson, the students:

- Read independently
- Make inferences about characters in their independent reading
- Refer to the text to support their thinking
- Take responsibility for themselves

### 1 Get Ready for Independent Reading

Have the students bring their independent reading books and gather with partners sitting together, facing you. Tell the students that today they will read independently and discuss their reading with their partners. Ask:

**Q** *What helps you stay focused on your reading during independent reading time? Why is it important to stay focused?*

Have one or two volunteers share their thinking with the class. Tell the students that at the end of the lesson you will check in with them to discuss how they used their independent reading time.

### 2 Review Making Inferences About Characters

Remind the students that for the past few weeks they have been thinking about characters in stories and what they can figure out about them by making inferences. Explain that today the students will continue to think about the characters in the books they are reading independently.

Tell the students that they will read their own books for 10 minutes. Explain that as each student reads, he should choose a character from his story to talk about with his partner. This character does not need to be the main character in the story. After 10 minutes, you will stop the students and ask them to reread, thinking more about the characters they chose.

### 3 Read Independently Without Stopping

Distribute the self-stick notes and have each student mark the place where she begins reading. Have the students read silently for 10 minutes. Remind them to choose characters to share.

## 4 Get Ready to Reread

After 10 minutes, stop the students and explain that you would like them to reread, starting again at the self-stick note. Ask each student to think about what she knows about the character she chose and what clues in the story helped her figure that out. Explain that she should mark the clues she finds with self-stick notes to share with her partner later.

## 5 Reread Independently and Discuss Characters in Pairs



Have the students reread silently for 10 minutes and mark clues that help them understand their characters. After 10 minutes, have partners take turns sharing the inferences they made and the clues that helped them. Have each student begin by telling his partner the title of the book he read, the author's name, what the book is about, and the name of the character he chose to share. Then have him describe the inferences he made about the character and read aloud the clues in the story that helped him make his inferences.

Circulate and listen as partners talk.

## 6 Discuss Characters as a Class

Have one or two volunteers share with the class the inferences they made about their characters. Ask questions such as:

- Q *What did you figure out about this character?*
- Q *Did the author tell you that directly, or did you infer it from clues in the story? What clues did you use?*

Encourage interaction among the students by asking questions such as:

- Q *What did you hear [Fern] say about her character?*
- Q *What questions do you have for [Fern] about her character or book?*

## 7 Reflect on the Independent Reading Time

Ask and briefly discuss:

- Q *How did you take responsibility during independent reading time today?*
- Q *What did you do to stay focused on your reading?*

### Teacher Note

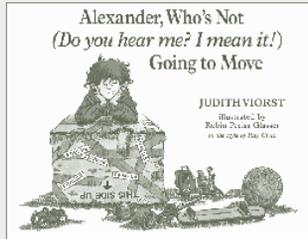
If the students have difficulty making inferences or if their inferences are not supported by the text, signal for their attention and model making an inference about a character from a book the students are familiar with, as you did in Week 1, Day 4, Step 3.

### Vocabulary Note

Next week you will revisit *The Raft* to teach the Week 9 vocabulary lessons.

# Week 5

## OVERVIEW



### ***Alexander, Who's Not (Do you hear me? I mean it!) Going to Move***

by Judith Viorst, illustrated by Robin Preiss Glasser

As Alexander's family is packing to move to a new town, Alexander insists that he is not going to move with them.



### **Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA7

#### **Assessment Forms**

- "Class Assessment Record" sheet (CA5)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

#### **Reproducible**

- Unit 3 family letter (BLM1)

#### **Professional Development Media**

- "Adapting Lessons for English Language Learners" (AV13)

### Comprehension Focus

- Students make inferences to understand characters.
- Students explore character change.
- Students explore narrative text structure through discussions of characters and the problems they face.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

## Ⓜ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA5); see page 31 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 9 lessons this week.

### Materials

- *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move*

### In this lesson, the students:

- Hear and discuss a story
- Discuss the main character's problem in the story
- Make text-to-self connections
- Read independently for 20-25 minutes
- Explain their thinking
- Build on one another's thinking

## 1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Explain that this is the last week the students will work with these partners. Facilitate a brief discussion about what has worked well for partners so far and what things they want to work on during their last week together. Ask:

**Q** *What helps you and your partner work well together?*

#### Students might say:

"We ask questions when we don't understand something."

"We take turns talking and going first when we share."

"We don't interrupt each other."

**Q** *What things do you still want to work on?*

#### Students might say:

"I can work on asking my partner to speak up so I can hear her."

"We can work on sharing different ideas."

"I want to work on helping my partner explain his thinking."

## 2 Introduce *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move*

Show the cover of *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move*, and read the title and the names of the author and the illustrator aloud. Explain that the narrator (the person telling the story) is a boy named Alexander, whose family is preparing to move. Ask the students to listen carefully as you read. Explain that you will stop three times during the reading to give partners a chance to talk about the story.

### 3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**compass:** tool with a magnetic needle that always points north, used for finding directions (p. 5)

**brain transplant:** (fictional) operation to get a new brain (p. 9)

**immature:** silly; childish (p. 9)

**lot:** piece of land (p. 16)

**taxes:** money that people and businesses pay to the government (p. 18)

**barricade:** block (p. 24)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**baseball mitt:** glove used in baseball (p. 5)

**sitter:** person who is paid to look after children (p. 8)

**poison ivy:** plant that causes an itchy rash (p. 16)

**cleaners:** people who wash clothes for others (p. 22)

**basement:** room below ground level in a building (p. 25)

Stop after:

**p. 13** "... or maybe a tent or maybe a cave."

Ask:



**Q** *What are some things that Alexander imagines and worries about? Turn to your partner.*

Without discussing as a class, reread the sentence on page 13 and continue reading. Stop after:

**p. 23** "I'm not going to move."

Ask:



**Q** *Who are some of the people Alexander says good-bye to? How does Alexander know these people? Turn to your partner.*

Reread the sentence on page 23 and continue reading. Stop after:

**p. 25** "I'd rather have poison ivy than have to move."

Ask:



**Q** *What are some of the things Alexander says he is going to do when the movers come? What do you think he will do? Turn to your partner.*

Continue reading to the end of the story.



### Facilitation Tip

Reflect on your experience over the past few weeks with **asking facilitative questions**. Does the technique feel comfortable and natural to you? Do you find yourself using it throughout the day? What effect has this technique had on your students' attentiveness and participation in class discussions? We encourage you to continue to use and reflect on this technique throughout the year.

## 4 Discuss the Story as a Class

Facilitate a class discussion of the story using the questions below. Remind the students to explain their thinking and to use the discussion prompts to build on one another's thinking. Ask:

**Q** *What is Alexander's problem in the story? How is his problem solved?*

#### Students might say:

"Alexander's problem is that his family is moving and he doesn't want to. But then his dad tells him that when they move he can get a dog, and his mom tells him that he can call his best friend long-distance, so Alexander decides he'll move after all."

"In addition to what [Magritte] said, Alexander's brothers are mean to him in the beginning of the story. They make fun of him for not wanting to move. Then they start being nicer, and that makes Alexander feel better about moving."

Ask:

**Q** *Have you ever felt like Alexander in this story? What happened?*

Tell the students that they will talk more about the book and Alexander in the next lesson.

## INDIVIDUALIZED DAILY READING

## 5 Read Independently and Share Books as a Class

Have the students get their books and read silently for 20–25 minutes. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the books they are reading with the class. Have each volunteer tell the class the title of the book she is reading and the author's name. Ask questions such as:

- Q *What is the story about?*
- Q *What is the setting of the story?*
- Q *Who is the main character in the story?*
- Q *What have you figured out about the main character? How did you figure that out?*
- Q *What is the main character's problem? How is it solved?*

Encourage the class to ask volunteers questions about their books. Then have the students return to their desks and put away their books.

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## EXTENSION

### Read Another Book About Alexander by Judith Viorst

Show the cover of *Alexander, Who's Not* (Do you hear me? I mean it!) *Going to Move*, and remind the students that they heard the story earlier and made inferences about the main character, Alexander. Ask:

- Q *What do you remember about Alexander?*

Remind the students that authors sometimes write more than one book about the same characters. Explain that Judith Viorst has written other books about Alexander and that you will read one of these books aloud today. Show the cover of *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, and read the title and the names of the author and the illustrator aloud. Ask the students to listen carefully as you read and to think about inferences they can make about Alexander. Read aloud slowly and clearly, showing the illustrations as you read. After reading, discuss questions such as:

- Q *How would you describe Alexander in this story? What clues helped you figure that out?*
- Q *How is Alexander the same in this story and in Alexander, Who's Not (Do you hear me? I mean it!) Going to Move? How is he different?*
- Q (Show the covers of both books.) *What is the same about these two stories? What is different about them?*

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#### Teacher Note

Prior to doing this activity, locate a copy of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* to read aloud to the students.

**Materials**

- *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move*
- *Student Response Book* page 9

**Teacher Note**

If the students have difficulty remembering the story, select a few key pages, read them aloud, and ask the students what they remember.

**In this lesson, the students:**

- Hear parts of a story read aloud again
- Make inferences about the main character in the story
- Discuss if and how the main character changes
- Refer to the text to support their thinking
- Read independently for 20–25 minutes
- Explain their thinking and build on one another's thinking

**1** Review *Alexander . . .* and Character Change

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move*, and remind the students that in the previous lesson they discussed the story and the main character, Alexander. Briefly review the story by asking:

**Q** *What is this story about?*

Review that in this unit, the students have explored how characters change in stories. Explain that today they will think about whether Alexander changes and, if he does, how.

**2** Introduce the Double-entry Journal About Alexander

Have the students turn to *Student Response Book* page 9. Point out that this double-entry journal is like the ones they used earlier to think about how Grace changes in *Boundless Grace* and how Nicky changes in *The Raft*.

Explain that today you will reread from the beginning of the story and from the end. After you read each excerpt aloud, partners will discuss what Alexander is like in that part of the story and record their ideas in their double-entry journals. Later, the students will refer to their double-entry journals to discuss whether they think Alexander changes between the beginning of the story and the end.

### 3 Make Inferences About Alexander and Complete Double-entry Journals

Tell the students that the first excerpt you will read is from the very beginning of the story. Read pages 5–9 aloud, showing the illustrations as you read. Then ask:

 **Q** *What is Alexander like at the beginning of the story? Turn to your partner.*

After a minute or two, signal for the students' attention and have them record their ideas in the "Alexander at the beginning" column of their double-entry journals.

Explain that the second excerpt you will read aloud comes near the end of the story. Read pages 26–30 aloud, showing the illustrations as you read. Ask:

 **Q** *What is Alexander like at the end of the story? Turn to your partner.*

After a minute or two, have the students record their ideas in the "Alexander at the end" column of their double-entry journals.

### 4 Discuss Alexander as a Class

Ask:

**Q** *Do you think Alexander changes in this story? Why or why not?*

**Q** *Do others agree or disagree with what [Tricia] said? Explain your thinking.*

**Students might say:**

"I don't think he changes. Alexander doesn't want to move at the beginning of the story, and he still doesn't want to move at the end."

"I disagree with [Caitlin]. I think he feels a little better about moving at the end because his dad told him he can have a dog when he moves."

"I agree with [Taro]. I think Alexander's mom makes him feel better, too, when she says he can call his friend long-distance."

Point out that readers may have different opinions about whether a character changes and that this is okay. What is important is that they explain their thinking.

Tell the students that in the next lesson they will think about the main characters in their independent reading books and about whether or not those characters change.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Share Books as a Class

Have the students get their books and read silently for 20–25 minutes. After the students have settled into their reading, confer with individual students.

#### Teacher Note

As partners talk, circulate and support their thinking by asking questions such as:

**Q** *How does Alexander feel about moving? What in the story tells you that?*

**Q** *Why do you think Alexander feels the way he does?*



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 32) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the books they are reading with the class. Have each volunteer tell the class the title of the book he is reading and the author’s name. Ask questions such as:

- Q *What is the story about?*
- Q *What is the setting of the story?*
- Q *Who is the main character in the story?*
- Q *What have you figured out about the main character? How did you figure that out?*
- Q *What is the main character’s problem? How is it solved?*
- Q *Has the main character changed since the beginning of the story? If so, how?*

Encourage the class to ask volunteers questions about their books. Then have the students return to their desks and put away their books.

### Materials

- *The Raft* from Week 4
- *Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move*

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## WRITING ABOUT READING

### Write About Ways That *The Raft* and *Alexander . . . Are Alike and Different*

Show the covers of *The Raft* and *Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move*, and remind the students that they heard these stories earlier. Slowly page through *The Raft* and show the illustrations. Ask:

- Q *Who is the main character in this story? What problem does he have?*

Have a few volunteers share their thinking. Repeat the same procedure to review the story *Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move*.

Write the heading “How the Stories Are Alike” where everyone can see it. Ask:

- Q *In what ways are these stories alike? Turn to your partner.*

Have a few volunteers share their thinking. As they share, list their ideas below the heading.

**Students might say:**

"Both Nicky and Alexander have to do something they don't want to do. Nicky doesn't want to go to his grandmother's, and Alexander doesn't want to move."

"In addition to what [Connor] said, both Nicky and Alexander are upset about having to leave their friends."

"Both stories are about how people in families sometimes have disagreements, but they can work things out if they try."

"Both Nicky and Alexander realize that the things they didn't want to do aren't as bad as they thought."

Write the heading "How the Stories Are Different" where everyone can see it. Ask:

**Q** *In what ways are the two stories different? Turn to your partner.*

Have a few volunteers share their thinking. As they share, list their ideas below the heading.

**Students might say:**

"In *The Raft*, Nicky changes between the beginning and the end of the story. I don't think Alexander changes."

"*The Raft* is set in the woods. *Alexander, Who's Not* (Do you hear me? I mean it!) *Going to Move* is set in the town where Alexander lives."

"There are lots of characters in *Alexander, Who's Not* (Do you hear me? I mean it!) *Going to Move*. There are only three characters in *The Raft*."

Ask the students to watch as you think aloud and model writing about how the stories are alike and different.

**You might say:**

"First, I want to describe something that is similar about the two stories. I'll write: *The stories The Raft and Alexander, Who's Not (Do you hear me? I mean it!) Going to Move are alike in some ways. For example, both stories are about boys whose parents make them do things they don't want to do. Now I want to write about something that's different about the two stories. I'll write: *The two stories are also different in some ways. For example, the settings of the stories are different. The Raft takes place in the woods where Nicky's grandmother lives. Alexander, Who's Not (Do you hear me? I mean it!) Going to Move takes place in the town where Alexander lives.*"*

Have the students write about what is similar and what is different in the two stories. If time permits, ask a few volunteers to share their writing with the class.

### Materials

- Small self-stick notes for each student
- “Journal Entry” chart (WA7)
- *Student Response Book*, Reading Journal section
- “Class Assessment Record” sheet (CA5)

### Teacher Note

If you notice students having difficulty recognizing clues about the characters' problems, you may want to model this for the class, using a text you selected and prepared ahead. For example, you might show the cover of *The Raft* and say, “The main character in my book is a boy named Nicky. His problem is that his dad is making him go to his grandmother’s house for the summer and he doesn’t want to go. I figured this out because on the first page Nicky says to his dad, ‘There’s nobody to play with,’ and ‘She doesn’t even have a TV.’ I’ll put a self-stick note on this page because there are clues that help me understand Nicky’s problem.”

### In this lesson, the students:

- Read independently
- Make inferences about the main characters in their books
- Explore problems the main characters face
- Refer to the text to support their thinking
- Write in their reading journals
- Explain their thinking

## 1 Review the Previous Lessons

Have the students bring their *Student Response Books*, pencils, and books for independent reading and sit at desks with partners together. Remind the students that in this unit they have been thinking about characters in stories. They used story clues to make inferences about characters, discussed how and why characters change, and explored the problems characters face. Ask and briefly discuss:

**Q** *What problem does Alexander face in Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move?*

**Q** *How is his problem solved?*

Explain that today the students will read independently and think about the problems the main characters in their stories face. Afterward, they will discuss the main characters and their problems in pairs and write about them in their reading journals.

## 2 Read Independently and Look for Clues About Characters’ Problems

Tell the students that they will read independently for 20 minutes. Explain that as they read, you would like each student to think about the problem the main character in her story is facing and look for clues that help her learn about the problem. Review that these clues may be things the character says, does, or thinks at different points in the story. Explain that the students should mark the clues they find with self-stick notes.

Distribute the self-stick notes and have the students read independently for 20 minutes.

### 3 Discuss Characters' Problems



Signal to let the students know when it is time to stop reading. Have the students share with their partners the problems their main characters face and the clues in the story that helped them figure out those problems.

After partners have had time to talk, invite a few volunteers to share what they discussed with the class. Probe the students' thinking by asking questions such as:

- Q *What problem does the main character in your story face?*
- Q *What do you know about the problem so far?*
- Q *What clues in the book gave you that information?*

As the students describe inferences they made about their characters' problems, point those inferences out.

#### You might say:

"The author didn't say directly that his main character, Peter, was afraid to go to school because he didn't like mean Mr. Mulgrew. [Pablo] figured that out from what Peter told his friend Gus."



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify the problems their main characters face?
- Do they refer to the text to support their thinking?

Record your observations on the "Class Assessment Record" sheet (CA5); see page 31 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify the problems their main characters face, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to identify the problems their main characters face, you might bring the students together and review main characters and problems the students discussed in this unit, such as Lilly and her angry feelings toward her brother Julius in *Julius, the Baby of the World* and Grace and her feelings about her family in *Boundless Grace*.
- If **only a few students** are able to identify the problems their main characters face, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 3 Alternative Texts" list.

## Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

## Teacher Note

If the students have difficulty writing about their main characters' problems, signal for their attention and model writing a journal entry about a main character's problem using a book the students are familiar with. For example, you might write: *I read the book The Raft by Jim LaMarche. The main character in the story is a boy named Nicky who goes to spend the summer at his grandmother's house in the woods. Nicky's problem at the beginning of the story is that he doesn't want to go to his grandmother's house. Some clues that helped me figure out his problem are that in the car on the way there, he says to his dad, "There's nobody to play with" and "She doesn't even have a TV."* Explain that in the next lesson, the students will continue to read independently and to think about the main characters in their books.

## 4 Write in Reading Journals About Characters' Problems

Display the "Journal Entry" chart (WA7) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA7

### Journal Entry

Write a journal entry about the book you are reading.

Please include:

- The title and the author's name
- What the story is about
- The name of the main character in the story
- The problem the main character is facing
- A clue in the story that helped you figure out the problem



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class and share the texts they are reading with the class.

# Day 4

## Independent Strategy Practice

### Materials

- Small self-stick notes for each student
- Copy of this unit's family letter (BLM1) for each student

### In this lesson, the students:

- Read independently
- Make inferences about the main characters in their books
- Explore character change
- Refer to the text to support their thinking
- Explain their thinking

## 1 Get Ready to Read Independently

Have the students bring their independent reading books and gather with partners sitting together, facing you. Explain that again today the students will read independently and think about the main characters in

their stories, but today they will focus on character change. Review that characters in stories often change, but that there are also characters who do not. Remind the students that they explored how the characters Lilly, Grace, and Nicky change, and they discussed whether or not Alexander changes.

## 2 Read Independently and Look for Evidence of Character Change

Tell the students that they will read independently for 20 minutes. Explain that as they read they should look for clues about whether or not their main characters are changing. Review that these clues may be things the character says, does, or thinks at different points in the story. Explain that the students should mark the clues they find with self-stick notes.

Distribute the self-stick notes and have the students read independently for 20 minutes.

## 3 Discuss Character Change



Signal to let the students know when it is time to stop reading. Have the students talk with their partners about whether or not they think the main characters in their stories change and, if so, how. Remind them to share the clues they used to figure out if their characters change.

After partners have had time to talk, have a few volunteers share with the class. Probe their thinking by asking questions such as:

- Q *Do you think the main character in your story changes? What clues in the story make you think so?*
- Q (If yes) *How has the character changed since the beginning of the story?*
- Q (If no) *Do you think the character is going to change before the end of the story? Why or why not?*

## 4 Reflect on the Unit

Remind the students that this is their last day with their current partners. Help them reflect on their work together by asking:

- Q *What have you enjoyed about working with your partner?*

Review that during the unit the students worked on explaining their thinking and using prompts to build on one another's thinking during class discussions. Point out that these skills help them share ideas and also build the classroom community.

Also remind them that throughout the unit they practiced an important reading comprehension strategy: *making inferences*. They used clues in stories to make inferences about characters' personalities, the problems characters face, and the ways characters change. Explain that the students will continue to make inferences about characters in stories they read and hear.

### ELL Note

Consider providing additional support to your English Language Learners. Ask them questions such as:

- Q *What is [Sylvia] like at the beginning of the story?*
- Q *What happens to [Sylvia] during the story?*
- Q *What is [Sylvia] like at the end of the story?*

For more information, see "Additional Modifications for ELLs" in the Introduction and view "Adapting Lessons for English Language Learners" (AV13).



### Vocabulary Note

Next week you will revisit *Alexander, Who's Not* (Do you hear me? I mean it!) *Going to Move* to teach the Week 10 vocabulary lessons.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on the next page.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 3. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1); see page 36 of the *Assessment Resource Book*.

# Unit 4

# Wondering/ Questioning

## FICTION

During this unit, the students use wondering/questioning to help them understand fiction. They learn the procedure for “Stop and Ask Questions” and think about whether their questions about stories are answered directly, indirectly, or not at all by the text. In addition, they continue to practice the comprehension strategies of visualizing and making inferences. During IDR, the students stop and ask questions as they read narrative texts independently, write in their reading journals, and continue to confer with the teacher individually about their reading. Socially, they develop the skills of using prompts to add to one another’s thinking and of agreeing and disagreeing respectfully.

# Unit 4

## Wondering/Questioning

### RESOURCES

#### Read-alouds

- *The Girl Who Loved Wild Horses*
- *The Emperor and the Kite*
- *A Day's Work*
- *Mailing May*
- *Brave Irene*

#### Writing About Reading Activities

- “Make Text-to-text Connections to *The Emperor and the Kite*”
- “Make Inferences About the Character of Abuelo in *A Day's Work*”

#### IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”



#### Technology Extensions

- “Learn More About Charlotte May Pierstorff”
- “Watch a Video Reading of *Brave Irene*”

#### Extension

- “Visualize Part of *The Girl Who Loved Wild Horses*”

#### Assessment Resource Book

- Unit 4 assessments



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA6

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 4 family letter (BLM1)

#### Professional Development Media

- “Turning and Looking at the Speaker” (AV16)
- “Asking Questions Once and Using Wait-time” (AV25)
- “Finding, Organizing, and Presenting Online Information” tutorial (AV43)

## RESOURCES (continued)

### Student Response Book

- “Stop and Ask Questions About *A Day’s Work*”
- “Excerpt from *A Day’s Work*”
- “Stop and Ask Questions About \_\_\_\_\_”
- “Stop and Ask Questions About *Mailing May*”
- “Excerpt from *Mailing May*”
- “How I Visualized *Mailing May*”
- “Stop and Ask Questions About \_\_\_\_\_”
- “Stop and Ask Questions About *Brave Irene*”
- “Excerpts from *Brave Irene*”
- “Stop and Ask Questions About \_\_\_\_\_”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 10 (*Alexander, Who’s Not* [Do you hear me? I mean it!] *Going to Move*)
- Week 11 (*The Girl Who Loved Wild Horses*)
- Week 12 (*A Day’s Work*)
- Week 13 (*Mailing May*)

# Unit 4

## Wondering/Questioning

### DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

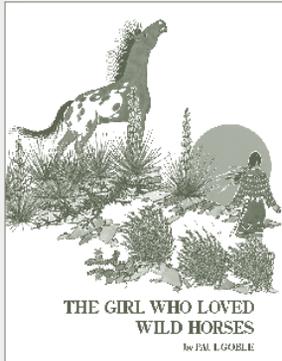
■ formally taught □ informally experienced

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud/Strategy Lesson:</b> <i>The Girl Who Loved Wild Horses</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Using wondering/questioning to understand the story</li> </ul>	<p><b>Strategy Lesson:</b> <i>The Girl Who Loved Wild Horses</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a story again to build comprehension</li> <li>Using their questions to discuss the story</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>The Emperor and the Kite</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Using wondering/questioning to understand the story</li> <li>Discussing the lesson in the story</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>The Emperor and the Kite</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a story again to build comprehension</li> <li>Using their questions to discuss the story</li> <li>Referring to the text to support their thinking</li> </ul>
Week 2	<p><b>Read-aloud/Strategy Lesson:</b> <i>A Day's Work</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Learning the procedure for "Stop and Ask Questions"</li> <li>Hearing and discussing part of a story</li> <li>Using wondering/questioning to understand the story</li> <li>Making inferences about a character in the story</li> <li>Making predictions about how the story will end</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>A Day's Work</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing part of a story again to build comprehension</li> <li>Using their questions to discuss the story</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>A Day's Work</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing the end of a story</li> <li>Making predictions about the story</li> <li>Discussing the problem in the story</li> <li>Discussing the lesson in the story</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Using "Stop and Ask Questions" as they read independently</li> <li>Using their questions to discuss what they read</li> <li>Referring to the text to support their thinking</li> </ul>
Week 3	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Mailing May</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Using "Stop and Ask Questions" to think about the story</li> <li>Discussing a problem in the story</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Mailing May</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a story again to build comprehension</li> <li>Using their questions to discuss the story</li> <li>Making inferences to understand the story</li> <li>Referring to the text to support their thinking</li> <li>Writing in their reading journals</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Mailing May</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing parts of a story again</li> <li>Visualizing parts of the story</li> <li>Drawing and writing about their mental images</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Using "Stop and Ask Questions" as they read independently</li> <li>Using their questions to discuss what they read</li> <li>Referring to the text to support their thinking</li> </ul>
Week 4	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Brave Irene</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Using wondering/questioning to understand the story</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Brave Irene</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a story again to build comprehension</li> <li>Using their questions to discuss the story</li> <li>Referring to the text to support their thinking</li> <li>Writing in their reading journals</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Brave Irene</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Making inferences about the main character in a story</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Using "Stop and Ask Questions" as they read independently</li> <li>Using their questions to discuss what they read</li> <li>Referring to the text to support their thinking</li> </ul>

# Week 1

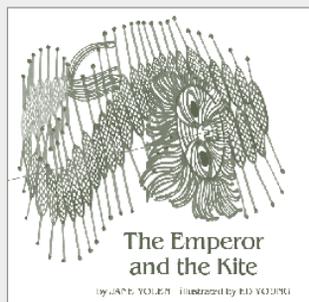
## OVERVIEW



### *The Girl Who Loved Wild Horses*

by Paul Goble

A Native American girl who loves horses follows her heart to be with them.



### *The Emperor and the Kite*

by Jane Yolen, illustrated by Ed Young

When the emperor is imprisoned in a high tower, his youngest and most overlooked daughter comes to his rescue.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA2

### Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)

### Professional Development Media

- “Asking Questions Once and Using Wait-time” (AV25)

## Comprehension Focus

- Students use wondering/questioning to understand a story.
- Students think about whether their questions are answered in the story.
- Students refer to the text to support their thinking.
- Students read independently.

## Social Development Focus

- Students work in a responsible way.
- Students use discussion prompts to build on one another's thinking.
- Students agree and disagree respectfully.

## 1 DO AHEAD

- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Take time to show and discuss the illustrations.
- ✓ Make available narrative texts at a variety of levels so that the students can practice wondering/questioning during IDR and Independent Strategy Practice throughout the unit. Narrative texts include chapter books, picture books, and short stories in a wide range of genres (mystery, adventure, science fiction, historical fiction, realistic fiction, fable, folktale, myth, legend, biography, and memoir).
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 53 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, select three or four of the students' questions from the "What We Wonder About *The Girl Who Loved Wild Horses*" chart (WA1) from Day 1 to discuss in Step 2. If possible, select questions from the beginning, middle, and end of the story. Also try to select questions that are answered directly, indirectly, and not at all. Put stars next to the questions you select.

(continues)

## J DO AHEAD *(continued)*

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 46 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, select three or four of the students’ questions from the “What We Wonder About *The Emperor and the Kite*” chart (WA2) from Day 3 to discuss in Step 1. If possible, select questions from the beginning, middle, and end of the story. Also try to select questions that are answered directly, indirectly, and not at all. Put stars next to the questions you select.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 10 lessons this week.

## In this lesson, the students:

- Begin working with new partners
- Hear and discuss a story
- Wonder and ask questions about the story
- Read independently for up to 25 minutes

## ABOUT WONDERING/QUESTIONING

Wondering, or questioning, is an effective comprehension strategy because it helps readers actively engage with text and think about an author's intent. In this lesson, the students externalize their thinking by stating and discussing their questions or what they are wondering, and you record their ideas as questions and statements on a chart. The goal is for the students eventually to internalize the strategy of forming questions and reading for answers and to use the strategy regularly in their independent reading. For more information, see "The Grade 3 Comprehension Strategies" in the Introduction.

## 1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that the students will work in the same pairs for the next four weeks. Tell them that you will read a story aloud and that you will ask them to talk about the story with their partners. Explain that they will be responsible for thinking on their own and sharing their thinking in pairs. Ask:

**Q** *What will you do to be a good partner to your new partner?*

### Students might say:

"I'll let my partner finish talking before I start talking."

"I'll look at my partner when he's talking. Then he'll know I'm listening."

"I can give my partner time to think before she speaks."

Encourage the students to keep these ideas in mind as they work together today.

## 2 Introduce *The Girl Who Loved Wild Horses*

Show the cover of *The Girl Who Loved Wild Horses* and read the title and the author's name aloud. Tell the students that this is a story about a

## Materials

- *The Girl Who Loved Wild Horses*
- "What We Wonder About *The Girl Who Loved Wild Horses*" chart (WA1)
- "Thinking About My Reading" chart
- Self-stick notes for each student
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 50
- "Reading Comprehension Strategies" chart

### TEKS 6.B.ii

Student/Teacher Activity

Step 4 (all, beginning on page 187 and continuing on to page 188)

Native American girl who loves wild horses, or horses that live freely in their natural habitat. Ask:

**Q** *What do you wonder about this story?*

Display the “What We Wonder About *The Girl Who Loved Wild Horses*” chart (🌐 WA1). Have a few volunteers share their thinking with the class, and record their questions or “I wonder” statements, exactly as they are stated, on the chart.

### What We Wonder About *The Girl Who Loved Wild Horses*

*Why does the girl love wild horses?*

*I wonder if that's her horse on the cover.*

WA1

Explain that you would like the students to think about these questions and any other questions that come to mind as they listen to the story today. Explain that you will stop several times during the reading so partners can discuss what is happening in the story and what they are wondering.

## 3 Read Aloud and Stop to Wonder

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**tipis:** Native American tents made of animal skins (p. 5)

**belongings:** things people own, such as clothing and blankets (p. 5)

**blizzards:** storms with a lot of wind and snow (p. 7)

**meadows:** grassy, moist lands (p. 8)

**pursued:** followed or chased (p. 15)

**horizon:** place where the sky and the earth seem to meet (p. 15)

**neighing:** noise a horse makes (p. 16)

**stallion:** male horse (p. 16)

**colt:** young male horse (p. 18)

**mare:** female horse (p. 28)

### 🌐 ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**her voice was lost in the thunder:** her voice could not be heard because of the loud thunder (p. 12)

Stop after:

**p. 11** “She grabbed a horse’s mane and jumped on his back.”

Ask:



**Q** *What questions do you have, or what do you wonder, at this point in the story? Turn to your partner.*

Have two or three volunteers share their ideas with the class. Record their questions or statements, exactly as stated, on the chart.

Without discussing the students’ questions, reread the last sentence before the stop and continue to the next stopping point. Repeat this process at each of the stops:

**p. 18** “They were nowhere to be found.”

**p. 23** “But they soon saw she was sad and missed the colt and the wild horses.”

**p. 28** “And then one year she did not return and was never seen again.”

Continue reading to the end of the book.

## 4 Discuss the Story

Facilitate a class discussion of the story by asking:

**Q** *What is this story about?*

**Q** *What happens in the story that is strange or magical?*

**Q** *Was it hard or easy to think of questions as you listened to the story? What made it hard or easy?*

Explain that the students will use the questions on the chart to help them remember, think about, and talk about the story again tomorrow.

# INDIVIDUALIZED DAILY READING

## 5 Review and Practice “Fix-up” Strategies

Remind the students that they have been reading narrative texts, or texts that tell stories, during IDR. Explain that the students will continue to read narrative texts during IDR for the next several weeks.

Direct the students’ attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Remind the students that earlier they learned a couple of “fix-up” strategies, or tools a student can use when he does not understand what he has read. Review that one strategy is to reread the part of the book he does not understand slowly and carefully. Another strategy is to read ahead and look for more information.

### Teacher Note

To maintain the flow of the lesson, have only two or three students share at each stop. Accept the students’ questions without discussion. Hearing others’ questions gives the students examples of things they might wonder about as they listen to a story.



### Facilitation Tip

During this unit, we invite you to practice **asking questions once** and then waiting. This means not repeating the question or asking it again a different way; it means just asking the question once and then **using wait-time** to give the students time to think before calling on anyone to respond. If students are confused by a question or need to hear it again, have them ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps the students develop the habit of listening the first time. To see this Facilitation Tip in action, view “Asking Questions Once and Using Wait-time” (AV25).



### Teacher Note

Save the “What We Wonder About *The Girl Who Loved Wild Horses*” chart (WA1) to use in the lesson on Day 2. Prior to that lesson, review the questions on the chart and identify three or four questions for the students to focus on when they hear the story again. If possible, select questions from the beginning, middle, and end of the story. Also try to select questions that are answered directly, indirectly, and not at all. Put stars next to the questions you select.

**TEKS 5.A.i**

**TEKS 6.I.ii**

Student/Teacher Activity  
Step 5 (all, beginning on  
page 189 and continuing on  
to page 190)

### **ELL Note**

Help your English Language Learners choose narrative texts at appropriate levels. Providing a limited number of teacher-selected texts will help them make good choices.

### **Teacher Note**

During IDR today, the students practice two “fix-up” strategies they can use when they do not understand what they have read: rereading and reading ahead. To provide the students with additional support for using these and other “fix-up” strategies, and to see examples of how to model using the strategies, you might teach all or part of IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A).

### **Teacher Note**

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what she is reading, she should mark the place in the text that she does not understand with a self-stick note and then try one or both of the “fix-up” strategies—rereading and reading ahead—to see if the strategies help her understand what she is reading. Explain that at the end of IDR, you will check in with the students to see how they did with using the “fix-up” strategies. Then have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### **IDR CONFERENCE NOTE**

Beginning today, and continuing throughout the unit, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask and discuss:

- Q** *Was there any part of your reading that you did not understand today? Tell us about it.*
- Q** *What “fix-up” strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the “fix-up” strategies and still does not understand the text he is reading, refer him to the “Reading Comprehension Strategies” chart and encourage him to try the strategies listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

## In this lesson, the students:

- Hear a story read aloud again
- Use their questions to discuss the story
- Refer to the text to support their thinking
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own

## 1 Discuss Respecting Partners' Thinking

Gather the class with partners sitting together, facing you. Show the cover of *The Girl Who Loved Wild Horses* and remind the students that in the previous lesson they wondered and asked questions about the story. Explain that today the students will listen to the story again and use some of their questions from yesterday to help them talk and think about the story. Point out that they may have different opinions about whether or how a question is answered in the story. Explain that disagreeing in a caring way and respecting each other's thinking are important parts of being a good partner. Ask:

**Q** *What can you do to show respect for your partner's thinking?*

### Students might say:

"I can show respect by not laughing at my partner's ideas or saying that her ideas are silly."

"I can show respect by asking my partner to repeat what he said if I don't understand him."

"I can show respect by letting my partner finish talking before I talk."

Encourage the students to use these ideas as they talk about the story today.

## 2 Review Selected Questions

Display the "What We Wonder About *The Girl Who Loved Wild Horses*" chart (WA1) and remind the students that these are the questions they asked about the story in the previous lesson. Explain that while all the questions on the chart are important, you have identified a few questions that might be especially interesting to discuss today. Read the questions you selected aloud and tell the students that you want them to think about these questions as you reread the story today. At the end of the reading, they will discuss the questions with their partners and with the class.

## Materials

- *The Girl Who Loved Wild Horses*
- "What We Wonder About *The Girl Who Loved Wild Horses*" chart (WA1) from Day 1
- "Reading Comprehension Strategies" chart and a marker

## Teacher Note

In the *Making Meaning* program, showing respect for a range of opinions and ideas is an important part of developing reading comprehension. It allows the students to discuss their reading and use of comprehension strategies safely and openly, both in pairs and with the class.

## Teacher Note

If the students are interested in discussing the remaining questions on the chart, you might discuss them after the lesson or later in the day.

### What We Wonder About *The Girl Who Loved Wild Horses*

- \* Why does the girl love wild horses?  
I wonder if that's her horse on the cover.
- \* Will the girl and the horses be OK in the storm?  
I wonder if the girl is surprised that the stallion can talk.
- \* Will the girl get homesick?  
Why does the girl say the horses are her relatives?
- \* Will her parents let her go back to live with the horses?

TEKS 6.B.iii  
Student/Teacher Activity  
Step 4 (all)

ELPS 2.D.i  
ELPS 2.D.ii  
Step 4 (all)

### 3 Reread *The Girl Who Loved Wild Horses*

Read *The Girl Who Loved Wild Horses* aloud without stopping.

### 4 Use Questions to Discuss the Story



Review the questions you identified on the chart and have partners discuss what they heard in the story about those questions. Circulate as partners talk. Notice whether the students are discussing the questions and whether they are referring to the text to support their thinking.

After sufficient time, signal for the students' attention and facilitate a class discussion using the questions that follow. Be ready to reread passages and show illustrations to help the students recall what they heard.

- Q *What question got you and your partner talking about the story? What did you say about that question?*
- Q *Do others agree with what [Brittany and Kaly] said about that question? What did you hear in the story that makes you agree or disagree?*
- Q *Are there questions that you and your partner thought were not answered in the story? Explain your thinking.*

#### Students might say:

"My partner [Carlos] and I talked about whether the girl would get homesick living with the horses. We said no because the girl tells her parents she's happier living with the horses than living in the village."

"I agree with [Carlos and Jamal]. The girl only goes home because the hunters catch her."

"My partner and I don't think we find out why the girl loves wild horses. The book tells us she loves them, but it never explains why."

"I disagree with [Lucia and Kenji]. The story tells us that horses are the girl's relatives, and that explains why she loves them."

## 5 Add to the “Reading Comprehension Strategies” Chart

Point out that wondering and asking questions is a strategy good readers use to help them actively think about what they are reading and read for answers to their questions. Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind them that the chart lists comprehension strategies they have learned and can use when reading on their own. Add *wondering/questioning* to the chart.

### Reading Comprehension Strategies

- visualizing
- making inferences about characters
- wondering/questioning

Explain that in the coming weeks, the students will have opportunities to practice wondering and questioning as a class and in their independent reading.

## 6 Reflect on Working Together

Help the students reflect briefly on their work together by asking:

**Q** *What did you do to show respect for your partner’s thinking today? How did that help you work together?*

**Students might say:**

“I told my partner she helped me think of ideas.”

“I asked my partner a question about what he said to show that I was paying attention.”

“I didn’t get upset when my partner disagreed with me. I listened to her ideas.”

## INDIVIDUALIZED DAILY READING

## 7 Read Independently and Share Books with Partners

Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give students a few minutes to discuss their reading in pairs. Remind each student to tell her partner the title of her book, the author’s name, and what the book is about so far. Encourage partners to ask each other questions such as:

- Q *What do you like about the book so far?*
- Q *Who is the main character in the story? What have you found out about [him/her]?*
- Q *When and where does the story take place?*

Have the students return to their desks and put away their books.

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## EXTENSION

### Visualize Part of *The Girl Who Loved Wild Horses*

Direct the students’ attention to the “Reading Comprehension Strategies” chart and review that in previous lessons the students practiced *visualizing*, the strategy of creating mental pictures as they read. Explain that today you will reread part of *The Girl Who Loved Wild Horses* aloud. As you read, you would like the students to visualize what is happening in the story. Remind the students that they can visualize sounds, smells, and feelings as well as what they see.

Have the students close their eyes as you read pages 11–15 of the story aloud. Use “Turn to Your Partner” to have the students discuss what they visualized. Facilitate a class discussion using the questions that follow, and be ready to read from the text to help the students recall details from the excerpt.

- Q *What did you picture in your mind as you listened to this passage? What sounds did you hear? What else did you imagine?*
- Q *What words helped you visualize?*

## In this lesson, the students:

- Hear and discuss a story
- Wonder and ask questions about the story
- Discuss the lesson in the story
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own

## 1 Review and Get Ready to Wonder About Another Story

Gather the class with partners sitting together, facing you. Remind the students that in the previous lessons, they wondered and asked questions about *The Girl Who Loved Wild Horses*, and they used their questions to help them think and talk about the story.

Tell the students that today they will practice asking questions about another story you read aloud. Explain that you will stop during the reading for partners to discuss what they are wondering.

## 2 Introduce *The Emperor and the Kite*

Show the cover of *The Emperor and the Kite* and read aloud the title and the names of the author and the illustrator. Explain that the main character in the story is a girl named Djeow Seow, who is the youngest daughter of a Chinese emperor. (You might explain that an emperor is like a king.) Ask:

**Q** *What do you wonder about this story?*

Display the “What We Wonder About *The Emperor and the Kite*” chart (WA2). Have a few volunteers share their thinking with the class, and record their questions or statements verbatim on the chart.

### What We Wonder About *The Emperor and the Kite*

Is that the emperor's kite on the cover?

Will Djeow Seow be like the princesses in other stories?

I wonder if the kite is alive.

WA2

## Materials

- *The Emperor and the Kite*
- “What We Wonder About *The Emperor and the Kite*” chart (WA2)
- “Class Assessment Record” sheet (CA1)

Explain that as you read the story aloud today, you will stop three times. At each stop, the students will share in pairs what they are wondering about the story, and you will record some of their questions on the chart.

### 3 Read Aloud and Stop to Wonder

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**insignificant:** small and not important (p. 7)

**monk:** man who lives in a religious community (p. 9)

**plotting:** secretly planning something bad (p. 10)

**plain:** large, empty field (p. 10)

**twined:** twisted together (p. 16)

**steely:** strong like metal (p. 19)

**billowed:** filled with air and floated out (p. 20)

**unyielding:** strong (p. 29)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**fled:** ran away (p. 11)

**cruel:** mean (p. 13)

**neglected:** ignored (p. 29)

Stop after:

**p. 9** “Then she went back to flying her toy.”

Ask:



**Q** *What questions do you have, or what do you wonder, at this point in the story? Turn to your partner.*

#### Students might say:

“What does the monk’s poem mean?”

“I wonder if Djeow Seow made her kite herself.”

Have two or three volunteers share the questions they discussed with the class. Record the questions they share on the chart exactly as stated. Without discussing the students’ questions, reread the last sentence and continue reading to the next stopping point. Repeat this process at each of the following stops:

**p. 15** “And she understood.”

**p. 20** “His robes billowed out around him like the wings of a bright kite.”

Continue reading to the end of the book.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate questions about the story?
- Are their questions relevant to the characters or the plot of the story?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 46 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to generate questions that are relevant to the story, proceed with the lesson and then continue on to Day 4.
- If **about half of the students** are able to generate questions that are relevant to the story, reread parts of the story and ask questions such as:

Q *What are you wondering about Djeow Seow?*

Q *What questions do you have about the part you just heard?*

Q *What questions do you have about what is going to happen next?*

- If **only a few students** are able to generate questions that are relevant to the story, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

TEKS 6.C.iii  
TEKS 6.C.vi  
Student/Teacher Activity  
Class Assessment Note

## 4 Discuss the Story as a Class

Facilitate a class discussion about the book using the questions below. Be ready to reread passages and show illustrations again to help the students recall what they heard. Ask:

Q *Why do you think Djeow Seow decides to help her father after he ignored her for so long? What would you have done in her place?*

Remind the students that characters in stories often change because of lessons they learn or things they come to realize. Ask:

Q *How does the emperor change in this story? What lesson does he learn?*

Tell the students that they will revisit their questions about the story tomorrow.

### Teacher Note

Save the “What We Wonder About *The Emperor and the Kite*” chart (WA2) to use in the lesson on Day 4. Prior to that lesson, review the questions on the chart and identify three or four questions for the students to focus on when they hear the story again. If possible, select questions from the beginning, middle, and end of the story. Also try to select questions that are answered directly, indirectly, and not at all. Put stars next to the questions you select.

## INDIVIDUALIZED DAILY READING

## 5 Read Independently and Wonder

Encourage the students to notice what they are wondering about their stories as they read independently today. Tell them that at the end of IDR, you will ask some of them to share what they wondered with the class. Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share their books and the things they wondered as they were reading with the class. Remind each volunteer to begin by telling the class the title of his book, the author’s name, and what the book is about so far. Encourage the class to ask volunteers questions about what they share.

Have the students put away their books and return to their seats.

# Day 4

## Guided Strategy Practice

### Materials

- *The Emperor and the Kite*
- “What We Wonder About *The Emperor and the Kite*” chart (WA2) from Day 3

### In this lesson, the students:

- Hear a story read aloud again
- Use their questions to discuss the story
- Refer to the text to support their thinking
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own
- Use discussion prompts to build on one another’s thinking

### 1 Review Selected Questions

Gather the class with partners sitting together, facing you. Display the “What We Wonder About *The Emperor and the Kite*” chart (WA2) and explain that you have selected a few questions from the previous lesson for the students to think more about today. Read the questions you selected aloud and ask the students to keep these questions in mind as you reread the story. Explain that at the end of the reading, they will discuss the questions with their partners and with the class.

### What We Wonder About *The Emperor and the Kite*

Is that the emperor's kite on the cover?

Will Djeow Seow be like the princesses in other stories?

I wonder if the kite is alive.

- \* What does the monk's poem mean?
- \* Why is Djeow Seow the only one who helps her father?
- \* Will the emperor be nicer to Djeow Seow now that she rescued him?
- \* What will the emperor do to the evil men?

## 2 Reread the Story

Read *The Emperor and the Kite* aloud without stopping.

## 3 Use Questions to Discuss the Story



Have partners discuss the story using the questions you selected. Circulate as partners talk. Notice whether the students are discussing the questions and whether they are referring to the story to support their thinking.

After a few minutes, signal for the students' attention and facilitate a class discussion using the questions that follow. Remind the students to use the discussion prompts they have learned to connect their ideas to the ideas of others. Ask:

- Q** *What question got you and your partner talking about the story? What did you say about that question?*
- Q** *Do others agree with what [Abbie and Trevor] said about that question? What did you hear in the story that makes you agree or disagree?*
- Q** *Which of the questions are answered in the story? How are they answered?*
- Q** *Which questions are not answered?*

#### Students might say:

"We talked about what the monk's poem means. We think when the monk says 'my emperor goes on wings,' he is telling Djeow Seow to use a kite to rescue her father."

"We found out that the emperor is nicer to Djeow Seow after she rescues him. We also found out that he throws the evil men in prison."

"I don't think we find out why Djeow Seow is the only one to help her father."

"I disagree with [Micah]. In the story it says that Djeow Seow's brothers and sisters think the emperor is dead. That's why they didn't try to help him."

### Teacher Note

You may wish to write the prompts where everyone can see them. The discussion prompts are:

- "I agree with \_\_\_\_\_ because . . ."
- "I disagree with \_\_\_\_\_ because . . ."
- "In addition to what \_\_\_\_\_ said, I think . . ."

### ELL Note

If students struggle with these questions, rephrase them to be more specific.

Remind the students that sometimes the questions they ask about a story are answered in the story and sometimes they are not. Explain that they may also have different opinions about whether questions are answered and that this is fine as long as they explain their thinking. Tell the students that they will have more opportunities to use the strategy of wondering and questioning to think and talk about stories in the coming days.

#### 4 Reflect on Working Together

Briefly discuss how the students talked and listened to each other during the partner discussions. Ask:

**Q** *How could you tell that your partner was listening carefully to you? What did your partner do that you would like him or her to do again in the next lesson? Why was that helpful?*

Without mentioning names, share some of your observations about pairs who were talking and listening attentively as well as pairs who were having difficulty. Ask:

**Q** *If you had difficulty talking and listening to each other today, what is one thing you could try to help it go more smoothly next time? How might that help?*

## INDIVIDUALIZED DAILY READING

#### 5 Read Independently and Wonder

Encourage the students to notice what they are wondering about their stories as they read independently today. Tell the students that at the end of IDR, they will have a chance to share what they wondered with partners. Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of the book she is reading, the author’s name, and one thing she wondered as she was reading. Encourage partners to ask each other questions about what they share.

Have the students put away their books and return to their seats.

## WRITING ABOUT READING

### Make Text-to-text Connections to *The Emperor and the Kite*

Show the cover of *The Emperor and the Kite* and remind the students that they heard this story earlier. Slowly page through the book and show the illustrations. Ask:

**Q** *Who is the main character in this story? What problem does she have?*

**Students might say:**

"The main character is a princess named Djeow Seow. Her problem is that her father is locked in a tower by evil men and she has to save him."

"Another problem Djeow Seow has is that her father ignores her because she's so small."

"Her brothers and sisters ignore her, too."

"I think Djeow Seow's biggest problem is that she thinks her father doesn't love her."

If necessary, review that the main character in the story is a princess named Djeow Seow who is ignored by her family until her father gets captured and locked in a tower. Djeow Seow uses a kite to give her father food and water and eventually to rescue him. Ask:

**Q** *What are some words that might describe Djeow Seow?*

As the students share, record their ideas where everyone can see them.

**Students might say:**

"princess"

"small"

"ignored"

"lonely"

"sad"

"clever"

"brave"

"loyal"

"loving"

Explain that one way to understand characters is to think about other characters they are like. Ask:

**Q** *What other character does Djeow Seow remind you of? How is she like that character?*

### Materials

- *The Emperor and the Kite*

### Teacher Note

If the students have difficulty answering this question, offer some examples like those listed in the "Students might say" note on the next page.

**Students might say:**

"She reminds me of Elizabeth from *The Paper Bag Princess*. They're both princesses, and they both rescue someone."

"She reminds me of Grace in *Boundless Grace* because she probably thinks that her father doesn't love her, and that's what Grace thinks at the beginning of that story."

"That's like Lilly, too. She feels ignored by her parents when Julius comes."

Explain that when readers think about how characters in stories are alike, they are making connections between the stories. Explain that making connections helps readers enjoy and understand what they read. Ask the students to watch as you think aloud and model writing about how Djeow Seow is like a character in another story.

**You might say:**

"I think Djeow Seow is like Princess Elizabeth in the story *The Paper Bag Princess*. I'll start by writing this: *The character Djeow Seow in The Emperor and the Kite is like the character Princess Elizabeth in The Paper Bag Princess. Now I need to explain why I think these characters are alike. I'll write: *Djeow Seow and Elizabeth are alike because they are both princesses and they both rescue a person they love. In addition, they are both loyal, clever, and brave.*"*

Have each student write about another character Djeow Seow reminds him of. Remind each student to include the title of his book, the author's name, and the name of the character he is writing about. If time permits, invite a few volunteers to share what they wrote with the class.

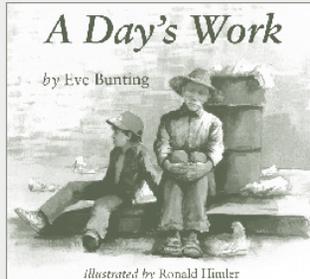
**Vocabulary Note**

Next week you will revisit *The Girl Who Loved Wild Horses* to teach the Week 11 vocabulary lessons.



# Week 2

## OVERVIEW



### ***A Day's Work***

by Eve Bunting, illustrated by Ronald Himler

A young Mexican American boy named Francisco helps his grandfather find work and learns a valuable lesson about integrity.



### **Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA3

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

#### **Professional Development Media**

- “Turning and Looking at the Speaker” (AV16)

### Comprehension Focus

- Students use wondering/questioning to understand a story.
- Students make predictions about a story.
- Students think about whether their questions are answered in a story.
- Students make inferences about a character in a story.
- Students discuss the lesson in a story.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students use discussion prompts to build on one another's thinking.
- Students agree and disagree respectfully.

## ① DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2); see page 47 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, select a narrative text and prepare to model wondering before reading (see Step 2). Have the question you will ask prepared ahead of time so the modeling goes smoothly.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 11 lessons this week.

**Materials**

- *A Day's Work* (pages 5–28)
- *Student Response Book* page 10

**TEKS 6.B.i**

Student/Teacher Narrative  
Step 1 (all)

**In this lesson, the students:**

- Learn the procedure for “Stop and Ask Questions”
- Hear and discuss part of a story
- Make inferences about a character in the story
- Make predictions about how the story will end
- Read independently for up to 25 minutes
- Take responsibility for their learning and behavior

**1** Introduce “Stop and Ask Questions”

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind them that in previous lessons they wondered and asked questions about *The Girl Who Loved Wild Horses* and *The Emperor and the Kite*. Review that wondering and questioning helps readers think about what they are reading and read for answers to their questions.

Explain that today you will read a story called *A Day's Work* aloud. The students will wonder and ask questions about the story using a thinking tool called “Stop and Ask Questions.” They will stop several times during the reading to write questions that come to mind. Have the students turn to *Student Response Book* page 10, “Stop and Ask Questions About *A Day's Work*.” Explain that as you read aloud today, you will stop four times to have them think about questions they have about the story.

Tell the students that you will model writing questions with them at the first stop, and then they will write questions on their own at the next three stops. Explain that the purpose of writing the questions is to help them listen to the story and to help them discuss the story later.

**2** Introduce *A Day's Work*

Show the cover of *A Day's Work* and read the title and the names of the author and the illustrator aloud. Explain that this is a story about a boy named Francisco and his grandfather, whom he calls *Abuelo* (Spanish for “grandfather”). *Abuelo* has come to the United States from Mexico to live with Francisco and his mother.

Tell the students that you will read part of the story today and that you will finish the story later in the week.

### 3 Read Aloud with “Stop and Ask Questions”

Read pages 5–28 of *A Day’s Work* aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**bricklaying:** placing bricks together to make a path or a wall (p. 5)

**Hace frío:** (Spanish) It is cold (p. 6)

**omen:** sign that something will happen (p. 8)

**chorizos:** Mexican sausages (p. 10)

**señora:** (Spanish) polite word for a married woman (p. 12)

**gracias:** (Spanish) thank you (p. 14)

**bueno:** (Spanish) good (p. 16)

**muy bonito:** (Spanish) very pretty or beautiful (p. 20)

**chickweed:** weed (unwanted plant) with small white flowers (p. 22)

**ice plants:** low-growing plants with unusual spiky leaves (p. 22)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**tar:** thick, black, sticky liquid used to seal roofs to keep the rain out (p. 12)

**bank:** land along the side of a hill or a river (p. 12)

**weed:** take out the weeds (unwanted plants) (p. 14)

Stop after:

**p. 8** “I don’t charge for my work.”

Ask:

**Q** *What question can you ask right now?*

Have a few students share their questions with the class. Write their questions exactly as stated where everyone can see them. If the students have difficulty generating questions, model asking a few yourself (for example, “Why is Francisco going to work with his grandfather?” “Why doesn’t Francisco charge for his work?” and “Will they get all the work done?”).

Without stopping to discuss the students’ questions, reread the last sentence on page 8 and continue reading to the next stop:

**p. 14** “See you guys then. Work hard. Have a nice day.”

Have the students individually write questions that come to mind in the Stop 2 box on *Student Response Book* page 10.

#### ELL Note

If necessary, ask Spanish-speaking students to help you pronounce the Spanish words in the story. You might also want to take some time to have Spanish-speaking students help non-Spanish-speaking students learn how to pronounce the Spanish words in the story. You may wish to record the Spanish words on a chart and have the students review them periodically.

#### TEKS 6.B.i

Student/Teacher Activity

Step 3 (all, beginning on page 207 and continuing on to page 208)

#### Teacher Note

If the students have trouble writing their own questions at the second or subsequent stops, continue to model asking questions. Remind the students to write *any* questions they can think of at this point in the reading. This helps the students avoid getting bogged down by the need to think of only “good” questions. The purpose is to help the students get in the habit of generating questions about their reading.

### Teacher Note

If you notice partners having difficulty using their questions to discuss the reading, either because they did not write questions or because they cannot get started talking, you might stimulate their conversation by asking them the questions that follow.

**Q** (If the students did not write questions) *Look at the questions we wrote together at the first stop. What did you find out during the reading that might help answer some of the questions? Talk to each other and explain your thinking.*

**Q** (If the students wrote questions but are not discussing them) *How are your questions similar to or different from your partner's? Which of the questions you or your partner wrote are answered in the story, and how are they answered? Which are not answered?*



### Facilitation Tip

Continue to practice **asking questions once** without repeating or rewording them and then **using wait-time**. Notice the effect this has on the students' attentiveness during class discussions.

#### TEKS 6.C.v

Student/Teacher Activity  
Step 7 (all, beginning on page 208 and continuing on to page 209)

When most students have finished writing, reread the last sentence before the stop and continue reading to the next stopping point. Follow this procedure at the next two stopping points:

**p. 22** "He yanked off his Lakers cap and slammed it against the van."

**p. 26** "The three of them got in the van."

Read to the end of page 28. You will finish reading the story on Day 3 of this week.

## 4 Use Questions to Discuss the Story in Pairs



Give the students a few moments to review the questions they wrote individually, and then have partners use their questions to discuss the story.

As partners talk, circulate among them and notice whether the students have generated questions independently and whether their questions are relevant to the story.

**TEKS 6.C.ii**  
Student/Teacher Activity  
Step 5 (all)

## 5 Discuss the Story as a Class

After a few minutes, facilitate a class discussion using the questions that follow. Be ready to reread passages and show illustrations again to help the students recall what they heard.

**Q** *What is this story about?*

**Q** *How do you think Francisco feels at the point in the story where we left off? What makes you think so?*

**Q** *How do you think the story will end? Explain your thinking.*

Explain that in the next lesson, the students will revisit their questions about *A Day's Work* and listen to part of the story again.

## 6 Reflect on Taking Responsibility

Facilitate a brief discussion about how the students took responsibility for their participation in the lesson. Ask:

**Q** *How did hearing your partner's questions help you think about the story today? Why is it important that you share your questions with your partner?*

## INDIVIDUALIZED DAILY READING

## 7 Read Independently and Wonder

Ask the students to notice what questions come to mind as they are reading and to think about whether those questions are answered in their stories. Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share the books they are reading with the class. Remind each volunteer to tell the title of his book and the author’s name. Ask questions such as:

- Q *What is the story about?*
- Q *What is a question you had as you were reading?*
- Q *What did you find out about that question?*

Have the students return to their desks and put away their books.

## Guided Strategy Practice

## Day 2

### In this lesson, the students:

- Hear part of a story read aloud again
- Use their questions to discuss the story
- Refer to the text to support their thinking
- Read independently for up to 25 minutes
- Use discussion prompts to build on one another’s thinking
- Agree and disagree respectfully

### 1 Review the Questions About *A Day’s Work*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that in the previous lesson, the students used “Stop and Ask Questions” to think about *A Day’s Work*. Remind them that the purpose of asking questions is to help them pay close attention to the story and read for answers to their questions.

### Materials

- *A Day’s Work* (pages 5–28)
- *Student Response Book* page 10

## Teacher Note

Continue to remind the students to turn and look at the person who is speaking during class discussions. Also encourage speakers to wait until they have the class's attention before they speak. To see an example, view "Turning and Looking at the Speaker" (AV16).



## Teacher Note

Remind the students that disagreements about whether or how a question is addressed in a story are opportunities for them to think about the story more deeply and to use evidence from the text to support their opinions.

Ask the students to turn to *Student Response Book* page 10, "Stop and Ask Questions About *A Day's Work*," and review the questions they wrote yesterday.

Explain that today you will reread the part of *A Day's Work* that you read yesterday and the students will listen for answers to their questions. Ask:

**Q** *What is a question you wrote yesterday that you want to listen for the answer to today?*

Have a few volunteers share their questions with the class.

## 2 Reread Part of *A Day's Work* Aloud

Read pages 5–28 of *A Day's Work* aloud slowly and clearly.

## 3 Use Questions to Discuss the Story



Have partners spend a few minutes talking about the story using their questions. Encourage them to talk about which of their questions are answered in the story and which are not. Circulate as partners talk, and notice whether the students are discussing the questions and whether they are referring to the story to support their thinking.

After a few minutes, signal for the students' attention and facilitate a class discussion using the questions that follow. Remind the students to use the discussion prompts they have learned to help them listen to one another and build on one another's thinking.

**Q** *What question got you and your partner talking about the story? Do you think that question is answered in the story? Explain your thinking.*

**Q** *Do others agree that the question [is/is not] answered in that way? What in the story makes you agree or disagree?*

### Students might say:

"My partner [Brad] asked, 'Will Ben pay the boy and the grandfather even though they messed up the job?' We don't think that he will because in the story it says Ben is really angry at them for pulling up all the ice plants."

"I agree with [Kanisha and Brad]. The boy lied about the grandfather being a gardener. I don't think Ben will give them any money because the boy was dishonest."

"I disagree with [Eileen]. The boy did lie, but the grandfather said they would come back the next day and do the work again. I think Ben will like that and give them the money."

Tell the students that they will hear the rest of the story in the next lesson.

#### 4 Reflect on Using Discussion Prompts

Facilitate a brief discussion about how the students did using the discussion prompts during the class discussion. Ask:

Q *How did using the discussion prompts help you listen to one another?*

## INDIVIDUALIZED DAILY READING

#### 5 Read Independently and Wonder

Ask the students to notice what questions come to mind as they are reading and to think about whether those questions are answered in their stories. Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of the book he is reading and the author’s name, a question he had as he was reading, and what he found out about that question.

Have the students return to their desks and put away their books.

#### ELL Note

To support your students with limited English proficiency, you might provide them with a prompt for their response, such as “The prompts help . . .”

# Day 3

## Read-aloud/ Guided Strategy Practice

### Materials

- *A Day's Work* (pages 28–32)
- *Student Response Book* pages 10–11

**TEKS 6.C.ii**  
Student/Teacher Activity  
Step 1 (all)

**TEKS 6.C.v**  
**TEKS 6.C.vi**  
**TEKS 8.C.ii**  
**TEKS 8.C.iii**  
Student/Teacher  
Activity  
Step 1 (all) and Step 3  
(all, on page 213)

### In this lesson, the students:

- Hear and discuss the end of a story
- Discuss the problem in the story
- Make predictions about the story
- Discuss the lesson in the story
- Read independently for up to 25 minutes
- Use discussion prompts to build on one another's thinking and agree and disagree respectfully

## 1 Review and Discuss the Problem in *A Day's Work*

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Ask the students to turn to *Student Response Book* page 10, "Stop and Ask Questions About *A Day's Work*." Remind them that they heard part of *A Day's Work* and they used questions to help them think and talk about the story.

Review that in the story Abuelo tells Ben that he and Francisco will come back the next day to take out the weeds and replant the ice plants. Ben then drives them back to where he picked them up. Read page 28 of the story aloud and ask:

**Q** *What is the problem in this story?*

#### Students might say:

"Francisco and his grandfather pulled up the good plants instead of the weeds."

"In addition to what [Helena] said, I think that Francisco's lie is a problem. He told Ben that his grandfather knew about gardening."

"I agree with [Chen]. Francisco should have been honest. If he had been honest, they wouldn't be in a big mess now."

**Q** *How do you think the problem will be solved? What do you think will happen?*

## 2 Read the Ending of *A Day's Work*

Read pages 30–32 aloud slowly and clearly, showing the illustrations. Then have the students turn to *Student Response Book* page 11. Explain that this excerpt is the part of the story you just read. Have the students follow along as you read the ending aloud again.

### 3 Discuss the Ending

Facilitate a class discussion using the questions that follow. Remind the students to use the prompts as they share. Ask:

- Q *What happens at the end of the story? How is the problem solved?*
- Q *Look at the questions you wrote earlier in the week on page 10 of your Student Response Book. What questions are answered at the end of the story? How are they answered?*

### 4 Discuss the Lesson in the Story

Remind the students that some stories contain important lessons about life that can help readers in their own lives. Ask:

- Q *Ben says, “The important things your grandfather knows already. And I can teach him gardening.” What do you think are the important things the grandfather already knows?*
- Q *What lesson do you think Francisco has learned from his experience? Explain your thinking.*

**Students might say:**

- “Grandfather knows that it’s important to be honest.”
- “In addition to what [Maggie] said, he knows that when you make a mistake you should try to fix it.”
- “I think Francisco learns that lying can get you into trouble.”
- “He also learns that honesty and hard work pay off.”

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Wonder

Ask the students to notice what questions come to mind as they are reading and to think about whether those questions are answered in their stories. Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of the book he is reading, the author's name, a question he had as he was reading, and what he found out about that question.

Have the students return to their desks and put away their books.

## Materials

- *A Day's Work*

## WRITING ABOUT READING

### Make Inferences About the Character of Abuelo in *A Day's Work*

Show the cover of *A Day's Work* and remind the students that they heard this story earlier. Ask:

**Q** *What happens in this story?*

Explain that today you will reread the story and ask the students to think about what kind of person Abuelo is. Remind the students that they can figure out a lot about a character like Abuelo by paying attention to clues such as what the character says and does. Review that this is called *making inferences* about the character.

Ask the students to listen carefully as you read for clues they can use to make inferences about Abuelo. Then read the story aloud without stopping.

After reading, ask:

**Q** *What kind of a person is Abuelo? What in the story makes you think so?*

#### Students might say:

"Abuelo is a hard worker. He's still working even though he's old, and his hands are rough, which means he's worked for a long time."

"He's polite. He says 'gracias' when Ben hires him and Francisco."

"In addition to what [Noriko and Junio] said, he's honest. He tells Francisco, 'We do not lie for work.'"

"I agree with [Sasha]. He's angry and sad when he finds out about Francisco's lie."

"He's responsible. He takes responsibility for fixing their mistake with the plants."

Ask the students to watch as you think aloud and model writing a paragraph about Abuelo's personality.

**You might say:**

"I think that the things Abuelo says and does show that he is an honest and wise person. I'll start by writing: *I think that the character of Abuelo in A Day's Work by Eve Bunting is very honest and also very wise.* Now I need to explain the clues in the story that made me think that. I'll write: *I know Abuelo is honest because he gets very upset when he finds out Francisco lied. He tells Ben that they will not accept any money until they have fixed their mistake.* Now I'll write about how I know Abuelo is wise: *I know Abuelo is wise because he knows that it is wrong to lie. He also knows that it is important to take responsibility for fixing your mistakes.*"

Explain that the students will now write their own paragraphs about the kind of person Abuelo is, using the inferences they made from clues in the story. Remind each student to include the title of her book and the author's name in her paragraph as well as the clues in the story that helped her make her inferences. If time permits, invite volunteers to share what they wrote with the class.

## Independent Strategy Practice

## Day 4

**In this lesson, the students:**

- Read independently
- Wonder about books prior to reading
- Use "Stop and Ask Questions" as they read independently
- Use their questions to discuss what they have read
- Refer to the text to support their thinking
- Show respect for one another

### 1 Review "Stop and Ask Questions"

Have the students get their *Student Response Books*, pencils, and books for independent reading and sit at desks with partners together. Review that this week the students heard the story *A Day's Work* and used "Stop and Ask Questions" to help them think about and discuss the story. Explain that they can also use this thinking tool to help them better understand what they read on their own.

### 2 Model Using "Stop and Ask Questions" with Independent Reading

Explain that today the students will use "Stop and Ask Questions" to think about the books they are reading independently. Ask them to

### Materials

- *Student Response Book* page 12
- "Stop and Ask Questions About \_\_\_\_\_" chart (WA3)
- Narrative text for teacher modeling, selected ahead
- "Class Assessment Record" sheet (CA2)

open to *Student Response Book* page 12, “Stop and Ask Questions About \_\_\_\_\_.” Explain that they will use this page to write questions that come to mind during their independent reading. Then they will use their questions to discuss their reading with their partners. Ask each student to write the title of her book on the blank line.

Display the “Stop and Ask Questions About \_\_\_\_\_” chart (WA3) and model the procedure for the students. Examine the book cover and look at several pages. Then wonder aloud about a question you have and record the question in the box labeled “Before reading.”

**You might say:**

“I’m going to read the book *Brave Harriet* by Marissa Moss.” (Show the book cover.) “One thing I wonder is whether Harriet is a real person or a made-up character. I’ll write: *Is Harriet a real person, or is she made-up?*”

Stop and Ask Questions  
About Brave Harriet Name: Ms. MacLennan

At each stop, write your questions in the box.

Before Reading

STOP 1 Is Harriet a real person, or is she made-up?

WA3

**Teacher Note**

You will analyze the work the students do in their *Student Response Books* in this step and the next for this unit’s Individual Comprehension Assessment.

**3 Write Questions Prior to Reading**

Have any student who is starting a new book look at his book in the same way you looked at your book: examining the cover, paging through the book, and asking a question about the story based on the book’s title and the illustrations. Have any student who is in the middle of her book reread the last few sentences she read and think about what questions she has about the story. Have the students write their questions in the “Before reading” box on the *Student Response Book* page.

Explain that during independent reading today, you will stop the students three times to have them write questions in their *Student Response Books*. Explain that they can write a question any time one occurs to them as they are reading but that you will stop them three times so that students who have not yet written a question can do so. Later they will share their questions with their partners and with the class.

**4 Read Independently with “Stop and Ask Questions”**

Have the students read independently for 15 minutes. Stop them at 5-minute intervals to write questions in the boxes on the *Student*

*Response Book* page. Remind the student that they should write *any* questions that come to mind, not just questions they think are good. Circulate among the students as they read and write, and provide assistance as needed.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate questions about their reading?
- Are their questions relevant to the characters or the plots of their stories?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 47 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to generate questions about their reading, proceed with the lesson and then continue on to Week 3.
- If **about half of the students** or **only a few students** are able to generate questions about their reading, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## 5 Discuss the Students’ Questions



Signal to let the students know when it is time to stop reading. Have the students talk with their partners about the questions they wrote and what they found out about those questions. Remind them to refer to the text to explain their thinking.

After partners have had time to talk, have a few volunteers share their questions with the class. Probe the students’ thinking by asking questions such as:

- Q *What was happening in the book when you thought of that question?*
- Q *What did you find out about that question in your reading?*

## 6 Reflect on Showing Respect During Independent Reading

Facilitate a brief discussion about how the students were respectful as they read independently. Ask:

- Q *What did you do to show respect for one another during independent reading today?*
- Q *What can you do better the next time you read independently?*



### ELL Note

The following questions may be helpful for your English Language Learners:

- Q *What question did you write about your book today?*
- Q *Where is the question answered in the story?*
- Q *How did writing the question help you understand the story?*

### Vocabulary Note

Next week you will revisit *A Day’s Work* to teach the Week 12 vocabulary lessons.

# Week 3

## OVERVIEW



### *Mailing May*

by Michael O. Tunnell, illustrated by Ted Rand

May's parents cannot afford a ticket to send her to visit her grandmother, so they come up with an unusual travel plan.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA4

#### **Assessment Forms**

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

#### **Professional Development Media**

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

### Comprehension Focus

- Students ask questions and make inferences to understand a story.
- Students think about whether their questions are answered in a story.
- Students visualize parts of a story.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students use discussion prompts to build on one another's thinking.
- Students agree and disagree respectfully.

## ① DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3); see page 48 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 12 lessons this week.

# Day 1

## Read-aloud/ Guided Strategy Practice

### Materials

- *Mailing May*
- *Student Response Book* page 13
- Small self-stick notes for each student

### Teacher Note

Because there are several characters in *Mailing May*, you may want to write the characters' names, along with a brief description of each character, where everyone can see them. For example:

- May, Ma, and Pa (John)
- Mr. Alexander: the department store owner
- Leonard: Ma's cousin who takes care of the mail on the train
- Mr. Perkins: the postman
- Grandma Mary: May's grandmother
- Mr. Harry Morris: the train conductor

### In this lesson, the students:

- Hear and discuss a story
- Use "Stop and Ask Questions" to think about the story
- Use their questions to discuss the story
- Discuss a problem in the story
- Read independently for up to 25 minutes
- Use discussion prompts to build on one another's thinking

### 1 Review "Stop and Ask Questions"

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students that in previous lessons they used "Stop and Ask Questions" to think about stories they heard and read independently. Review that asking questions helps them think about what they are reading and read for answers to their questions. Explain that again today they will use "Stop and Ask Questions" as they listen to a story.

### 2 Introduce *Mailing May*

Show the cover of *Mailing May* and read aloud the title and the names of the author and the illustrator. Tell the students that *Mailing May* is based on the true story of a girl named Charlotte May Pierstorff. Explain that the story takes place in 1914 when railroads were an important means of transportation.

Show the back cover of the book and explain that back covers often provide information that readers can use to wonder about books before reading. Read the description on the back cover of *Mailing May*, starting with "Nowadays . . ." Ask:

**Q** *What questions do you have?*

Have a few students share their ideas with the class.

Ask the students to turn to *Student Response Book* page 13, "Stop and Ask Questions About *Mailing May*." Explain that as you read the story aloud, you will stop four times. At each stop, the students will write their questions in the appropriate box of the *Student Response Book* page. Tell them that they will use their questions later to discuss the story with their partners and with the class.

### 3 Read Aloud with “Stop and Ask Questions”

Explain that you will read the story without showing the illustrations so the students can visualize what is happening.

Read aloud slowly and clearly, clarifying vocabulary as you read and stopping as described below.

#### Suggested Vocabulary

**a spell:** a while (p. 5)

**made a beeline:** walked very quickly in a straight line (p. 6)

**slogged:** walked very slowly and heavily (p. 6)

**commenced to:** started (p. 9)

**mans:** is in charge of (p. 15)

**flabbergasted:** surprised (p. 15)

**postal code:** post office rules for shipping (p. 16)

**permissible:** allowed (p. 16)

**valise:** suitcase (p. 16)

**poultry:** farm birds, such as chickens and turkeys, raised for their meat and eggs (p. 18)

**Daniel Boone:** early explorer of the old West (p. 22)

**spidery trestles:** supports for a train bridge that resemble a spider’s legs (p. 25; refer to the illustration on the title page)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**carted me:** used a cart to carry me (p. 21; refer to the illustration)

**cranky:** grouchy (p. 26)

**end of the line:** last station on a railroad line or route (p. 29)

Stop after:

**p. 9** “Then they made me go to bed awful early, which I did not like at all.”

Ask:

**Q** *What question can you ask right now?*

Have the students record their questions in the Stop 1 box of *Student Response Book* page 13.

Without stopping to discuss the students’ questions, reread the sentence on page 9 and continue reading to the next stopping point. Follow the same procedure at each of the following stops and have the students

#### Teacher Note

You might point out the route May traveled (from Grangeville to Lewiston, Idaho) on a map of the United States.

#### Teacher Note

If the students have difficulty generating questions, model asking a few yourself. (For example, you might ask, “Where does May’s grandmother live?” and “What might Ma and Pa be whispering about?”)

### Teacher Note

If you notice partners having difficulty using their questions to discuss the reading, you might stimulate their conversation by asking them the following questions:

- Q *How are your questions similar to or different from your partner's?*
- Q *Which of the questions you or your partner wrote are answered in the story, and how are they answered? Which are not answered?*



### Facilitation Tip

Continue to practice **asking questions once** without repeating or rewording them and then **using wait-time**. Notice the effect this has on the students' attentiveness during class discussions.



### ELL Note

Encourage your English Language Learners to write down all the questions they have about their reading, not only about characters but also about vocabulary and figures of speech.

**TEKS 5.A.ii**  
Student/Teacher  
Activity Step 6  
(all)

record their questions in the appropriate box of the *Student Response Book* page.

- p. 13 "Mr. Perkins looked at Pa real strange-like as he asked, 'What you got in mind, John?'"
- p. 21 "The sight made me go all tingly, seeing as I'd never ever ridden on a train before."
- p. 25 "'Leonard,' yelled a man in a uniform, 'that girl better have a ticket or money to buy one.'"

Continue reading to the end of the story on page 30.

## 4 Use Questions to Discuss the Story in Pairs



Give the students a few moments to review their questions individually, and then have partners discuss the story using their questions.

As partners talk, circulate among them and notice whether the students have generated questions independently and whether the questions are relevant to the reading.

## 5 Discuss the Story as a Class

After a few minutes, have the students turn their attention back to the whole class. Facilitate a discussion of the story using the questions that follow. Remind the students to use the discussion prompts as they share.

- Q *What happens in this story?*
- Q *What is the problem in the story? How is the problem solved?*

Tell the students that they will revisit the story and their questions in the next lesson.

# INDIVIDUALIZED DAILY READING

## 6 Read Independently and Ask Questions

Have the students get their books for independent reading. Remind them that they have been using wondering and questioning to think about stories, and explain that today each student will each use self-stick notes to mark two or three places in her story where questions come to mind. She will write each of her questions on a self-stick note and then place that note on the page that brought that question to mind. If necessary, model the procedure using a book that is familiar to the students.

Distribute the self-stick notes and have the students read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have one or two volunteers share one of the questions they wrote with the class. Probe their thinking by asking questions such as:

- Q *What is a question you had as you were reading?*
- Q *What was happening in the book when you thought of that question?*
- Q *What did you find out about that question in your reading?*
- Q *How would you answer that question right now?*

Have the students return to their desks and put away their books.

### Teacher Note

Have the students keep their self-stick notes in place in their books. They will revisit the notes during IDR tomorrow.

## Guided Strategy Practice

## Day 2

### In this lesson, the students:

- Hear a story read aloud again
- Use their questions to discuss the story
- Make inferences to understand the story
- Read independently for up to 25 minutes
- Write in their reading journals
- Agree and disagree respectfully

### 1 Review Questions About *Mailing May*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Mailing May* and remind the students that in the previous lesson they used “Stop and Ask Questions” to help them think and talk about the story. Have the students turn to *Student Response Book* page 13, “Stop and Ask Questions About *Mailing May*,” and review the questions they wrote yesterday. Point out that some questions may be answered directly

### Materials

- *Mailing May*
- *Student Response Book* page 13
- Small self-stick notes for each student
- “Journal Entry” chart (WA4)
- *Student Response Book*, Reading Journal section

### Teacher Note

Refrain from showing the illustrations to help the students visualize parts of the story using the words, which is the focus of Day 3.

### Teacher Note

Circulate as partners share. Notice the types of questions the students ask and whether they are using evidence from the story to support their thinking.

### Teacher Note

Disagreements are opportunities for the students to deepen their thinking about the story and to use evidence from the text to support their thinking.

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

in the story, while others may be answered indirectly, meaning that the students can figure out the answers from clues in the story. Remind the students that when a reader figures something out using the clues in the story, he is making an inference.

Tell the students that today they will hear *Mailing May* read aloud again. Explain that as they listen, you want them to think about whether their questions are answered in the story and, if so, whether they are answered directly or whether they are answered indirectly through clues.

## 2 Reread the Story

Read *Mailing May* aloud slowly and clearly, without stopping or showing the illustrations.

## 3 Discuss the Students' Questions



Have partners use their questions to talk about the story. Encourage them to talk about whether their questions are answered in the story and, if so, how they are answered.

After a few minutes, signal for the students' attention and facilitate a class discussion using the questions that follow. Be ready to reread passages from the story again to help the students recall details.

- Q *What question got you and your partner talking about the story? Do you think that question is answered in the story? If so, how is it answered?*
- Q *Do others agree that the question [is/is not] answered in that way? What in the story makes you agree or disagree?*

### Students might say:

"My partner [Tanushri] and I talked a lot about the question 'Why don't Ma and Pa tell May where she is going?' We don't think the question is answered in the story, but we think maybe they are worried that May will be scared to hear she is going alone on the train."

"I disagree with [Tanushri and Brent]. I think the question is answered indirectly. In the story, it says that Pa winks at May and says 'No questions.' I think that the wink means that Ma and Pa want to surprise May. That's why they don't tell her."

"I agree with [Katie]. In the story, May is excited about riding on the train. She doesn't seem scared at all."

## INDIVIDUALIZED DAILY READING

## 4 Read Independently and Write in Reading Journals

Have the students get their pencils and books for independent reading and review the questions they wrote during IDR yesterday. Ask them to keep these questions in mind today as they read independently and

to write down any new questions that come to mind. Explain that later each student will choose one question to write about in his reading journal.

Distribute the self-stick notes and have the students read independently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Display the “Journal Entry” chart (WA4) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about the book you are reading.  
Please include:

- The title and the author’s name
- What the story is about
- One question you wrote on a self-stick note
- What you found out about that question
- If you did not find out anything about the question, how you would answer the question right now and why

WA4



Ask each student to quietly review his questions and choose one to write about. After a moment, have partners take turns sharing what they plan to write. Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

### Teacher Note

If the students have difficulty writing about their questions, you might use a text they are familiar with to model writing a journal entry. For example, you might write: *I am reading Mailing May by Ted Rand. This book is about a girl named May whose parents mail her to visit her grandmother. One question I had as I was reading was how May would get home. I didn’t find out the answer to that question, but I think that her grandmother will mail her back to her parents because that worked the first time.*

**Materials**

- *Mailing May*
- “Reading Comprehension Strategies” chart
- *Student Response Book* pages 14–15

**In this lesson, the students:**

- Hear parts of a story read aloud again
- Visualize parts of the story
- Draw and write about what they visualize
- Read independently for up to 25 minutes
- Act in a respectful way

**1** Review the “Reading Comprehension Strategies” Chart

Gather the class with partners sitting together, facing you. Direct the students’ attention to the “Reading Comprehension Strategies” chart and review the strategies the students have learned so far this year. Remind them that in the previous lessons they used wondering and questioning to think and talk about the story *Mailing May*. Explain that today they will use visualizing to help them enjoy and understand the story.

**2** Review *Mailing May*

Help the students remember the story *Mailing May* by reading aloud each of the lines below and asking the students to explain what is happening in that part. For each line, have one or two volunteers share their thinking.

- p. 10** “Ma hugged and kissed me before Pa took my hand and led me out into the dark winter air.”
- p. 22** “At exactly seven o’clock, the train chugged away from my home and headed down the mountain.”
- p. 30** “The second I laid eyes on Grandma Mary, I felt downright warm inside.”

**3** Visualize the Scene at the Train Station

Explain that you will read a passage from *Mailing May* aloud. As you read, you would like the students to close their eyes and visualize the scene, or picture it in their minds. Remind them that they can include what they hear, smell, and feel as well as what they see.

Ask the students to close their eyes. Read the following excerpt aloud twice, pausing between the readings.

- p. 21** “The big black steam engine was already waiting, hissing and snorting like a boar hog. The sight made me go all tingly, seeing as I’d never ever ridden on a train before.”

Use “Think, Pair, Share” to discuss:



**Q** *How did you visualize the scene at the train station? What words helped you to visualize? [pause] Turn to your partner.*

Have a few volunteers share what they visualized with the class.

**Students might say:**

“I pictured a big, black train engine with a lot of steam coming out.”

“The word ‘tingly’ helped me feel how excited May must have felt. She probably felt all jittery and jumpy.”

“‘Snorting’ helped me hear the loud noise of the train.”

## 4 Visualize What May Saw from the Mail Car

Explain that you will read another passage from the story aloud and that you would like the students to visualize the scene. Explain that in this passage May describes what she sees when she looks out from the mail car of the train.

Have the students close their eyes; then read the first two paragraphs on page 25 aloud.



Have the students open their eyes and turn to *Student Response Book* page 14, where the passage is reproduced. Ask partners to read the passage together and talk about what they visualized as they heard and read the scene.

## 5 Draw and Write About Visualizations

Have the students turn to *Student Response Book* page 15, “How I Visualized *Mailing May*.”

Explain that each student will now draw how she visualized the scene and write a sentence or two below her drawing explaining what it shows. Give the students ample time to draw and write.

## 6 Share Drawings

When most students have finished, signal for their attention and explain that the students will now share their drawings with their partners. Briefly discuss:



**Q** *How would you like your partner to act while you’re sharing your drawing with him or her? Tell your partner now.*

Have partners share and discuss their drawings. After several minutes, signal for the students’ attention and facilitate a class discussion using questions such as:

**Q** *How did you visualize what May saw from the train? What words in the passage helped you?*

**Q** *How is your drawing like your partner’s drawing? How is it different?*



### ELL Note

Support your English Language Learners by asking more specific questions, such as:

**Q** *What did you see, hear, smell, and feel?*

**Q** *What words helped you picture the train?*



### ELL Note

You may need to read the excerpt twice for your students with limited English proficiency.

### Teacher Note

If the lesson runs long, you may want to teach Steps 5–7 at another time during the day.

## 7 Reflect on Sharing Drawings

Briefly discuss how partners did sharing their drawings in a respectful way. Ask:

**Q** *How did you show your partner respect when you shared your drawings with each other?*

**Students might say:**

"I let my partner share first."

"I let him tell me about his drawing. Then I asked him questions about it."

"I told [Farida] what I liked about her drawing."

**Q** *Why is it important to be respectful when sharing work we've done?*

**Students might say:**

"It's important because we want people to be comfortable sharing."

"I agree with [Peter]. If we aren't respectful, people won't want to share."

"If you show your partner respect, then she'll show you respect when it's your turn to share."

## INDIVIDUALIZED DAILY READING

### 8 Read Independently and Visualize

Encourage the students to practice visualizing as they read independently today. Explain that later you will ask some of them to share what they visualized with the class.

Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share with the class things they visualized as they were reading. Have each volunteer begin by showing the cover of his book, telling the title and the author's name, and briefly saying what it is about. Then ask him to read aloud the part of the story he visualized and to describe his mental image.



## TECHNOLOGY EXTENSION

### Learn More About Charlotte May Pierstorff

Show the cover of *Mailing May* and remind the students that the book is based on the true story of Charlotte May Pierstorff, who was mailed to her grandmother in 1914. Show the author's note on page 32 of the book and explain that the author included the note to give readers more information about the true story on which the book is based. Explain that you will read the note aloud and then the students will discuss what they learned from it. Read the note aloud slowly and clearly. Ask:

**Q** *What is something interesting you learned from the author's note?*

Tell the students that you will now share an online source that provides more information about Charlotte May Pierstorff. Display the online source you selected and read it aloud. Afterward, discuss:

**Q** *What information in this source and the author's note is the same? What information is different?*

**Q** *What else did you learn about Charlotte May Pierstorff from this source?*



### Technology Tip

Prior to doing this activity, locate an age-appropriate online source that provides more information about Charlotte May Pierstorff. Search for information online using the keywords "Charlotte May Pierstorff." For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).



## Independent Strategy Practice

## Day 4

### In this lesson, the students:

- Read independently
- Use "Stop and Ask Questions" as they read independently
- Use their questions to discuss what they read
- Refer to the text to support their thinking
- Take responsibility for their learning and behavior
- Explain their thinking

### 1 Review the Week

Have the students get their *Student Response Books*, pencils, and books for independent reading and sit at desks with partners together. Review that this week the students practiced the strategy of wondering and questioning and used "Stop and Ask Questions" to think about the story *Mailing May*. Explain that today they will use this thinking tool as they read independently.

### Materials

- *Student Response Book* page 16
- "Class Assessment Record" sheet (CA3)

## 2 Prepare to Read Independently with “Stop and Ask Questions”

Have the students turn to *Student Response Book* page 16, “Stop and Ask Questions About \_\_\_\_\_.” Have each student write the title of her book in the blank at the top of the page.

Explain that during independent reading today, you will stop the students three times to have them write questions about the stories they are reading. Explain that they can write questions at any point during their reading but that you will stop them three times so that students who have not written a question can do so. After reading they will use their questions to discuss their books with their partners and with the class.

## 3 Read Independently with “Stop and Ask Questions”

Have the students read independently for 15 minutes. Stop the class at 5-minute intervals to have the students who have not yet recorded questions do so. Remind the students that they should write *any* questions that come to mind, not just questions they think are good. Circulate among the students as they read and write, and provide assistance as needed.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students generating questions as they read?
- Are their questions relevant to the books they are reading?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 48 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are generating questions as they read, proceed with the lesson and then continue on to Week 4.
- If **about half of the students** are generating questions as they read, support students who are struggling by asking them questions such as:

Q *What is happening in your book right now?*

Q *What questions do you have about what is happening?*

Q *What questions do you have about what is going to happen next?*

- If **only a few students** are generating questions as they read, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## 4 Discuss the Students' Questions



Signal to let the students know when it is time to stop reading. Have the students talk with their partners about the questions they wrote and what they found out about those questions. Remind them to refer to the text to explain their thinking.

Invite a few students to each share one of their questions with the class. Probe their thinking by asking questions such as:

- Q *What was happening in the story when this question came to mind?*
- Q *How would you answer this question right now? What evidence in the book makes you think that?*

Explain that in coming lessons the students will continue to use “Stop and Ask Questions” to think about other stories.

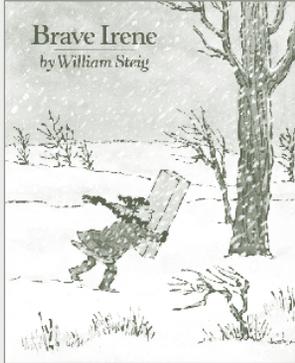
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### Vocabulary Note

Next week you will revisit *Mailing May* to teach the Week 13 vocabulary lessons.

# Week 4

## OVERVIEW



### ***Brave Irene***

by William Steig

Braving a terrifying snowstorm, Irene helps her mother by delivering a gown in time for the duchess to wear at the ball.



### **Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activities**

- WA5–WA6

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### **Reproducible**

- Unit 4 family letter (BLM1)

### Comprehension Focus

- Students use wondering/questioning to understand a story.
- Students think about whether their questions are answered by a story.
- Students make inferences about the main character in a story.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students use discussion prompts to build on one another's thinking.
- Students agree and disagree respectfully.

## ① DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA4); see page 49 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 13 lessons this week.

# Day 1

## Read-aloud/ Guided Strategy Practice

### Materials

- *Brave Irene*
- *Student Response Book* page 17
- Small self-stick notes for each student

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

### In this lesson, the students:

- Hear a story read aloud
- Use “Stop and Ask Questions” to think about the story
- Use their questions to discuss the story
- Refer to the text to support their thinking
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own

### 1 Introduce *Brave Irene* and Get Ready to Ask Questions

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Brave Irene* and read the title and the author's name aloud. Tell the students that William Steig is also the illustrator. Explain that the story takes place a long time ago in a fairy-tale land where rich people live in beautiful palaces and have fancy balls (dances). Explain that the main character is a young girl named Irene. Then ask:

**Q** *What do you wonder, or what questions do you have, about this story?*

Have a few students share their questions with the class.

Have the students turn to *Student Response Book* page 17, “Stop and Ask Questions About *Brave Irene*.” Explain that you will stop four times during the reading. At each stop, the students will write their questions in the appropriate boxes of the *Student Response Book* page.

### 2 Read Aloud with “Stop and Ask Questions”

Read *Brave Irene* aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

## Suggested Vocabulary

**duchess:** important woman in a kingdom (p. 3)

**coaxed:** gently urged (p. 4)

**dummy:** mannequin (p. 5; refer to the illustrations on p. 3 and on the page preceding the title page)

**resented this:** felt that it was unfair (p. 7)

**go helter-skeltering:** move in many directions (p. 8)

**yodeled:** sang by quickly changing from low to high sounds (p. 10)

**heed:** pay attention to (p. 10)

**ill-tempered:** angry or cross (p. 12)

**meddling:** causing problems (p. 23)

**delirious:** very excited and happy (p. 24)

**fret:** worry (p. 25)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**dumpling, cupcake, pudding:** names of sweet foods used here as loving names for a family member (pp. 3, 4, 5)

**ball:** large, fancy party with dancing (p. 3)

**errand:** short trip to do something (p. 8)

**squalled:** made a loud, harsh sound (p. 10)

**burrows:** holes in the ground where animals live (p. 16)

Stop after:

**p. 11** "Irene went after it."

Ask:

**Q** *What question can you ask right now?*

Have the students write their questions in the Stop 1 box of the *Student Response Book* page.

Without stopping to discuss the students' questions, reread the last sentence before the stop and continue reading to the next stopping point. Follow the same procedure at each of the following stops and have the students record their questions in the appropriate boxes of the *Student Response Book* page.

**p. 17** "Irene was lost."

**p. 21** "With the empty box clasped to her chest, Irene strode nervously toward the palace."

**p. 24** "But it was out of the question, they said; the road that ran around the mountain wouldn't be cleared till morning."

Reread the last sentence on page 24 and continue reading to the end of the story.

### Teacher Note

If the students have difficulty generating questions, model asking a few yourself (for example, "Will Irene give up and go home?" and "What will happen to the big box?").

### Teacher Note

Circulate and observe as the students write their questions. If you notice that their questions are very similar or focus primarily on predictions of what will happen next, signal for the students' attention and model other kinds of questions that might be asked (for example, "What might Irene's mother be thinking when Irene doesn't come home?").

### 3 Use Questions to Discuss the Story in Pairs



Ask the students to review their questions and think about what they heard in the story. Then have partners discuss the story using their questions. Have the students turn their attention back to the whole class. Ask pairs to report some of the questions they wrote and discussed. Explain that in the next lesson, the students will think more about their questions and the story.

### 4 Reflect on Working Together

Facilitate a brief discussion about how the students worked together today. Ask:

**Q** *How did you and your partner listen to and discuss each other's questions?*

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Ask Questions

Have the students get their books for independent reading. Remind them that they have been using wondering and questioning as they read on their own, and explain that again today they will use self-stick notes to mark places where their stories make them stop and wonder. They will write their questions on the self-stick notes and place the notes on the pages that brought those questions to mind.

Distribute the self-stick notes and have the students read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their books with the class. Remind each volunteer to tell the title of his book and the author's name. Ask questions such as:

**Q** *What is a question you had as you were reading?*

**Q** *What was happening in the book when you thought of that question?*

**Q** *What did you find out about that question in your reading?*

**Q** *How would you answer that question right now?*

Have the students return to their desks and put away their books.

#### Teacher Note

Have the students keep their self-stick notes in place in their books. They will revisit the notes during independent reading tomorrow.

## In this lesson, the students:

- Hear a story read aloud again
- Use their questions to discuss the story
- Refer to the text to support their thinking
- Read independently for up to 25 minutes
- Write in their reading journals
- Agree and disagree respectfully

## 1 Review Questions and Discuss How to Disagree Respectfully

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Show the cover of *Brave Irene* and remind the students that in the previous lesson they used “Stop and Ask Questions” to help them think about the story. Have the students turn to *Student Response Book* page 17, “Stop and Ask Questions About *Brave Irene*,” and review the questions they wrote yesterday.

After a few minutes, call for the students’ attention. Explain that they will hear *Brave Irene* again today, and then partners will talk about whether and how their questions are answered in the story. Ask:

**Q** *If you disagree with someone’s thinking during today’s discussion, how can you do so in a caring and respectful way? Why is this important?*

### Students might say:

“I can say that I thought of it in a different way.”

“I can tell her that I understand what she’s saying, but I think this is how the question is answered.”

“I can speak in a kind voice, not in a loud voice that sounds like I am mad. I am not mad; I just have a different idea.”

## 2 Reread *Brave Irene* Aloud

Ask the students to listen carefully as you read and to think about whether their questions are answered and, if so, how they are answered—directly, or indirectly through clues. Read *Brave Irene* aloud, showing the illustrations.

## Materials

- *Brave Irene*
- *Student Response Book* page 17
- Small self-stick notes for each student
- “Journal Entry” chart (WA5)
- *Student Response Book*, Reading Journal section

### 3 Use Questions to Discuss the Story



Have partners spend a few minutes talking about the story and the answers to their questions. When most pairs have finished talking, facilitate a class discussion using the questions that follow. Be ready to reread passages from the story and to show illustrations again to help the students recall what they heard. Remind the students to use the prompts to add to one another's thinking during the discussion.

- Q** *What question got you and your partner talking about the story? What did you discuss?*
- Q** *If the question was answered in the story, was it answered directly or did you figure out the answer from clues? What clues did you use?*

#### Students might say:

"My partner and I talked a lot about the question 'Why did Irene keep going in the snowstorm?' The story didn't tell us the answer, but we tried to figure it out. We think it's because Irene wanted to help her mother. She really loved her mother, and she didn't want to let her down."

"I agree with [Shawn and Brianna]. It said in the story that when Irene was about to give up, she saw her mother's face, and that made her keep going."

Review that sometimes the students' questions are answered directly in the story and sometimes they have to figure out the answers from clues in the story. When they use story clues to figure out answers, they are making inferences.

Tell the students that in the next lesson, they will make inferences to understand the character Irene.

## INDIVIDUALIZED DAILY READING

### 4 Read Independently and Write in Reading Journals

Have the students get their books and review the questions they wrote on self-stick notes in the previous lesson. Ask the students to keep these questions in mind today as they read independently and to write down any new questions that come to mind. Explain that later each student will choose a question to write about in his reading journal.

Distribute the self-stick notes and have the students read independently for up to 25 minutes. After the students have settled into their reading, confer with individual students.

#### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Display the “Journal Entry” chart (🟢 WA5) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about the book you are reading.

Please include:

- The title and the author’s name
- What the story is about
- One question you wrote on a self-stick note
- What you found out about that question
- If you did not find out anything about the question, how you would answer the question right now and why

WA5



Give the students a moment to quietly review their questions and choose one to write about. Then have partners take turns sharing what they plan to write. Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

**Materials**

- *Brave Irene*
- *Student Response Book* page 18
- “Excerpts from *Brave Irene*” chart (WA6)

**ELL Note**

To increase your English Language Learners' comprehension, consider acting out some of these scenes as you read them.

**Facilitation Tip**

Reflect on your experience over the past four weeks with **asking questions once** without repeating or rewording them and then **using wait-time**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' attentiveness and responsiveness in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

**In this lesson, the students:**

- Make inferences about the main character in a story
- Refer to the text to support their thinking
- Read independently for up to 25 minutes
- Use discussion prompts to build on one another's thinking
- Agree and disagree respectfully

**1 Review *Brave Irene***

Review *Brave Irene* by reading each of the following lines aloud and asking the students to remember what is happening in that part of the story. For each line, have a volunteer share what is happening.

Read aloud:

- p. 5** “Irene put on her fleece-lined boots, her red hat and muffler, her heavy coat, and her mittens.”
- p. 12** “She pounced and took hold, but the ill-tempered wind ripped the box open.”
- p. 24** “She was welcomed by cheering servants and a delirious duchess.”

**2 Make Inferences About Irene**

Remind the students that sometimes an author tells us directly about a character and at other times readers have to use clues in the story, such as what the character says or does, to make inferences about the character. Explain that today the students will look at two excerpts from *Brave Irene* and use clues in the excerpts to make inferences about Irene's personality.

Display the “Excerpts from *Brave Irene*” chart (WA6) and have the students turn to *Student Response Book* page 18, where the excerpts are reproduced. Ask the students to follow along as you read the first excerpt aloud. Then read the excerpt slowly and clearly. Ask:

- Q** *What does this excerpt tell you about Irene? What clues in the excerpt gave you this idea?*

**Students might say:**

"I think it shows that Irene doesn't give up. She keeps going even though her feet are cold."

"In addition to what [Lance] said, I think the excerpt shows that Irene takes responsibility. She's doing an important job for her mom, and she wants to finish it."

"I agree with [Sara and Lance]. I also think Irene is brave because she doesn't give up even though she's really cold."

As the students share their ideas, jot notes about Irene in the margin of the excerpt on the chart (for example, *doesn't give up*, *takes responsibility*, *is brave*) and underline the words in the text that gave the students clues about Irene.

### 3 Make Inferences About Irene in Pairs

Direct the students' attention to the second excerpt on *Student Response Book* page 18. Read the excerpt aloud as the students follow along. Use "Think, Pair, Share" to discuss:



**Q** *What does this excerpt tell you about Irene? What in the excerpt gives you this idea?* [pause] *Turn to your partner.*

Have partners write what they know about Irene in the margin of the excerpt as you did with the first excerpt. Have them underline the clues in the excerpt that helped them make their inferences.

After several minutes, facilitate a class discussion using the following questions:

**Q** *What do you and your partner think this excerpt tells us about Irene? What clues in the excerpt helped you figure that out?*

As the students share their thinking about Irene, record their ideas on the "Excerpts from *Brave Irene*" chart.

**Students might say:**

"I think that Irene is creative because she turned the box into a sled."

"In addition to what [Luisa] said, I think that Irene is very smart because she probably knew that the box would slide down the hill."

## INDIVIDUALIZED DAILY READING

### 4 Read Independently and Discuss Main Characters

Ask the students to think as they read today about the main characters in their stories and what they can infer about those characters from clues in the text. Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.

#### ELL Note

Depending on their level of proficiency, English Language Learners may need extra support with this activity.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 50) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 53 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share their books with the class. Remind each volunteer to tell the title of her book and the author’s name. Ask questions such as:

- Q *Who is the main character in the story?*
- Q *What do you know about the main character so far? What clues helped you figure that out?*

Have the students return to their desks and put away their books.



### Technology Tip

Prior to doing this activity, locate the video of Al Gore reading *Brave Irene* by searching online with the keywords “Al Gore Brave Irene.” You will need to project the video from your computer so that all the students can see it.



## TECHNOLOGY EXTENSION

### Watch a Video Reading of *Brave Irene*

Show the cover of *Brave Irene* and remind the students that they heard the story earlier. Ask:

- Q *What do you remember about this story?*

Explain that today the students will watch a video of *Brave Irene* being read aloud by Al Gore, a former vice president of the United States. Ask the students to pay close attention to the video and to think about how watching it compares with hearing the book read aloud in class. Play the video “*Brave Irene* read by Al Gore” for the students.

As a class, discuss:

- Q *How is the video reading different from the readings I did in class?*

#### Students might say:

“The man who reads the story does it differently. He says some things differently.”

“The video has sound effects like wind and clapping that we didn’t have in class.”

“You can also hear quiet music sometimes in the video, and it gets louder when Irene goes to the ball.”

- Q *Did watching the video help you better understand or enjoy the story? Why do you say that?*

## In this lesson, the students:

- Read independently
- Use “Stop and Ask Questions” as they read independently
- Use their questions to discuss what they read
- Refer to the text to support their thinking
- Reflect on working with their current partners

## 1 Review Wondering/Questioning

Have the students get their *Student Response Books*, pencils, and books for independent reading and sit at desks with partners together. Remind the students that they have been practicing the comprehension strategy of wondering and questioning and the technique “Stop and Ask Questions” to help them understand stories. Use “Think, Pair, Share” to discuss:



**Q** *How does stopping to ask questions as you are reading help you understand and enjoy what you are reading? [pause] Turn to your partner.*

Have a few students share their thinking with the class.

### Students might say:

“It makes me think about what I just read and notice what I’m wondering about.”

“It helps me pay attention to what I’m reading because I’m looking for answers to my questions.”

“It’s fun to wonder about what is going to happen next.”

Explain that today the students will continue to use “Stop and Ask Questions” as they read independently.

## 2 Prepare to Read Independently with “Stop and Ask Questions”

Have the students turn to *Student Response Book* page 19, “Stop and Ask Questions About \_\_\_\_\_.” Have each student write the title of her book in the blank at the top of the page.

Explain that during independent reading today, you will stop the students three times to have them write questions in their *Student Response Books*. Remind the students that they can write questions at any point as they are reading but that you will stop them three times so that students who have not written questions can do so.

## Materials

- *Student Response Book* page 19
- “Class Assessment Record” sheet (CA4)
- “Reading Comprehension Strategies” chart
- Copy of this unit’s family letter (BLM1) for each student

Later they will use their questions to discuss their reading with partners and with the class.

### 3 Read Independently with “Stop and Ask Questions”

Have the students read independently for 15 minutes. Stop them at 5-minute intervals to have the students who have not yet recorded questions do so. Remind the students that they should write *any* questions that come to mind, not just questions they think are good. Circulate among the students as they read and write, and provide assistance as needed.



#### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students generating questions as they read?
- Are their questions relevant to the books they are reading?

Record your observations on the “Class Assessment Record” sheet (CA4); see page 49 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are generating questions as they read, proceed with the lesson and then continue on to Unit 5.
- If **about half of the students** are generating questions as they read, support students who are struggling by asking them questions such as:

Q *What is happening in your book right now?*

Q *What questions do you have about what is happening?*

Q *What questions do you have about what is going to happen next?*

- If **only a few students** are generating questions as they read, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Unit 5. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

### 4 Discuss the Students’ Questions



Signal to let the students know when it is time to stop reading. Have the students talk with their partners about the questions they wrote and what they found out in their reading about those questions. Remind them to refer to the text to explain their thinking.

Have a few volunteers each share one question with the class. Probe their thinking using questions such as:

Q *What was happening in the story when that question came to mind?*

Q *How would you answer that question right now? What evidence in the book makes you think that?*

## 5 Reflect on the Unit

Direct the students' attention to the "Reading Comprehension Strategies" chart and review that in this unit the students learned and used wondering or questioning, to help them think about stories. They also reviewed and used the strategies of visualizing and making inferences about characters. Tell the students that they will continue to use these strategies to help them enjoy and understand what they read on their own.

Point out that during the past few weeks, the students have also come to know their partners better as they shared and discussed their reading. Facilitate a brief discussion about how the students worked together during the unit. Ask:

- Q *What is one thing that you think you and your partner have done well during this unit?*
- Q *How did talking to your partner help you wonder and ask questions as you heard stories?*



You may want to share some of your observations about how the students worked together. Explain that they will work with new partners in the next unit. Have each student thank his partner.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 4. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 54 of the *Assessment Resource Book*.

### Vocabulary Note

Next week you will revisit *Brave Irene* to teach the Week 14 vocabulary lessons.

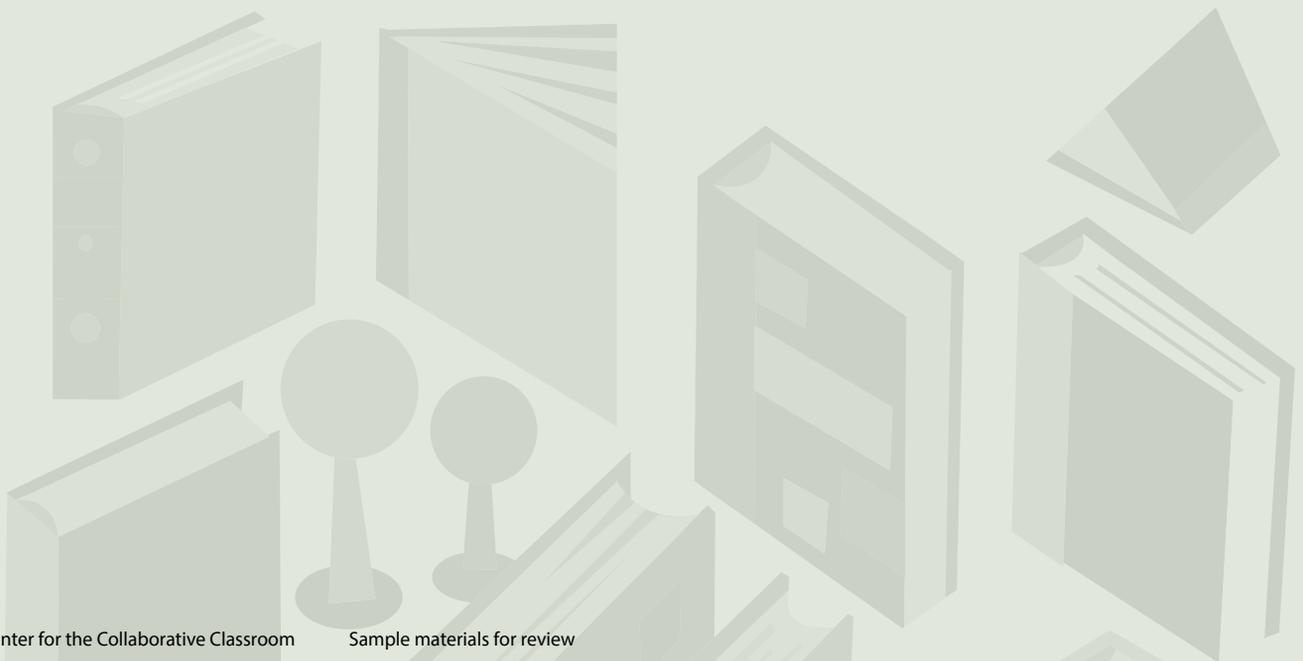


# Unit 5

# Wondering/ Questioning

## NARRATIVE NONFICTION (BIOGRAPHY)

During this unit, the students apply the strategy of wondering/questioning to narrative nonfiction. They practice identifying what they learn from nonfiction texts and explore how learning new things can lead to new questions. During IDR, the students think about what they are learning and wondering as they read on their own, and they use previously learned strategies to make sense of their texts. Socially, they contribute ideas that are different from their partners' ideas and continue to take responsibility for their learning and behavior.



# Unit 5

## Wondering/Questioning

### RESOURCES

#### Read-alouds

- *Brave Harriet*
- *Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman*
- *Sonia Sotomayor: A Judge Grows in the Bronx*

#### Writing About Reading Activities

- “Write Newspaper Stories About Harriet’s Flight”
- “Write Opinions About Famous American Women”

#### IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”



#### Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 2, “Maintaining Privacy Online”
- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Narrowing Search Results and Using Filters”



#### Technology Extensions

- “Learn More About Harriet Quimby”
- “Watch Sonia Sotomayor’s Supreme Court Nomination Speech”
- “Research and Report on Interesting People”



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA5

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)
- “Social Skills Assessment Record” sheet (SS1)

#### Reproducible

- Unit 5 family letter (BLM1)

#### Professional Development Media

- “Social Reflection” (AV14)
- “Pacing Class Discussions” (AV19)

## RESOURCES *(continued)*

### Extensions

- “Visualize Scenes from *Brave Harriet*”
- “Read Biographies of Olympic Athletes”

### Assessment Resource Book

- Unit 5 assessments

### Student Response Book

- “Excerpt from *Brave Harriet*”
- “Double-entry Journal About *Brave Harriet*”
- “Double-entry Journal About \_\_\_\_\_”
- “Excerpt from *Wilma Unlimited*”
- “Double-entry Journal About *Wilma Unlimited*”
- “Excerpt from *Sonia Sotomayor*”
- “Double-entry Journal About *Sonia Sotomayor*”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 14 (*Brave Irene*)
- Week 15 (*Brave Harriet*)
- Week 16 (*Wilma Unlimited*)

# Unit 5

## Wondering/Questioning

### DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

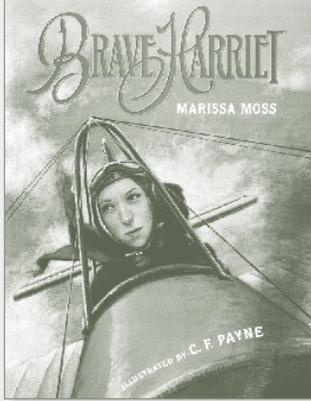
■ formally taught □ informally experienced

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud/Strategy Lesson:</b> <i>Brave Harriet</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction book</li> <li>Identifying what they learn from the book</li> <li>Wondering about the book</li> </ul>	<p><b>Read-aloud/Strategy Lesson:</b> <i>Brave Harriet</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction book</li> <li>Identifying what they learn from the book</li> <li>Wondering about the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Brave Harriet</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction book</li> <li>Identifying what they learn from the book</li> <li>Wondering about the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Identifying what they learn from their reading</li> <li>Wondering about their reading</li> </ul>
Week 2	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Wilma Unlimited</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction book</li> <li>Identifying what they learn from the book</li> <li>Wondering about the book</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Wilma Unlimited</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction book</li> <li>Identifying what they learn from the book</li> <li>Wondering about the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Wilma Unlimited</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction book</li> <li>Identifying what they learn from the book</li> <li>Wondering about the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Identifying what they learn from their reading</li> <li>Wondering about their reading</li> <li>Writing in their reading journals</li> </ul>
Week 3	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Sonia Sotomayor</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction book</li> <li>Identifying what they learn from the book</li> <li>Wondering about the book</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Sonia Sotomayor</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction book</li> <li>Identifying what they learn from the book</li> <li>Wondering about the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Sonia Sotomayor</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a narrative nonfiction book</li> <li>Identifying what they learn from the book</li> <li>Wondering about the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Identifying what they learn from their reading</li> <li>Wondering about their reading</li> <li>Writing in their reading journals</li> </ul>

# Week 1

## OVERVIEW



### ***Brave Harriet***

by Marissa Moss, illustrated by C. F. Payne

In aviation's early days, fearless Harriet Quimby made history by becoming the first woman to fly solo across the English Channel.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA1

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)

#### **Professional Development Media**

- “Social Reflection” (AV14)
- “Pacing Class Discussions” (AV19)

## Comprehension Focus

- Students identify what they learn from a narrative nonfiction book.
- Students use wondering/questioning to make sense of nonfiction.
- Students read independently.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## DO AHEAD

- ✓ Consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class. You might read them aloud while showing and discussing the illustrations or have the students flip through them on their own.
- ✓ Make available narrative texts at a variety of levels so that the students can practice wondering/questioning during IDR throughout the unit. Narrative texts include chapter books, picture books, and short stories in a wide range of fiction genres (mystery, adventure, science fiction, historical fiction, realistic fiction, fable, folktale, myth, and legend) and nonfiction genres such as biography and memoir.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 71 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 65 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, collect narrative nonfiction texts at a variety of levels. The students will use the texts during Independent Strategy Practice to practice identifying what they learn and wonder.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 14 lessons this week.

### Materials

- *Brave Harriet* (pages 4–17)
- Map of Europe
- “Double-entry Journal About *Brave Harriet*” chart (WA1)
- “Thinking About My Reading” chart
- Self-stick notes for each student
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 68
- “Reading Comprehension Strategies” chart

### In this lesson, the students:

- Begin working with new partners
- Hear and discuss part of a narrative nonfiction book
- Identify what they learn from the book
- Wonder about the book
- Read independently for up to 25 minutes
- Work in a responsible way

## 1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Explain that they will work in the same pairs for the next few weeks. Remind them that they should work responsibly, acting in ways that help both partners learn and work well together. Ask:

**Q** *What did you do the last time you worked with a partner that will help you work with your new partner in a responsible way?*

#### Students might say:

“I waited for my turn to talk.”

“I listened to what my partner had to say.”

“I looked at my partner when she was talking.”

Have a few students share their ideas with the class. Ask the students to keep these things in mind as they work with their partners today.

## 2 Introduce *Brave Harriet* and Build Background Knowledge

Show the cover of *Brave Harriet* and read the title and the names of the author and the illustrator aloud. Explain that *Brave Harriet* is a biography and that a *biography* is a “true story about a real person.” Explain that this biography is about Harriet Quimby, who was the first American woman to receive a pilot’s license. Harriet dreamed of being the first woman to fly across the English Channel. Use a map to locate Harriet’s planned route across the English Channel, from Dover, England, to Calais, France.

Explain that *Brave Harriet* takes place about 100 years ago, when airplanes were a recent invention. Show the illustration on page 15 and discuss ways that airplanes of Harriet’s day were different from

today's airplanes. Point out that the planes had no radios, radar, or other methods of communicating with other planes or people on the ground.

Explain that today you will read the first part of the book aloud and you will stop during the reading so the students can discuss what they are learning about Harriet Quimby. Explain that at the end of the reading, you will record both what the students learned about Harriet and what they wonder about her life.

### 3 Read Aloud with Brief Section Introductions

Explain that the first part you will read describes how Harriet became a pilot. Ask the students to listen for how that happened. Read aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**gawky:** clumsy, awkward (p. 5)

**longing:** strong wish (p. 5)

**cutting figure eights:** flying in the shape of the number 8 (p. 6)

**pylons:** towers (p. 6)

**compass:** instrument that shows what direction you are traveling (p. 8)

**fraud:** fake; person who claims to have done something but hasn't really done it (p. 10)

**goggles:** protective glasses (p. 17)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**gum-and-spit contraption:** something held together badly, as if by gum and spit (p. 5)

**soar:** fly high above the ground (p. 5)

**flew solo:** flew a plane alone (p. 6)

**could be the death of you:** could kill you (p. 8)

Stop after:

**p. 6** "That's when I decided to do it—to become the first woman to fly solo across the English Channel."

Ask:

**Q** *What did you learn about how Harriet became a pilot?*

Explain that the next part of the book tells about Gustav Hamel, Harriet's good friend who was also a pilot. Ask the students to listen for what they learn about Harriet and Gustav. Reread the last sentence on page 6 and continue reading. Stop after:

**p. 13** "Instead, he came with me to Dover to see me off."

#### Teacher Note

*Brave Harriet* contains a lot of factual information that the students might have difficulty following. To support them, you will briefly introduce each section before you read it. This will help to focus the students' listening on the main ideas discussed in that section.

#### Teacher Note

If the students do not offer ideas beyond the background knowledge you gave them during the introduction, ask them what else they learned about what Harriet did to become a pilot.

Ask:

-  **Q** *What did you learn about Gustav and Harriet in this part of the story? Turn to your partner.*

Have one or two volunteers share their thinking with the class.

Reread the first paragraph on page 13 and continue reading to the end of the page. Pause and ask the students to think about whether Harriet has made the right decision. Then continue to read to the bottom of page 17.

Stop after:

- p. 17** “At 5:35 a.m. my plane left England’s soil, heading over the cliffs of Dover, across the Channel, and on to France.”

Ask:

-  **Q** *What did you learn in the part of the story you just heard? Turn to your partner.*

Have one or two volunteers share their thinking with the class.

### **Facilitation Tip**

During this unit, we invite you to focus on **pacing class discussions** so they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students’ attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques. To speed up a discussion:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use “Turn to Your Partner” if many students want to speak; then call on just two or three students to share with the class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view “Pacing Class Discussions” (AV19).



## **4** Discuss What the Students Learned and What They Wonder

Tell the students that one reason to read biographies, or books about real people’s lives, is to learn facts about people and their accomplishments. Use “Think, Pair, Share” to discuss:

-  **Q** *If someone asked you what you learned about Harriet Quimby today, what would you say? What are some important things you learned about her life? [pause] Turn to your partner.*

Display the “Double-entry Journal About *Brave Harriet*” chart ( WA1). Have a few students share what they learned, and record their ideas in the “What We Learned” column of the chart.

Remind the students that wondering, or questioning, is a strategy that can help them think about what they are reading. Use “Think, Pair, Share” to discuss:

-  **Q** *Based on what you know so far about Harriet Quimby, what do you wonder about her? [pause] Turn to your partner.*

Have a few students share with the class, and record their ideas in the “What We Wonder” column of the chart.

### Double-entry Journal About *Brave Harriet*

What We Learned	What We Wonder
Back then pilots only had compasses to guide them.	I wonder if Harriet will really fly across the Channel.
Harriet was a newspaper writer before she was a pilot.	I wonder if she will fly in the wrong direction and get lost. Gustav said she might.
She was the first woman to receive a pilot's license.	Why couldn't many women be pilots then?

Explain that tomorrow you will read the rest of the book and the students will learn more about Harriet's flight across the English Channel.

## 5 Reflect on Working Together

Facilitate a brief discussion about how partners worked together in a responsible way. Ask:

- Q *What did you and your new partner do to work together responsibly?*
- Q *What worked well for you and your partner?*
- Q *What do you want to keep working on?*

Tell the students that they will have more opportunities to work with their partners.

## INDIVIDUALIZED DAILY READING

## 6 Review and Practice "Fix-up" Strategies

Tell the students that for the next few weeks, they will continue to read narrative texts, or texts that tell stories, during IDR. Have them select their texts and find places to sit.

Direct the students' attention to the "Thinking About My Reading" chart and remind the students that it is important for them to check their comprehension as they are reading. Remind the students that earlier they learned two "fix-up" strategies, or tools a student can use when he does not understand what he has read. Review that one strategy is to reread the part of the book he does not understand slowly and carefully. Another strategy is to read ahead and look for more information.

### Teacher Note

Save the "Double-entry Journal About *Brave Harriet*" chart (WA1) to use on Day 2.

### Teacher Note

We encourage you to spend a few minutes at the end of the lesson helping the students reflect on their social interactions. For more information, see "Focus on Social/Ethical Development" in the Introduction. To learn more, view "Social Reflection" (AV14).



### Teacher Note

During IDR today the students review and practice two "fix-up" strategies they can use when they do not understand what they have read: rereading and reading ahead. To provide the students with additional support with using these and other "fix-up" strategies, you might teach all or part of IDR Mini-lesson 2, "Self-monitoring and Using 'Fix-up' Strategies" (found in Appendix A).

### Teacher Note

You might encourage the students to read narrative nonfiction texts during IDR throughout this unit. Examples of narrative nonfiction include biographies, autobiographies, memoirs, personal essays, and magazine or newspaper stories.

### **ELL Note**

Help your English Language Learners choose narrative texts at appropriate levels. Providing a limited number of teacher-selected texts will help them make good choices.

### **Teacher Note**

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what she is reading, she should mark the place in the text that she does not understand with a self-stick note and then try one or both of the “fix-up” strategies—rereading and reading ahead—to see if the strategies help her understand what she is reading. Explain that at the end of IDR, you will check in with the students to see how they did with using “fix-up” strategies. Then have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### **IDR CONFERENCE NOTE**

Beginning today, and continuing throughout the unit, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask and discuss:

- Q** *Was there any part of your reading that you did not understand today? Tell us about it.*
- Q** *What “fix-up” strategy did you try? What happened when you [reread/read ahead]?*

If a student has tried both of the “fix-up” strategies and still does not understand the text he is reading, refer him to the “Reading Comprehension Strategies” chart and encourage him to try the strategies listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

## In this lesson, the students:

- Hear and discuss part of a narrative nonfiction book
- Identify what they learn from the book
- Wonder about the book
- Refer to the text to support their thinking
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners' ideas

## 1 Introduce and Briefly Model Contributing Different Ideas

Gather the class with partners sitting together, facing you. Review that this year the students have learned several skills to help them work well together, such as explaining their thinking, listening carefully to one another, and using prompts to add to one another's ideas.

Explain that today the students will focus on a new skill: contributing ideas that are different from their partners' ideas. Point out that this skill is especially useful when reading nonfiction books with a lot of information in them, like *Brave Harriet*. If each partner contributes different ideas, together they can remember more information from the book.

Choose a volunteer to act as your partner. Show the cover of *Brave Harriet* and ask your partner:

**Q** *What do you remember about Harriet Quimby from the first part of the book?*

Listen as your partner talks and then model contributing a different idea.

### You might say:

"You said you remember how Harriet's friend tried to talk her out of flying across the English Channel. I remember that when Harriet went to get her pilot's license, a man told her that no woman had ever gotten one before."



Ask partners to briefly practice the skill by taking turns telling each other different things they remember from the first part of the book.

Encourage the students to continue to practice this skill with their partners today.

## Materials

- *Brave Harriet* (pages 18–30)
- “Double-entry Journal About *Brave Harriet*” chart (WA1) from Day 1
- “Class Assessment Record” sheet (CA1)

### ELL Note

Consider reviewing the first part of the story with your English Language Learners prior to today's read-aloud.

## 2 Review the “Double-entry Journal About *Brave Harriet*” Chart

Display the “Double-entry Journal About *Brave Harriet*” chart (🌐 WA1) from Day 1 and briefly review the items in the “What We Wonder” column. Explain that today you will read the rest of the book, stopping several times to have the students discuss what they are learning about Harriet Quimby. Ask them to listen carefully for answers to their questions and to be aware of any new questions that come to mind.

## 3 Read *Brave Harriet* Aloud with Brief Section Introductions

Remind the students that at the end of the first day's reading, Harriet was leaving England in her plane, hoping to reach France by flying across the English Channel.

Explain that the next section you will read tells about Harriet's flight across the English Channel. Read page 18 aloud, pausing to have the students visualize before showing the illustration.

### Suggested Vocabulary

**compass heading:** direction (p. 22)

**pitch:** tilt (p. 22)

**pancake onto the water:** land flat on the water (p. 22)

**hoisted me aloft:** lifted me in the air (p. 28)

**eclipsed:** was more important than (p. 28)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**had clouded up:** had become hard to see through because they were covered with mist (p. 20)

**fog had crept into my bones:** being in the fog made me feel cold and sleepy (p. 22)

**in triumph:** because of my success (p. 28)

Continue reading and stop after:

**p. 24** “And now, below the clouds, I could see the coast of France.”

Ask:

 **Q** *What have you learned about Harriet's flight across the English Channel? Turn to your partner.*

Have one or two volunteers share their ideas with the class. Ask:

**Q** *What do you wonder?*

Have a few students share what they are wondering; then reread the last sentence on page 24 and continue reading to page 28. Stop after:

**p. 28** “As I warmed my hands around the wide, thick steaming bowl, I could see the headlines already: AMERICAN WOMAN FLIES OVER THE CHANNEL!”

Without showing the illustration, ask:



**Q** *How do you think Harriet is feeling right now? What in the story makes you think so? Turn to your partner.*

Reread the last sentence before the stop; then read to the end of page 28 and show the illustration. Ask:

**Q** *What has happened? What effect does this have on news of Harriet’s success?*

If necessary, briefly explain that the *Titanic* was a brand-new luxury ship that hit an iceberg and sank on its way from England to the United States, killing about 1,500 people. When the *Titanic* sank, it was the main news story for many days.

Reread the last sentence on page 28 and continue reading to the end of the book.

#### **4** Discuss What the Students Learned and What They Wonder

Facilitate a class discussion about what the students learned and what they wonder. Encourage the students to contribute different ideas and to use the discussion prompts they have learned to build on one another’s thinking.

Ask:

**Q** *What did you learn about Harriet Quimby from today’s reading?*

As the students share, add their ideas to the “What We Learned” column of the “Double-entry Journal About *Brave Harriet*” chart. Refer to the “What We Wonder” column and ask the following questions. Be prepared to reread parts of the text that support the students’ thinking.

**Q** *Were any of the things you wondered about explained in today’s reading? How were they explained?*

**Q** *After what you heard today, what do you still wonder about Harriet?*

Add what the students are wondering to the chart.

**TEKS 6.B.iii**  
Student/Teacher Narrative  
Step 4 (all)

#### **Teacher Note**

You may wish to write the prompts where everyone can see them:

- *I agree with \_\_\_\_\_ because . . .*
- *I disagree with \_\_\_\_\_ because . . .*
- *In addition to what \_\_\_\_\_ said, I think . . .*

### Teacher Note

If you plan to do the technology extension “Learn More About Harriet Quimby” on page 268, save the “Double-entry Journal About *Brave Harriet*” chart (WA1) to use during that extension.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to use information in the book to wonder about Harriet Quimby?
- Are they referring to the text to determine whether the things they wondered on Day 1 have been explained?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 65 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to wonder about Harriet Quimby, proceed with the lesson and continue on to Day 3.
- If **about half of the students** are able to wonder about Harriet Quimby, proceed with the lesson and continue on to Day 3 but plan to monitor and support students who are having difficulty with the strategy during independent reading. You might have each student read a short passage from her book aloud to you and then ask her questions such as:

Q *What questions do you have about this part?*

Q *What does it make you wonder?*

- If **only a few students** are able to wonder about Harriet Quimby, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## 5 Reflect on Contributing Different Ideas

Briefly discuss how the students did contributing different ideas. Ask questions such as:

Q *How was contributing different ideas helpful to you and your partner?*

### Students might say:

“Hearing my partner’s ideas helped me remember other things I learned about Harriet.”

“In addition to what [Halley] said, sharing different ideas helped me listen better to my partner.”

“I listened better to my partner because I needed to make sure I didn’t say the same idea.”

Tell the students that they will have more opportunities to practice contributing different ideas in the next lesson.

# INDIVIDUALIZED DAILY READING

## 6 Read Independently and Wonder

Have the students get their texts and read silently for up to 25 minutes. Ask them to continue to think about what they are wondering as they read and to notice whether the things they wonder are explained in their texts. Tell the students that at the end of IDR, you will ask some of them to share what they wondered with the class. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share things they wondered about their reading. Have each volunteer begin by telling the class the title of her text and the author’s name. Then ask questions such as:

- Q *What is your [magazine story] about?*
- Q *What is something you wondered as you were reading?*
- Q *Was what you wondered explained in the [story]? If so, what did you learn?*

Have the students return to their desks and put away their texts.

TEKS 6.B.iii  
TEKS 6.B.iv  
Student/Teacher Activity  
Step 6 (all)

### Teacher Note

Periodically remind the students to ask themselves the questions on the “Thinking About My Reading” chart as they read independently and to select different texts if they decide the ones they are reading are not at the right levels.

# Day 3

## Read-aloud/ Guided Strategy Practice

### Materials

- *Brave Harriet* (page 32)
- *Student Response Book* pages 20–21

**TEKS 7.D.iii**  
Student/Teacher Activity  
Step 1 (all)

### In this lesson, the students:

- Hear and discuss part of a narrative nonfiction book
- Identify what they learn and wonder
- Refer to the text to support their thinking
- Use a double-entry journal to record ideas
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners' ideas

## 1 Discuss Lessons from Harriet Quimby's Life

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Review that in the previous lesson the students heard and discussed *Brave Harriet*, a biography of pilot Harriet Quimby. Remind them that a biography is the true story of a real person's life.

Explain that sometimes readers learn lessons from a person's biography that they can apply to their own lives. Briefly discuss:

**Q** *What did Harriet do that was brave?*

**Q** *What did you learn about the way Harriet lived her life that you would like to remember and use in your own life?*

### Students might say:

"Harriet did something even though people said she couldn't. I want to be an astronaut, so maybe if people say I can't do it, I'll keep trying anyway."

"Maybe thinking about Harriet will help me do new things that I'm scared to do."

"Harriet didn't panic when she thought her plane was going down. I learned that it's good to not panic in an emergency, because then you can think of a plan."

## 2 Introduce the Author's Note

Show the students the author's note on page 32 of *Brave Harriet* and explain that the author included the note to give readers more information about Harriet Quimby. Ask the students to listen carefully as you read the note aloud and to notice what new things they learn.

### 3 Read Aloud

Read the author's note aloud slowly and clearly. Clarify vocabulary as you read.

#### Suggested Vocabulary

**decade:** ten years

**aviator:** pilot

**promote commercial aviation:** try to get ordinary people interested in traveling by plane

**foresaw:** predicted

**coincided:** happened at the same time

**ambitious:** having a strong wish to achieve something

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**setting her sights:** (idiom) deciding

**so convinced was he that the flight was beyond a woman's ability:** he was very sure that a woman would not be able to fly across the Channel

**died doing what she loved, soaring into the blue:** died in an airplane crash

### 4 Reread the Author's Note

Have the students turn to *Student Response Book* page 20, where the author's note is reproduced. Explain that you will reread the note aloud, and ask the students to follow along as you read. Explain that you are rereading to give the students another opportunity to hear and think about the information in the note.

Reread the author's note aloud slowly and clearly.

### 5 Use a Double-entry Journal to Record Ideas

Have the students turn to *Student Response Book* page 21, "Double-entry Journal About *Brave Harriet*." Explain that they will use the double-entry journal to record what they learned from the author's note and what it made them wonder.



Have partners discuss what they learned and wonder. Remind them to contribute different ideas during their discussions. After a few moments, signal for the students' attention and have each student write one thing he learned in the first column of his double-entry journal and one thing he wonders in the second column.

### ELL Note

You might support your English Language Learners by providing these prompts for their responses: "I learned..." and "I wonder..."

### Materials

- *Brave Harriet*

## 6 Discuss the Author's Note as a Class

When most of the students have finished writing, facilitate a class discussion using the following questions:

- Q *What did you learn about Harriet Quimby from the author's note?*
- Q *What do you wonder about her?*

## INDIVIDUALIZED DAILY READING

## 7 Read Independently and Wonder

Have the students get their texts and read silently for up to 25 minutes. Ask them to think about what they are wondering as they read and whether the things they are wondering are explained in their texts. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 71 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of the text she is reading and something she wondered about the text during her reading today. Remind each student to share the title of the text and the author's name.

Have the students return to their desks and put away their texts.

## WRITING ABOUT READING

### Write Newspaper Stories About Harriet's Flight

Show the cover of *Brave Harriet* and remind the students that they heard this biography of Harriet Quimby earlier. Slowly page through the book and show the illustrations. Ask:

- Q *What do you remember learning about Harriet Quimby?*
- Q *What is she famous for?*

If necessary, remind the students that Harriet Quimby is most famous for being the first woman to fly across the English Channel, the part of the Atlantic Ocean that separates England from France. Review that Harriet's flight across the English Channel did not receive much attention in the news at the time because it happened the day after the *Titanic* sank, killing about 1,500 people. Tell the students that you will reread the part of the book that describes Harriet's flight across the English Channel and then they will write newspaper articles about it like the ones Harriet had hoped for.

Ask the students to listen carefully for information to include in their articles. Then read pages 13–28 slowly and clearly, showing the illustrations as you read. Ask:

**Q** *What information might you include in a newspaper article about Harriet Quimby and her flight across the English Channel?*

Have a few students share their thinking, and write their ideas where everyone can see them.

**Students might say:**

"Harriet Quimby was the first American woman to get her pilot's license."

"She flew across the English Channel on April 16, 1912. She was supposed to fly on April 15, but it was raining that day."

"Flying across the English Channel was dangerous."

"Her friend Gustav Hamel gave her advice and a hot water bottle to keep her warm."

"At one point during the flight, the engine misfired and Harriet thought she would have to land on the water."

Explain that a good newspaper story has a headline, or title, that tells readers what the story is about and makes them want to read it. Ask:

**Q** *What might you title an article about Harriet's flight?*

Have a few students share their thinking, and write their ideas where everyone can see them.

**Students might say:**

"'American Woman Flies Over the Channel!' like it says in the book."

"'Harriet Quimby Crosses English Channel!'"

"'Harriet's Triumphant Channel Crossing!'"

Ask the students to watch as you think aloud and model writing a brief newspaper story about Harriet Quimby.

**You might say:**

"First I need a headline that sounds exciting and lets readers know what the article is about. I'll write: *Harriet Quimby Crosses English Channel!* Below that I'll write my story. I want to include information about Harriet's flight as well as some information about Harriet herself. I'll write: *On Tuesday, April 16, 1912, at 7:00 a.m., Harriet Quimby became the first woman to successfully fly solo across the English Channel. She took off from Dover, England, and flew to Calais, France, in less than two hours. Harriet is from the United States of America, where she was the first woman to receive a license to fly.*"

Have the students write their own newspaper stories about Harriet. If time permits, invite the students to share their writing with the class.

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## EXTENSION

### Visualize Scenes from *Brave Harriet*

Reread some descriptive passages from *Brave Harriet* aloud, for example, the first paragraph on page 5 and the single paragraph on page 18. Have the students close their eyes and visualize what is happening. After the reading, have volunteers describe their visualizations and say which words and phrases helped them picture the scenes in their minds. Be prepared to reread from the text to help the students remember details.



### Technology Tip

Prior to doing this activity, find more information about Harriet Quimby. Search online for information using the keywords "Harriet Quimby for kids" and "Harriet Quimby biography." Once you have selected one or two websites, bookmark them or print information from them to read aloud to the students.



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## TECHNOLOGY EXTENSION

### Learn More About Harriet Quimby

Show the cover of *Brave Harriet* and remind the students that they heard this biography of Harriet Quimby earlier. Briefly discuss:

**Q** *What did you learn about Harriet Quimby?*

Display the "Double-entry Journal About *Brave Harriet*" chart (WA1) from Day 2. Direct the students' attention to the "What We Wonder" column and identify any questions that were not answered in the book. Tell the students that today you will read more about Harriet Quimby. Ask them to listen carefully and think about whether any of their questions are answered by the reading. Read the information you found aloud. Then ask:

**Q** *What new things did you learn about Harriet Quimby?*

**Q** *Were any of the things you wondered about explained? If so, what did you find out about them?*

## In this lesson, the students:

- Read narrative nonfiction texts independently
- Identify what they learn from their reading
- Wonder about their reading
- Use a double-entry journal to record their thinking
- Listen respectfully to the thinking of others and share their own

## 1 Review the Week and Introduce the Double-entry Journal

Have the students bring their *Student Response Books*, pencils, and texts for independent reading and sit at desks with partners together.

Review that this week the students heard the biography *Brave Harriet* and recorded what they learned and wondered about Harriet Quimby in a double-entry journal. Explain that today they will use a double-entry journal to record what they learn and wonder about nonfiction texts they read independently. Have each student turn to *Student Response Book* page 22, “Double-entry Journal About \_\_\_\_\_,” and write the title of the text he is reading on the blank line at the top of the page.

## 2 Read Independently and Use the Double-entry Journal

Explain that the students will read independently for 10 minutes and that you would like them to think about what they are learning as they read. After 10 minutes, you will stop them and ask them to record what they learned in their double-entry journals.

Distribute the self-stick notes and have the students mark the places where they begin reading. Have them read silently for 10 minutes.

After 10 minutes, stop the students and have them record what they learned in the left-hand column of the double-entry journal.

When most students have finished writing, explain that they will now reread, beginning again at the self-stick notes. Explain that as they reread, you want them to notice what they are wondering, or what questions come to mind. Have the students reread silently for 10 minutes. After 10 minutes, stop the students and have them record what they wonder in the right-hand column of the double-entry journal.

## Materials

- *Student Response Book* pages 21–22
- Narrative nonfiction texts at appropriate levels for independent reading
- Small self-stick note for each student

## Teacher Note

To help the students review the week, you might show them the illustrations from *Brave Harriet* or ask them to review the “Double-entry Journal About *Brave Harriet*” chart (WA1) or the double-entry journal on *Student Response Book* page 21.

## Teacher Note

Make sure each student has a narrative nonfiction text to read.

## ELL Note

Consider modeling this activity for your English Language Learners.

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### Vocabulary Note

Next week you will revisit *Brave Harriet* to teach the Week 15 vocabulary lessons.

## 3 Discuss the Reading



Have the students discuss in pairs what they learned and what they wondered about their reading today. Encourage them to ask each other questions to help them understand their partners' thinking.

After partners have had a chance to talk, invite a few volunteers to share with the class what they learned and wondered. Probe their thinking by asking questions such as:

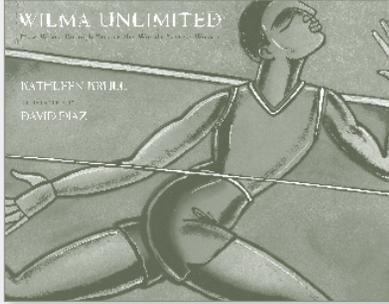
- Q *What is your text about?*
- Q *What did you learn from your reading today? Did you learn anything that surprised you?*
- Q *What did your reading make you wonder? How might you find out more about what you are wondering?*

Explain that in the coming weeks, the students will continue to read and think about nonfiction books.



# Week 2

## OVERVIEW



### ***Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman***

by Kathleen Krull, illustrated by David Diaz

Wilma Rudolph overcame polio to become a world-class runner and the first woman to win three gold medals in a single Olympics.



### **Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activities**

- WA2–WA3

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

### Comprehension Focus

- Students identify what they learn from a narrative nonfiction book.
- Students use wondering/questioning to make sense of nonfiction.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## Ⓜ DO AHEAD

- ✓ Prior to Day 4, collect narrative nonfiction texts at a variety of levels. The students will use the texts during Independent Strategy Practice to practice identifying what they learn and wonder.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2); see page 66 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 15 lessons this week.

# Day 1

## Read-aloud/ Guided Strategy Practice

### Materials

- *Wilma Unlimited* (pages 4–14)
- “Double-entry Journal About *Wilma Unlimited*” chart (WA2)
- Small self-stick notes for each student

**ELPS 4.F.v**  
**ELPS 4.F.vi**  
**ELPS 4.F.x**  
Step 2 and Step 3  
(all, beginning on page  
274 and continuing on to  
page 276)

### Teacher Note

You might point out Tennessee on a map of the United States.

### In this lesson, the students:

- Hear and discuss part of a narrative nonfiction book
- Identify what they learn from the book
- Wonder about the book
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners’ ideas

## 1 Review Contributing Different Ideas



Gather the class with partners sitting together, facing you. Review that in the previous lessons, the students practiced contributing ideas that were different from their partners’ ideas. Explain that this week they will continue to work on this skill. First in pairs, and then as a class, briefly discuss:

**Q** *How was contributing different ideas helpful to you and your partner when you talked about Brave Harriet?*

Remind the students to listen carefully to their partners today so they can contribute different ideas to their partner conversations.

## 2 Introduce *Wilma Unlimited* and Build Background Knowledge

Show the cover of *Wilma Unlimited* and read the title and the names of the author and the illustrator aloud. Explain that like *Brave Harriet*, this book is a biography. The subject, or the person the biography is about, is Wilma Rudolph, a woman who overcame many difficulties to become a champion runner.

Explain that Wilma, an African American, was born in Tennessee in 1940. She was one of many children, and her family did not have much money. Wilma’s parents had to work hard to take care of their large family. At the time, black people in Tennessee and other states did not have the same rights as white people and were often treated unfairly. For example, laws forced black students to attend separate schools from white students. Black passengers had to sit in the rear seats on public buses while white passengers sat up front. Point out that today it is against the law to treat people differently because of their race.

### 3 Read *Wilma Unlimited* Aloud with Brief Section Introductions

Explain that today you will read the parts of *Wilma Unlimited* that talk about her early life and you will stop during the reading so partners can discuss what they have learned. Explain that at the end of the reading, you will record what the students have learned about Wilma Rudolph and what they are wondering about her.

Read the book aloud, briefly introducing each section before you read it as described below. Show the illustrations and clarify vocabulary as you read.

#### Suggested Vocabulary

**home remedies:** medicines or treatments passed down through families and prepared at home (p. 4)

**double pneumonia:** disease of the lungs that makes breathing difficult (p. 6)

**polio:** disease that often leaves a person unable to walk (p. 8)

**outhouse:** outdoor toilet (p. 10)

**paralyzed:** not able to move (p. 10)

**twitchy:** moving with small, jerky motions (p. 14)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**luxury:** something expensive to use or buy (p. 6)

**heaped:** piled (p. 8)

**permanently:** forever (p. 8)

Start by telling the students that the first part you will read describes Wilma's family and her birth. Ask them to listen to find out what Wilma was like as a baby and what her family was like. Then read page 4 aloud slowly and clearly two times. Stop after:

**p. 4** "Most babies weren't Wilma Rudolph."

Ask:



**Q** *What did you learn about baby Wilma and her family? Turn to your partner.*

Have one or two volunteers share their ideas with the class.

#### Teacher Note

At each stop, circulate among the pairs as they talk. If the students seem to understand the story, you may decide not to have volunteers share their thinking with the class at each stop.

### TEKS 6.B.ii

#### Student/Teacher Activity

Step 4 (all, beginning on page 276 and continuing on to page 277)



#### Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use “Turn to Your Partner” if many students want to speak, and then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

Explain that the next part you will read tells about hard times Wilma went through as a little girl. Ask the students to listen to find out what Wilma’s early years were like. Reread the last sentence on page 4 and continue reading. Stop after:

**p. 8** “Wilma, that lively girl, would never walk again.”

Ask:



**Q** *What did you learn about Wilma in this part of the story? Turn to your partner.*

Have one or two volunteers share their ideas with the class. Ask:

**Q** *What do you wonder?*

Have a few students share what they are wondering about Wilma.

Explain that the next part you will read tells what Wilma’s life was like after she came down with polio. Ask the students to listen to find out what happened to Wilma after she got this serious illness. Reread the last paragraph on page 8 and continue reading. Stop after:

**p. 14** “Other times it just hurt.”

Ask:



**Q** *What did you learn about Wilma’s life after she got polio? Turn to your partner.*

## 4 Discuss What the Students Learned and What They Wonder

Display the “Double-entry Journal About *Wilma Unlimited*” chart (WA2). Tell the students that first partners will talk about what they learned about Wilma from today’s reading. Remind them to contribute ideas that are different from their partners’ ideas. Ask:



**Q** *What are some important things you learned about Wilma’s early life? Turn to your partner.*

Ask a few students to share what they learned with the class, and record their ideas in the “What We Learned” column of the chart.

Remind the students that learning about a subject often causes more questions to come to mind. Point to the “What We Wonder” column and ask:



**Q** *Based on what you have learned about Wilma Rudolph, what do you wonder? Turn to your partner.*

Have a few volunteers share what they wonder with the class. Add their ideas to the “What We Wonder” column of the chart, next to related items in the “What We Learned” column when possible. Point out that this shows how what the students learned and what they wonder are connected.

### Double-entry Journal About *Wilma Unlimited*

What We Learned	What We Wonder
Wilma was sick a lot.	Why did she get sick so much?
Wilma's mom took care of her.	
Wilma had nineteen brothers and sisters.	Were her brothers and sisters good at sports?
Wilma's leg was crippled from polio.	How will Wilma become a good runner if she has polio?

Tell the students that tomorrow you will read more of *Wilma Unlimited* and the students will learn more about Wilma's life. Tomorrow's reading may answer some of their questions.

## 5 Reflect on Contributing Different Ideas

Facilitate a brief class discussion about how the students did today bringing up ideas that were different from their partners' ideas. Invite a few pairs to share the different ideas they discussed.

## INDIVIDUALIZED DAILY READING

## 6 Read Independently and Review "Stop and Ask Questions"

Remind the students that earlier they learned the thinking tool "Stop and Ask Questions" to help them make sense of stories. Explain that today they will practice "Stop and Ask Questions" as they read independently. Distribute the self-stick notes and explain that the students will use the notes to mark places in their texts where questions come to mind. They will write each question that comes to mind on a self-stick note and then place the note next to the part of the text that led to the question. Tell the students that later they will use the questions they wrote to discuss their reading.

Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.

### Teacher Note

Save the "Double-entry Journal About *Wilma Unlimited*" (WA2) chart to use on Day 2.

TEKS 6.B.ii

TEKS 6.B.iv

Student/Teacher Narrative Step 6  
(all, beginning on page 277 and  
continuing on to page 278)



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer begin by telling the class the title of her text and the author’s name. Then ask questions such as:

**Q** *What is the [essay] about?*

**Q** *What is a question you wrote while you were reading?*

**Q** *Was this question answered in the text? If so, what did you find out? If not, how do you think it might be answered as you keep reading?*

Have the students return to their desks and put away their texts.

# Day 2

## Read-aloud/ Guided Strategy Practice

### Materials

- *Wilma Unlimited* (pages 16–38)
- “Double-entry Journal About *Wilma Unlimited*” chart (WA2) from Day 1

### In this lesson, the students:

- Hear and discuss part of a narrative nonfiction book
- Identify what they learn from the book
- Wonder about the book
- Refer to the text to support their thinking
- Read independently for up to 25 minutes
- Contribute different ideas and take responsibility for themselves

### 1 Review the “Double-entry Journal About *Wilma Unlimited*” Chart

Gather the class with partners sitting together, facing you. Display the “Double-entry Journal About *Wilma Unlimited*” chart (WA2) and briefly review the ideas listed there. Explain that today you will read

more of *Wilma Unlimited*. Ask the students to listen carefully to find out if their questions from the previous lesson are answered by today's reading. Also remind them to continue to contribute different ideas during partner conversations.

## 2 Read Aloud with Brief Section Introductions

Remind the students that where you left off, Wilma was finally able to attend school. She was feeling sad because wearing a leg brace forced her to sit on the sidelines while other kids played games. Explain that the first section you will read today tells how Wilma continued her struggle to walk again. Read aloud, slowly and clearly, beginning on page 16. Show the illustrations, clarify vocabulary, and stop as described below.

### Suggested Vocabulary

**faith:** religious beliefs (p. 16)

**triumphant:** full of joy and pride (p. 20)

**memorable:** worth remembering; not easy to forget (p. 22)

**full athletic scholarship:** money given to an athlete to pay all of the athlete's college expenses (p. 26)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**concentrating on:** thinking hard about (p. 16)

**propel her:** move her quickly (p. 24)

**Olympic Games:** sports competition held every four years for athletes from around the world (p. 28)

**The crowd went wild:** The crowd shouted and clapped in excitement (p. 32)

Stop after:

**p. 22** "As soon as Wilma sent that box away, she knew her life was beginning all over again."

Ask:



**Q** *What has happened to make Wilma think her life is beginning all over again? Turn to your partner.*

Have one or two volunteers share with the class. Ask:

**Q** *What do you wonder?*

Have a few students share what they are wondering. Explain that the next part of the story describes how Wilma's life changed after she

### Teacher Note

You might point out Rome, Italy, on a world map or globe.

### Teacher Note

If necessary, use the illustration on pages 34–35 to explain that in a relay race, each teammate runs a portion of the race and then passes a stick, called a *baton*, to the next runner on the team.

**TEKS 7.D.iii**  
Student/Teacher Activity  
Step 3  
(first discussion question)

stopped wearing a leg brace. Reread the last sentence on page 22 and continue reading. Stop after:

**p. 26** “She was the first member of her family to go to college.”

Ask:

 **Q** *What did you learn about Wilma in this part of the story? Turn to your partner.*

Explain that in the next part Wilma competes in the Olympic Games in Rome, Italy. Reread the last sentence on page 26 and continue reading. Stop after:

**p. 28** “It was still swollen and painful on the day of her first race.”

Ask:

**Q** *What do you wonder?*

Have a few students share what they are wondering. Then reread the last two sentences on page 28 and continue reading. Stop after:

**p. 30** “An Olympic gold medal was hers to take home.”

Explain that instead of reading the next part (pages 32–37), you will show the illustrations and *paraphrase*, or tell in your own words, what happens in that part.

#### You might say:

“Wilma is famous after she wins the 100-meter dash. She goes on to win the 200-meter dash, and now she has two gold medals. The last event Wilma competes in is a relay race. As her teammate passes her the baton, she stumbles and two competing runners pass her. But Wilma runs as fast as she can and wins the race for the United States—and her third gold medal.”

After paraphrasing pages 32–37, read the final page (page 38) aloud.

## 3 Discuss What the Students Learned and What They Wonder

Facilitate a class discussion about what the students learned and what they are still wondering about Wilma Rudolph. Ask:

**Q** *What did you learn about Wilma Rudolph in today’s reading?*

Have a few students share what they learned. Add their ideas to the “What We Learned” column of the “Double-entry Journal About *Wilma Unlimited*” chart from Day 1. Direct the students’ attention to the items in the “What We Wonder” column and ask:

**Q** *Were any of the things you wondered about explained in today’s reading? What did you learn about them?*

**Q** *Based on what you learned today, what else are you wondering about Wilma?*

Have a few volunteers share what they are wondering with the class, and add their ideas to the “What We Wonder” column.

Tell the students that tomorrow you will read from the author’s note of *Wilma Unlimited*, which may explain some of the things they are wondering about.

#### 4 Reflect on Taking Responsibility

Ask and briefly discuss:

- Q *How did you take responsibility for your own learning today?*
- Q *What is one thing you might do differently in the next lesson to take more responsibility for your learning?*

## INDIVIDUALIZED DAILY READING

#### 5 Read Independently, Learn, and Wonder

Ask the students to pay attention to what they are learning and wondering as they read independently today. Explain that later you will ask some of them to share what they learned and wondered with the class.

Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading. Have each volunteer begin by showing the text and reading the title and the author’s name. Then ask questions such as:

- Q *What is the [article] about?*
- Q *What is something you wondered as you were reading?*
- Q *What is something you learned? Did that make you wonder anything else?*

Have the students return to their desks and put away their texts.

#### Teacher Note

Save the “Double-entry Journal About *Wilma Unlimited*” chart (WA2) to use on Day 3.

### Materials

- *Wilma Unlimited* (page 40)
- *Student Response Book* pages 23–24
- “Double-entry Journal About *Wilma Unlimited*” chart (WA2) from Day 2

### In this lesson, the students:

- Hear and discuss part of a narrative nonfiction book
- Identify what they learn and wonder
- Refer to the text to support their thinking
- Use a double-entry journal to record their thinking
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners’ ideas

## 1 Discuss Lessons from Wilma Rudolph’s Life

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Review that the students have heard two biographies, one of Harriet Quimby (*Brave Harriet*) and one of Wilma Rudolph (*Wilma Unlimited*). Remind the students that readers can often learn lessons from a person’s biography that they can apply to their own lives. Ask:

- Q *What was Wilma Rudolph like? What did she do that showed what she was like?*
- Q *What did you learn about the way Wilma lived her life that you would like to remember and use in your own life?*

### Students might say:

“Wilma didn’t give up even though most children who got polio in those days never walked again. Thinking about her will help me not give up the next time I’m trying to do something hard.”

“When Wilma got her leg brace off, she felt like her life was beginning all over again. I learned that I’m really lucky to be able to walk and run. I’ll remember this the next time I’m feeling unlucky.”

“When Wilma was running in the relay race in the Olympics, she almost dropped the baton. I learned that even star athletes aren’t perfect. I won’t feel so bad the next time I make a mistake.”

## 2 Introduce the Author’s Note

Show the students the author’s note on page 40 of *Wilma Unlimited* and remind them that authors of biographies and other nonfiction books often include an author’s note to give readers additional information about a subject. Explain that this note provides more information about Wilma Rudolph, including what she did after she won her gold medals.

Tell the students that you will read parts of the note aloud. Ask them to listen carefully and notice what new things they learn.

### 3 Read the Author's Note Aloud

Read the first, third, and fourth paragraphs of the author's note aloud slowly and clearly. Clarify vocabulary as you read.

#### Suggested Vocabulary

**has inspired:** has given hope to

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**banquet:** dinner for many people

**dreaded:** feared

**celebrity:** famous person

### 4 Reread the Author's Note

Ask the students to turn to *Student Response Book* page 23, and explain that these are the sections of the author's note you read aloud. Explain that you will reread the sections and that you want the students to follow along. Remind them that rereading gives readers a chance to notice information they may have missed on their first reading. Read the first, third, and fourth paragraphs of the author's note aloud.

### 5 Use a Double-entry Journal to Record Ideas

Have the students turn to *Student Response Book* page 24, "Double-entry Journal About *Wilma Unlimited*." Explain that they will use the double-entry journal to record what they learned about Wilma Rudolph from the author's note and what the note made them wonder.

Have each student write one or more things she learned in the first column of the double-entry journal and one or more things she wonders in the second column. If a student wonders about something she learned, ask her to write these two items next to each other.

### 6 Discuss the Author's Note as a Class

Facilitate a class discussion about what the students learned and what they wonder. Ask:

**Q** *What did you learn about Wilma Rudolph from the author's note?*

**Q** *What do you wonder?*

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

#### Teacher Note

Circulate as the students work, and notice whether they are identifying and recording what they learned and what they wonder about Wilma Rudolph. Have the students explain their thinking by reading supporting parts of the author's note to you. Help students who are struggling by reading the text along with them. This may be especially helpful for English Language Learners.



## Technology Tip

To support the students with searching for information online, you might teach the following Technology Mini-lessons in Appendix B: Mini-lesson 4, “Choosing Effective Search Terms”; Mini-lesson 5, “Understanding Search Results”; and Mini-lesson 6, “Narrowing Search Results and Using Filters.” For more information about teaching Technology Mini-lessons 4-6, see “About Teaching the Online Research Lessons” at the beginning of Technology Mini-lesson 4.

If the students need support in using the Internet safely, you might teach the following lessons before the students begin their online research: Mini-lesson 1, “Navigating Safely Online,” and Mini-lesson 2, “Maintaining Privacy Online.”

Display the “Double-entry Journal About *Wilma Unlimited*” chart (C WA2) from Day 2 and point to the items in the “What We Wonder” column. Ask:

**Q** *Were any of the things you wondered about explained in the author’s note? What did you find out about them?*

**Q** *What are some things you wondered about that have not been explained?*

Remind the students that sometimes readers wonder about things that are not explained in the text. In these cases, readers can look elsewhere to find answers to their questions. If the students are interested in learning more about Wilma Rudolph, help them locate other books about her or help them conduct an Internet search using the keywords “Wilma Rudolph.”

## INDIVIDUALIZED DAILY READING

### 7 Read Independently, Learn, and Wonder

Have the students get their texts and read silently for up to 25 minutes. Ask them to pay attention to what they are learning and wondering as they read.

After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share with partners the texts they are reading and what they learned and wondered during their reading today. Remind partners to tell each other the titles of their texts and the authors’ names.

Have the students return to their desks and put away their texts.

## EXTENSION

### Read Biographies of Olympic Athletes

Like Wilma Rudolph, many athletes have overcome obstacles to become Olympic champions. Read aloud biographies of other such athletes (for example, *Dream Big: Michael Jordan and the Pursuit of Olympic Gold* by Deloris Jordan; *Touch the Sky: Alice Coachman, Olympic High Jumper* by Ann Malaspina; and *Jesse Owens: Fastest Man Alive* by Carole Boston Weatherford) and encourage the students to think about what they are learning and what they wonder as they listen to the books. After the reading, facilitate a class discussion about how these athletes' lives are similar to Wilma Rudolph's.

## Independent Strategy Practice

## Day 4

### In this lesson, the students:

- Read narrative nonfiction texts independently
- Identify what they learn from their reading
- Wonder about their reading
- Write in their reading journals
- Listen respectfully to the thinking of others and share their own

### 1 Review the Week

Have the students bring their *Student Response Books*, pencils, and books for independent reading and sit at desks with partners together.

Review that this week the students heard *Wilma Unlimited* and used a double-entry journal to record what they learned and wondered about Wilma Rudolph. Explain that today the students will read nonfiction texts and think about what they learn and wonder about the subjects of those texts. After reading, they will discuss what they learned and what they wonder with their partners and write about it in their reading journals.

### Materials

- *Wilma Unlimited*
- Narrative nonfiction texts at appropriate levels for independent reading
- Small self-stick notes for each student
- “Journal Entry” chart (WA3)
- *Student Response Book*, Reading Journal section
- “Class Assessment Record” sheet (CA2)

## 2 Model Identifying Something Learned and Then Wondering About It

Show page 38 of *Wilma Unlimited*. Model identifying something you learned and then wondering about it by reading the first paragraph, thinking aloud about information in the paragraph that is new to you, and explaining what it makes you wonder.

### You might say:

"I knew that Wilma Rudolph was an Olympic medalist, but I didn't know that she won three gold medals in the 1960 Olympic games. That's something new I learned. It makes me wonder if she competed in any other Olympic games after 1960. I'm going to place a self-stick note here, next to this paragraph, because I learned something new and it made me wonder something else."

Explain that the students will read to themselves for 10 minutes. After 10 minutes you will stop them and ask them to reread, thinking about what they have learned and what it makes them wonder.

## 3 Read Independently Without Stopping

Distribute self-stick notes and have the students mark the places where they begin reading. Have them read silently for 10 minutes.

## 4 Reread, Identify Information Learned, and Wonder

Stop the students after 10 minutes. Tell them that they will now reread, thinking about what they have learned and what they wonder. Explain that they should mark information they have learned with self-stick notes to share with their partners later.

Have the students reread for 10 minutes. Circulate as the students work, and notice whether they are able to identify what they have learned.

## 5 Discuss in Pairs What the Students Learned and What They Wonder



Stop the students after 10 minutes. Have each student share with his partner the title of the book he is reading, something he learned from his reading, and something his reading made him wonder. Circulate and listen as partners talk.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify what they learned from their reading?
- Are they able to wonder about their reading?

Record your observations on the “Class Assessment Record” sheet (CA2) on page 66 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to identify what they learned and what they wonder, proceed with the lesson and then continue on to Week 3.
- If **about half of the students** are able to identify what they learned and what they wonder, proceed with the lesson and continue on to Week 3 but plan to monitor and support students who are having difficulty during their independent reading. You might have each student read a short passage from his book aloud to you and then ask him questions such as:

Q *What is one thing that is interesting or surprising about what you just read?*

Q *What is one thing you read that you didn't know before?*

Q *What does it make you wonder?*

- If **only a few students** are able to identify what they learned and what they wonder, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## 6 Write in Reading Journals

Explain that each student will now write a journal entry about what she learned and wonders. Display the “Journal Entry” chart (WA3) and explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about the text you are reading.  
Please include:

- The title and the author's name
- What the text is about
- Something you learned from the text
- Something the text made you wonder

WA3

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

### Teacher Note

If the students have difficulty writing about what they learned and what they wonder, you might use a nonfiction text the students are familiar with to model writing a journal entry. For example, you might write: *I am reading Wilma Unlimited by Kathleen Krull. This book is a biography of Wilma Rudolph, a woman who overcame polio to become an Olympic medalist. I learned that it is possible for people to become athletes after having polio. I wonder if Wilma continued to feel symptoms of polio as an adult or if she was completely cured.*

### Vocabulary Note

Next week you will revisit *Wilma Unlimited* to teach the Week 16 vocabulary lessons.



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

## 7 Reflect on Working Together

Review that the students focused this week on contributing ideas that were different from their partners' ideas. Use "Think, Pair, Share" to have the students discuss:

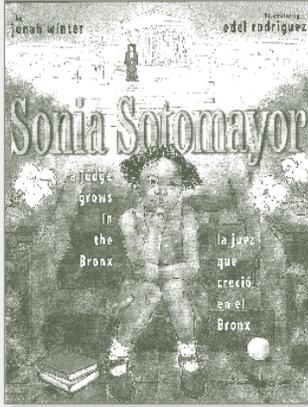


**Q** *What did you do this week that helped you and your partner work well together? What did your partner do? [pause] Turn to your partner.*



# Week 3

## OVERVIEW



### *Sonia Sotomayor: A Judge Grows in the Bronx*

by Jonah Winter, illustrated by Edel Rodriguez

This biography tells the story of Sonia Sotomayor's journey from the South Bronx to the Supreme Court.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA4–WA5

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 5 family letter (BLM1)

### Comprehension Focus

- Students identify what they learn from a narrative nonfiction book.
- Students use wondering/questioning to make sense of nonfiction.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## Ⓜ DO AHEAD

- ✓ Prior to Day 4, collect narrative nonfiction texts at a variety of levels. The students will use the texts during Independent Strategy Practice to practice identifying what they learn and wonder.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3); see page 67 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 16 lessons this week.

# Day 1

## Read-aloud/ Guided Strategy Practice

### Materials

- *Sonia Sotomayor* (pages 3–15)
- “Double-entry Journal About *Sonia Sotomayor*” chart (WA4)
- “Reading Comprehension Strategies” chart
- (Optional) Map of New York City

### Teacher Note

If necessary, explain that a Hispanic person is someone whose family originally came to the United States from Latin America or another place where Spanish is spoken.

### Teacher Note

You might point out the Bronx on a map of New York City.

### ELL Note

*Sonia Sotomayor* is written in both English and Spanish. After you read the book aloud, you might make it available to Spanish-speaking students to read in Spanish.

### In this lesson, the students:

- Hear and discuss part of a narrative nonfiction book
- Identify what they learn from the book
- Wonder about the book
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners’ ideas

## 1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Explain that this is the last week the students will work with these partners. Facilitate a brief discussion about what has worked well for partners so far and what things they want to continue to work on during their last week together. Ask:

Q *What helps you and your partner work well together?*

Q *What things do you still want to work on?*

## 2 Introduce *Sonia Sotomayor* and Build Background Knowledge

Show the cover of *Sonia Sotomayor* and read the title and the names of the author and the illustrator aloud. Explain that like *Brave Harriet* and *Wilma Unlimited*, this book is a biography. The subject of the biography is Sonia Sotomayor, the first Hispanic Supreme Court justice (judge) in U.S. history. Explain that the Supreme Court is the highest and most powerful court in the United States, with nine justices who are chosen by the president.

Explain that Sonia was born in the Bronx, a part of New York City, in 1954. Sonia’s family did not have much money, and after her father died her mother had to support Sonia and her brother by herself.

## 3 Read Part of *Sonia Sotomayor* Aloud

Explain that the part of the book you will read today describes Sonia’s family and her early life. Ask the students to listen carefully and to think about what they are learning and wondering. Read aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

## Suggested Vocabulary

**switchboard operator:** someone in a company, hospital, or other organization whose job is to connect telephone callers to the right person (p. 6)

**wages:** money (p. 10)

**merengue music:** a type of dance music popular throughout Latin America and the United States (p. 12)

Stop after:

**p. 7** "... and Sonia's family was no different, with only their mother to support them."

Ask:



**Q** *What have you learned about Sonia and her family? Turn to your partner.*

Have one or two volunteers share their ideas with the class. Ask:

**Q** *What do you wonder?*

Have a few volunteers share what they are wondering. Then reread the last sentence on page 7 and continue reading to the end of page 15.

## 4 Discuss What the Students Learned and What They Wonder

Display the "Double-entry Journal About *Sonia Sotomayor*" chart (WA4). Tell the students that partners will talk about what they learned about Sonia from today's reading. Remind the students to try to contribute different ideas. Ask:



**Q** *What are some important things you learned about Sonia's early life? Turn to your partner.*

Ask a few students to share what they learned with the class. Record their ideas in the "What We Learned" column of the chart.

Point to the "What We Wonder" column and ask:



**Q** *Based on what you have learned about Sonia Sotomayor, what do you wonder? Turn to your partner.*

Have a few volunteers share what they wonder with the class. Add their ideas to the "What We Wonder" column of the chart, next to related items in the "What We Learned" column when possible.



### Facilitation Tip

Reflect on your experience over the past three weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students' participation in discussions? We encourage you to continue to think about how to pace class discussions throughout the year.

### Double-entry Journal About *Sonia Sotomayor*

What We Learned	What We Wonder
<i>Sonia's mom worked hard to take care of Sonia and her brother.</i>	<i>I wonder if Sonia got along with her brother.</i>
<i>Sonia's favorite food was pork chops.</i>	
<i>Sonia's family is Puerto Rican.</i>	<i>I wonder if she ever went to Puerto Rico.</i>
<i>Sonia wanted to be a detective like Nancy Drew.</i>	<i>Why did she decide to become a judge instead?</i>

#### Teacher Note

Save the “Double-entry Journal About *Sonia Sotomayor*” chart (WA4) to use on Day 2.

Tell the students that they will hear more of Sonia Sotomayor’s biography tomorrow and may have some of their questions answered.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Use Comprehension Strategies

Direct the students’ attention to the “Reading Comprehension Strategies” chart and review the strategies the students have learned so far this year. Encourage the students to use the strategies on the chart as they read independently today. Tell them that later you will ask some of them to share the strategies they used with the class.

Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 71 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few students share with the class the texts they are reading and the strategies they used today. Remind each volunteer to begin by showing her text and reading the title and author’s name aloud. Then ask her to give the names of the strategies she used and to tell where in the text she used them.

Have the students return to their desks and put away their texts.



## SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the unit, assess the students’ social skill development using the “Social Skills Assessment Record” sheet (SS1). Access and print a record sheet from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or make a copy from page 144 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student’s progress when you reassess social skill development in Unit 9.

## Read-aloud/ Guided Strategy Practice

## Day 2

### In this lesson, the students:

- Hear and discuss part of a narrative nonfiction book
- Identify what they learn from the book
- Wonder about the book
- Refer to the text to support their thinking
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners’ ideas

### 1 Review the “Double-entry Journal About *Sonia Sotomayor*” Chart

Gather the class with partners sitting together, facing you. Display the “Double-entry Journal About *Sonia Sotomayor*” chart (WA4) from Day 1 and briefly review the ideas listed there. Explain that today you will read more of *Sonia Sotomayor*. Ask the students to listen carefully to find out if their questions from the previous lesson are answered in today’s reading. Also remind them to continue contributing different ideas during partner conversations.

### Materials

- *Sonia Sotomayor* (pages 16–33)
- “Double-entry Journal About *Sonia Sotomayor*” chart (WA4) from Day 1
- “Reading Comprehension Strategies” chart

## 2 Read Aloud with Brief Section Introductions

Remind the students that at the end of the previous day's reading, they learned that Sonia wanted to be a detective like Nancy Drew. Explain that the first section you will read today tells how Sonia decided to become a judge instead. Read aloud, slowly and clearly, beginning on page 16. Show the illustrations, clarify vocabulary, and stop as described below.

### Suggested Vocabulary

**diabetes:** disease in which there is too much sugar in the blood (p. 16)

Stop after:

**p. 19** "... almost like she was on a different planet."

Ask:

**Q** *What have you learned about why Sonia decided to become a judge?*

Have one or two volunteers share with the class. Ask:

**Q** *What do you wonder?*

Have a few students share what they are wondering. Explain that the next part of the story describes how Sonia got through her time at Princeton University. Reread the last sentence on page 19 and continue reading. Stop after:

**p. 24** "... and graduate with the highest honors of any student in her class."

Ask:



**Q** *What have you learned about Sonia's time at Princeton? Turn to your partner.*

Explain that the next part describes what Sonia Sotomayor is like as a judge. Reread the last sentence on page 24 and continue reading. Stop after:

**p. 29** "She was the perfect choice."

Ask:



**Q** *What have you learned about what Sonia is like as a judge? Turn to your partner.*

Have one or two volunteers share with the class. Ask:

**Q** *What do you wonder?*

Have a few students share what they are wondering. Then reread the last sentence on page 29 and continue reading to the end of the story on page 33.

### 3 Discuss What the Students Learned and What They Wonder

Facilitate a class discussion about what the students learned about Sonia Sotomayor and what they wonder. Ask:

**Q** *What did you learn about Sonia Sotomayor from today's reading?*

Have a few students share what they learned. Add their ideas to the "What We Learned" column of the "Double-entry Journal About *Sonia Sotomayor*" chart. Direct the students' attention to the items in the "What We Wonder" column and ask:

**Q** *Were any of the things you wondered about explained in today's reading? What did you learn about them?*

**Q** *Based on what you have learned, what else do you wonder about Sonia Sotomayor?*

Have a few volunteers share their thinking with the class, and add any new questions to the "What We Wonder" column.

Explain that you will read from the author's note at the end of the book tomorrow.

## INDIVIDUALIZED DAILY READING

### 4 Read Independently and Use Comprehension Strategies

Direct the students' attention to the "Reading Comprehension Strategies" chart and encourage them to use the strategies on the chart as they read independently today. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 71 of the *Assessment Resource Book*.

#### Teacher Note

Save the "Double-entry Journal About *Sonia Sotomayor*" chart (WA4) to use on Day 3.



Signal to let the students know when it is time to stop reading. Have the students share with partners the texts they are reading and the strategies they used today. Remind each student to begin by showing the text and reading the title and author's name aloud. Then ask him to give the name of the strategy and tell where he used it. Students who cannot think of comprehension strategies they used may talk about what they read. If time permits, have a few students share their partner conversations with the class.

Have the students return to their desks and put away their texts.

# Day 3

## Read-aloud/ Guided Strategy Practice

### Materials

- *Sonia Sotomayor* (page 34)
- *Student Response Book* pages 25–27
- “Double-entry Journal About *Sonia Sotomayor*” chart (WA4) from Day 2
- “Reading Comprehension Strategies” chart

**ELPS 4.F.vii**  
**ELPS 4.G.iii**  
Steps 1–7 (all,  
beginning on page  
298 and continuing  
on to page 300)

### In this lesson, the students:

- Hear and discuss part of a narrative nonfiction book
- Identify what they learn and wonder
- Refer to the text to support their thinking
- Use a double-entry journal to record their thinking
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners' ideas

### 1 Discuss Lessons from Sonia Sotomayor's Life

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Remind the students that this week they heard a biography of Sonia Sotomayor. As a class, discuss the questions that follow. Remind the students to use the discussion prompts to add to one another's thinking.

**Q** *What word or words would you use to describe Sonia Sotomayor? Why?*

Remind the students that readers can learn valuable lessons from the stories of people's lives that they can apply to their own lives.

**Q** *What lessons did you learn from Sonia Sotomayor's life that you can use in your own life?*

### 2 Introduce the Author's Note

Show the students the author's note on page 34 of *Sonia Sotomayor* and explain that the note gives more information about Sonia Sotomayor. Ask the students to listen carefully as you read the note aloud and to notice what new things they learn about her life.

### 3 Read the Author's Note Aloud

Read the author's note aloud slowly and clearly, clarifying vocabulary as you read.

#### Suggested Vocabulary

**humble:** poor

**indulgences:** treats

**nominated to:** suggested for

### 4 Reread the Author's Note

Ask the students to turn to *Student Response Book* pages 25–26, where the author's note is reproduced. Explain that you will reread the note while the students follow along. Encourage them to listen for details they may have missed during the first reading. Read the author's note aloud.

### 5 Use a Double-entry Journal to Record Ideas

Have the students turn to *Student Response Book* page 27, "Double-entry Journal About *Sonia Sotomayor*." Explain that they will use the double-entry journal to record what they learned from the author's note and what it made them wonder.

Have each student write one or more things she learned in the first column of the double-entry journal and one or more things she wonders in the second column. If a student wonders about something she learned, ask her to write these two items next to each other.

### 6 Discuss the Author's Note as a Class

Facilitate a class discussion about what the students learned from the author's note and what they wonder. Ask:

**Q** *What did you learn about Sonia Sotomayor from the author's note?*

**Q** *What do you wonder?*

Display the "Double-entry Journal About *Sonia Sotomayor*" chart (WA4) from Day 2 and point to the items in the "What We Wonder" column. Ask:

**Q** *Were any of the things you wondered about explained in the author's note? What did you find out about them?*

**Q** *What are some things you wondered that have not been explained?*

Remind the students that they can look in other books and on the Internet for answers to their questions.

**TEKS 6.B.iv**  
Student/Teacher Activity  
Step 5 and Step 6 (all)

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

#### Teacher Note

Circulate as the students work, and notice whether they are identifying and recording what they learned and what they wonder about Sonia Sotomayor. Have the students explain their thinking by reading supporting parts of the author's note to you. Help students who are struggling by reading the text along with them. This may be especially helpful for English Language Learners.

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Use Comprehension Strategies

Direct the students' attention to the "Reading Comprehension Strategies" chart and encourage them to use the strategies on the chart as they read independently today. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 68) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 71 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share with partners the texts they are reading and the strategies they used today. Remind each student to begin by showing the text and reading the title and author's name aloud. Then ask her to give the name of the strategy and tell where she used it. Students who cannot think of comprehension strategies they used may talk about what they read. If time permits, have a few students share their partner conversations with the class.

Have the students return to their desks and put away their texts.

#### ELPS 5.F.i

Writing about Reading  
(all, beginning on page 300 and continuing on to page 301)

#### TEKS 7.B.i

Student/Teacher Activity  
Writing About Reading  
(all, beginning on page 300 and continuing on to page 301)

#### Materials

- *Brave Harriet* from Week 1
- *Wilma Unlimited* from Week 2
- *Sonia Sotomayor*

## WRITING ABOUT READING

### Write Opinions About Famous American Women

Show the covers of *Brave Harriet*, *Wilma Unlimited*, and *Sonia Sotomayor* and remind the students that they heard these books earlier. Review that all three books are biographies of famous women in American history. Hold up *Brave Harriet* and remind the students that the subject

of this biography is Harriet Quimby, the first woman to fly alone across the English Channel. Page through the book and show the illustrations. Then ask:

**Q** *What did you learn about Harriet Quimby?*

Write the students' ideas where everyone can see them, under the heading "Harriet Quimby."

Follow the same procedure to review what the students learned about Wilma Rudolph and Sonia Sotomayor. Then ask:

**Q** *Which of these three women do you think is the most interesting? Why?*

**Students might say:**

"I think Sonia Sotomayor is the most interesting because she's still alive."

"I think Wilma is the most interesting because she was in the Olympics."

"I think Harriet Quimby is the most interesting because I want to be a pilot when I grow up."

Tell the students that when they talk about which one of several things they think is the most interesting, they are giving an opinion. Explain that people might have different opinions about the same thing and that this is fine. What matters is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about which woman you think is the most interesting and why.

**You might say:**

"I think Wilma Rudolph is the most interesting of the three. I'll write: *I think Wilma Rudolph is the most interesting woman we learned about.* Now I will give a reason why I think she is so interesting. I'll write: *I think so because she had polio and still managed to become an Olympic athlete.* I want to explain what exactly I think is so interesting about that. I'll write: *When Wilma got polio, people thought she would never walk again. But Wilma not only walked again but ran in the Olympics! I think it's interesting that Wilma knew her own strength better than the doctors did.*"

Have the students write their own opinions about which woman is the most interesting and why. If time permits, invite the students to share their writing with the class.

**TEKS 6.E.iii**  
Student/Teacher Activity  
Writing About Reading  
(last paragraph on page 301)



### Technology Tip

Prior to doing this activity, locate a video of Sonia Sotomayor's Supreme Court nomination speech from May 26, 2009. Search online using the keywords "Sonia Sotomayor Supreme Court nomination speech." You will need to project the video from your computer so that all of the students can see it.



## TECHNOLOGY EXTENSION

### Watch Sonia Sotomayor's Supreme Court Nomination Speech

Have the students learn more about Sonia Sotomayor by watching the speech she gave upon being nominated to the Supreme Court. Ask the students to pay close attention to the video and to notice what new things they learn and wonder about Sonia Sotomayor. Play the video for the students. Then discuss questions such as:

- Q *What information in Sonia Sotomayor's speech was new to you?*
- Q *What information did you already know?*
- Q *What did her speech make you wonder?*

Encourage the students to search the Internet to find more information about the things they are wondering.

# Day 4

## Independent Strategy Practice

### Materials

- Narrative nonfiction texts at appropriate levels for independent reading
- Small self-stick notes for each student
- "Journal Entry" chart (WA5)
- *Student Response Book*, Reading Journal section
- "Class Assessment Record" sheet (CA3)
- Copy of this unit's family letter (BLM1) for each student

### In this lesson, the students:

- Read narrative nonfiction texts independently
- Identify what they learn from their reading
- Wonder about their reading
- Write in their reading journals
- Listen respectfully to the thinking of others and share their own

### 1 Review the Unit

Have the students get their *Student Response Books*, pencils, and books for independent reading and sit at desks with partners together.

Review that for the past few weeks, the students have been wondering about narrative nonfiction books and thinking about what they learn from those books. Remind the students that paying attention to what they are learning and wondering helps them understand and enjoy what they read. Wondering can also give readers ideas for what to read next.

Explain that today the students will read nonfiction texts independently and continue to think about what they learn and wonder. After reading they will discuss what they learned and what they wonder in pairs and then write about these things in their reading journals.

## 2 Read Independently Without Stopping

Explain that the students will read to themselves for 10 minutes. After 10 minutes you will stop them and ask each student to reread, thinking about what she has learned and what it makes her wonder.

Distribute the self-stick notes and have the students mark the places where they begin reading. Have them read silently for 10 minutes.

## 3 Reread, Identify Information Learned, and Wonder

Stop the students after 10 minutes. Explain that they will now reread, thinking about what they have learned and what they wonder. Explain that they should mark the things they learned with self-stick notes to share with their partners later.

Have the students reread for 10 minutes. Circulate as the students work, and notice whether they are able to identify what they have learned.

## 4 Discuss in Pairs What the Students Learned and What They Wonder



Stop the students after 10 minutes. Have each student share with his partner the title of the text he is reading, the author's name, something he learned from his reading, and something his reading made him wonder. Circulate and listen as partners talk.



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify what they learned from their reading?
- Are they able to wonder about their reading?

*(continues)*

## CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the “Class Assessment Record” sheet (CA3) on page 67 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to identify what they learned and what they wonder, proceed with the lesson and continue on to Unit 6.
- If **about half of the students** are able to identify what they learned and what they wonder, proceed with the lesson and continue on to Unit 6 but plan to monitor and support students who are having difficulty during their independent reading. You might have each student read a short passage from her book aloud to you and then ask her questions such as:

**Q** *What is one thing that is interesting or surprising about what you just read?*

**Q** *What questions do you have about what you just read?*

- If **only a few students** are able to identify what they learned and what they wonder, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Unit 6. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.

## 5 Write in Reading Journals

Explain that each student will now write a journal entry about what she learned and wonders. Display the “Journal Entry” chart (WA5) and explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about the text you are reading.  
Please include:

- The title and the author’s name
- What the text is about
- Something you learned from the text
- Something the text made you wonder

WA5



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

## 6 Reflect on Working Together

Facilitate a brief discussion about how the students worked together during the unit. Ask:

- Q *What is one thing that you think you and your partner have done well during this unit?*
- Q *How did talking with your partner help you think about what you learned and what you wondered?*



You may want to share some of your own observations about how the students worked together. Explain that each student will get a new partner for the next unit. Give partners a moment to thank each other.



## TECHNOLOGY EXTENSION

### Research and Report on Interesting People

Show the covers of *Brave Harriet*, *Wilma Unlimited*, and *Sonia Sotomayor* and remind the students that they heard these biographies earlier and learned about the lives of three famous American women: Harriet Quimby, Wilma Rudolph, and Sonia Sotomayor. Explain that today the students will research and report on other famous people they find interesting. Ask:

- Q *Who is a person you have heard of that you would like to know more about?*

Write the students' ideas where everyone can see them. Have each student select a person to research.

Help each student locate two reliable sources of information about the person he has selected. Sources might include books, magazine or web articles, encyclopedia entries, or interviews published in magazines or on the Internet.

Once each student has at least two sources, write the following questions where everyone can see them:

- Q *Is the information in the sources the same? If not, how is it different?*
- Q *What is something interesting or surprising you learned about this person?*



Have the students read their sources with these questions in mind. Then have them discuss in pairs the answers to the questions.

Help the students decide how to report the information they learned. For example, each student might write a paragraph, make a poster, or give an oral presentation. Make time for the students to write up and share their information.

### Vocabulary Note

Next week you will revisit *Sonia Sotomayor* to teach the Week 17 vocabulary lessons.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on the next page.

### TEKS 13.C.i

Student/Teacher Activity  
Technology Extension (all)

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 5. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1); see page 72 of the *Assessment Resource Book*.

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MM3-TM3-V1

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CCC Collaborative Literacy

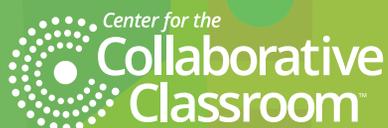
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GRADE

3



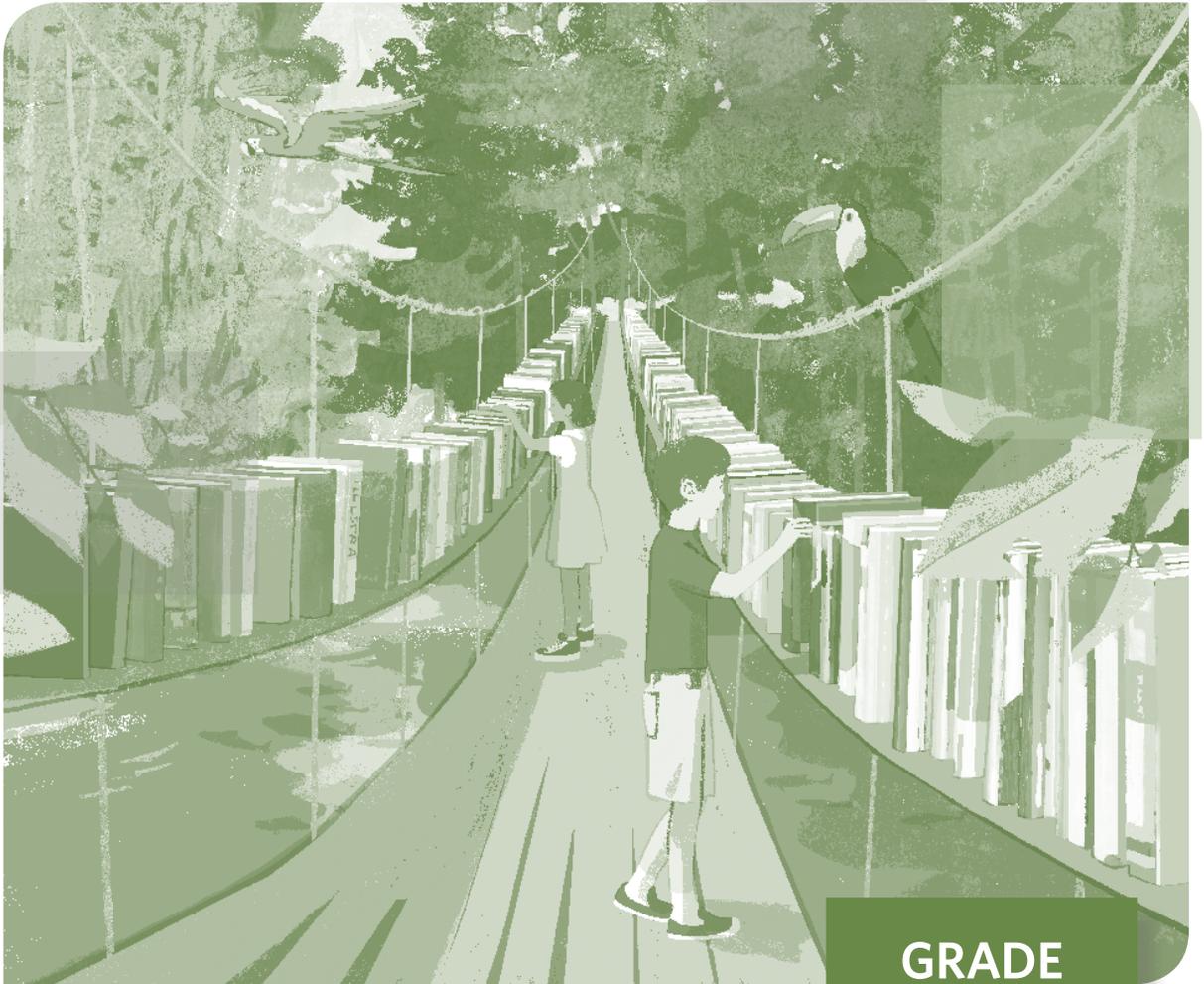
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Sample materials for review

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GRADE

3



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# Unit 6

# Using Text Features

## EXPOSITORY NONFICTION

During this unit, the students use text features to better understand information in expository nonfiction texts. They hear and read expository nonfiction texts, explore text features, and write in their reading journals. During IDR, the students identify text features in expository texts they read independently and confer with the teacher individually about their reading. Socially, they continue to develop the skills of contributing ideas that are different from their partners' ideas and taking responsibility for their learning and behavior.



# Unit 6

## Using Text Features

### RESOURCES

#### Read-alouds

- *Morning Meals Around the World*
- *Homes*
- “Hop to It: Fancy Footwork”
- “Origami: The Art of Japanese Paper Folding”
- “Jump Rope: Then and Now”
- “How to Make a Paper Airplane”
- “Lincoln School Lunch Calendar”
- “You Can Make Tea with Milk” from *Morning Meals Around the World*
- “You Can Make Mexican Breakfast Quesadillas” from *Morning Meals Around the World*

#### Writing About Reading Activities

- “Compare and Contrast Two Articles About Sidewalk Games”
- “Write Opinions About Nonfiction”



#### Technology Mini-lesson

- Mini-lesson 4, “Choosing Effective Search Terms”



#### Technology Extensions

- “Write About Favorite Morning Meals”
- “Fold Origami”
- “Create a Digital Class Cookbook”



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA3

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 6 family letter (BLM1)

#### Professional Development Media

- “Avoid Repeating or Paraphrasing” (AV24)
- “Using Presentation Tools” tutorial (AV44)
- “Using Web-based Maps and Related Tools” tutorial (AV49)

## RESOURCES (continued)

### Extensions

- “List Expository Texts from Daily Life”
- “Find and Discuss Features in Textbooks”
- “Play Hopscotch”
- “Create a Timeline of Important Classroom Events”
- “Make Paper Airplanes”
- “Share Examples of Functional Texts”
- “Make Tea with Milk or Mexican Breakfast Quesadillas”

### Assessment Resource Book

- Unit 6 assessments

### Student Response Book

- “Table of Contents from *Morning Meals Around the World*”
- “Index from *Morning Meals Around the World*”
- “Diagram from *Homes*”
- “Text Features”

- “Hop to It: Fancy Footwork”
- “Origami: The Art of Japanese Paper Folding”
- “Jump Rope: Then and Now”
- “Three Things I Learned from Text Features in the Articles”
- (Optional) “Examples of Functional Texts”
- “How to Make a Paper Airplane”
- “Lincoln School Lunch Calendar”
- “You Can Make Tea with Milk”
- “You Can Make Mexican Breakfast Quesadillas”
- “Recipe with Text Features”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 17 (*Sonia Sotomayor: A Judge Grows in the Bronx*)
- Week 18 (*Morning Meals Around the World*)
- Week 19 (*Homes*)
- Week 20 (“Origami: The Art of Japanese Paper Folding”)

# Unit 6

## Using Text Features

### DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

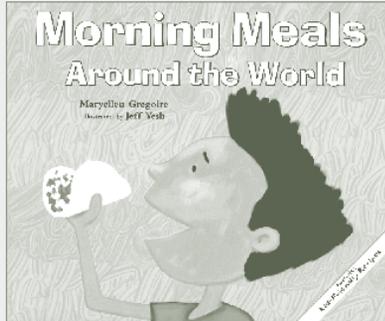
■ formally taught □ informally experienced

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud/Strategy Lesson:</b> <i>Morning Meals Around the World</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing parts of an expository nonfiction book</li> <li>Identifying what they learn from the book</li> <li>Using text features, including the back cover summary and table of contents, to better understand information in the book</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Morning Meals Around the World</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing parts of an expository nonfiction book</li> <li>Using text features, including the index, to locate information in the book</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Morning Meals Around the World</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing an expository nonfiction book to build comprehension</li> <li>Identifying what they learn from the book</li> <li>Making text-to-self connections</li> <li>Using text features, including the glossary, “Fun Facts” section, and “To Learn More” section, to better understand information in the book</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Identifying information learned from expository texts</li> <li>Using text features to better understand information in the texts</li> </ul>
Week 2	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Homes</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing parts of an expository nonfiction book</li> <li>Using text features, including labeled diagrams, photographs, and captions, to better understand information in the book</li> <li>Identifying what they learn from the book</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Homes</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing parts of an expository nonfiction book</li> <li>Using text features, including diagrams, photographs, and captions, to better understand information in the book</li> <li>Identifying what they learn from the book</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Homes</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing parts of an expository nonfiction book</li> <li>Using text features, including the glossary and keywords, to better understand information in the book</li> <li>Identifying what they learn from the book</li> <li>Identifying text features in other expository nonfiction books</li> </ul>	<p><b>Independent Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Using text features to better understand information in expository nonfiction texts</li> <li>Writing in their reading journals</li> </ul>
Week 3	<p><b>Read-aloud/Guided Strategy Practice:</b> “Hop to It: Fancy Footwork”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an expository nonfiction article</li> <li>Using text features, including illustrations and text boxes, to better understand information in the article</li> <li>Identifying what they learn from the article</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “Origami: The Art of Japanese Paper Folding”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an expository nonfiction article</li> <li>Using text features, including the title, headings, and map, to better understand information in the article</li> <li>Identifying what they learn from the article</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “Jump Rope: Then and Now”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an expository nonfiction article</li> <li>Using text features, including a timeline, to better understand information in the article</li> <li>Describing the connections between paragraphs in the article</li> <li>Describing the connections between a series of historical events</li> <li>Writing in their reading journals</li> </ul>	<p><b>Guided Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Identifying and writing about information learned from text features in expository nonfiction articles</li> </ul>
Week 4	<p><b>Strategy Lesson</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Identifying and discussing functional texts around the school</li> <li>Identifying what they learn from the functional texts</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “How to Make a Paper Airplane”; “Lincoln School Lunch Calendar”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading and discussing two functional texts</li> <li>Identifying what they learn from the functional texts</li> <li>Using text features, including numbered steps, column headings, symbols, and legends, to better understand information in the texts</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “You Can Make Tea with Milk”; “You Can Make Mexican Breakfast Quesadillas”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading and discussing two functional texts</li> <li>Using text features, including numbered steps, to better understand information in the texts</li> <li>Describing the relationship between steps in a technical procedure</li> </ul>	<p><b>Guided Strategy Practice:</b> “You Can Make Tea with Milk”; “You Can Make Mexican Breakfast Quesadillas”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Discussing text features in two functional texts</li> <li>Writing recipes with text features</li> </ul>

# Week 1

## OVERVIEW



### ***Morning Meals Around the World\****

by Maryellen Gregoire, illustrated by Jeff Yesh

This book tells about the foods people eat for breakfast in different parts of the world.

*\*This book is also used in Week 4.*



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)

#### **Professional Development Media**

- “Avoid Repeating or Paraphrasing” (AV24)
- “Using Presentation Tools” tutorial (AV44)

## Comprehension Focus

- Students use text features to better understand an expository nonfiction book.
- Students identify what they learn from the book.
- Students make text-to-self connections.
- Students read independently.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## DO AHEAD

- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Take time to show and discuss the text features.
- ✓ Make available expository nonfiction texts at a variety of levels so that the students can practice using text features during IDR and Independent Strategy Practice throughout the unit. Include some functional texts in the collection. For more information, see "About Expository Text" at the beginning of Day 1.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, collect examples of expository texts from the classroom to show to the students (see Step 2).
- ✓ Prior to Day 1, prepare a sheet of chart paper with the title "Text Features."
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 89 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA1); see page 82 of the *Assessment Resource Book*.

---

### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 17 lessons this week.

**Materials**

- *Morning Meals Around the World*
- Examples of expository texts, collected ahead
- “Text Features” chart, prepared ahead, and a marker
- *Student Response Book* pages 28–29
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 86

**In this lesson, the students:**

- Begin working with new partners
- Hear and discuss parts of an expository nonfiction book
- Identify what they learn from the book
- Use text features to better understand information in the book
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners’ ideas

**ABOUT EXPOSITORY TEXT**

Nonfiction plays an increasingly important role in learning as students progress through the elementary grades. Students must be able to read and understand both narrative nonfiction—such as biographies, memoirs, and other true stories—and expository texts, which are not written as stories. Expository texts include trade books, textbooks, newspapers, encyclopedias, online and print articles, how-to manuals, and many other informational or functional texts.

In this unit, the students will explore text features found in a variety of expository texts, including expository nonfiction books, articles, and functional texts. Collect trade books, textbooks, articles, and functional texts at various reading levels that contain examples of a range of features, such as back cover summaries, tables of contents, indexes, keywords, glossaries, text boxes, labeled diagrams, photographs, captions, maps, timelines, symbols, and legends. Your school or local library is a source of books, magazines (for example, *Ranger Rick*, *National Geographic Kids*, and *Time for Kids*), and newspapers. Textbooks can also be used, although they are often challenging for students to read. Read textbook passages aloud with the students before having them read them on their own. For more information, see “The Grade 3 Comprehension Strategies” in the Introduction.

**1** Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other’s names. Explain that the students will work with these partners for the next four weeks. Gather the class with partners sitting together, facing you. Remind the students that they have been working on taking responsibility for their learning and behavior and contributing ideas that are different from their partners’ ideas during their partner conversations. Tell them that they will continue to practice these skills this week. Explain that you will check in during the week to see how their partner work is going.

## 2 Introduce Expository Nonfiction

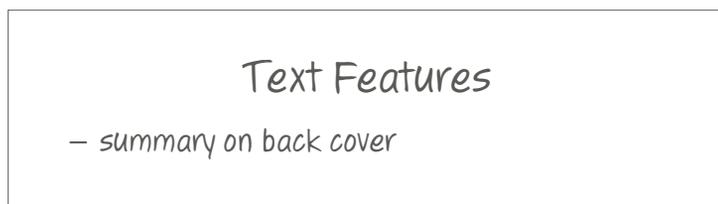
Remind the students that in previous lessons they heard biographies of Harriet Quimby, Wilma Rudolph, and Sonia Sotomayor. Tell them that this week they will hear and read another type of nonfiction called *expository nonfiction*. Explain that, like biographies, expository nonfiction texts give factual (or true) information, but, instead of being organized as stories, they are usually organized around a specific topic, such as a type of animal or a place in the world. Show the students the examples of expository texts you collected.

## 3 Introduce *Morning Meals Around the World* and Start the “Text Features” Chart

Explain that expository books often look different from books that tell stories. They often include *features*, or special parts or sections, that help the reader locate information in the text and understand the topic better. Explain that for the next several weeks the students will read expository texts, learn new information, and explore text features.

Show the front cover of *Morning Meals Around the World* and read the title and the author’s name aloud. Then show the back cover of the book and read the summary aloud. Explain that summaries like this one appear on the back covers of many expository books and let readers know what the books are about. Encourage the students to get in the habit of reading back cover summaries when they are choosing books to read.

Tell the students that this week they will be discussing the text features in *Morning Meals Around the World*. Direct the students’ attention to the “Text Features” chart and explain that you will use the chart to keep track of text features they talk about. Write *summary on back cover* on the chart.



## 4 Introduce the Table of Contents and Read Aloud

Show pages 4–5 of *Morning Meals Around the World* and explain that this feature, which is called the *table of contents*, tells readers the different chapters or sections in the book and the pages where each chapter or section begins. Add *table of contents* to the “Text Features” chart.

### Teacher Note

You might explain that the *topic* of a text is the “subject of the text or what the text is about.”

**TEKS 10.C.i**  
Student/Teacher Narrative  
Step 3 (first paragraph)

### Teacher Note

If necessary, define *morning meals* as “breakfast, or food eaten in the morning.”

### Teacher Note

Save the “Text Features” chart to use throughout the unit.

Have the students open to *Student Response Book* pages 28–29, where the table of contents from *Morning Meals* is reproduced. Ask:



**Q** *What do you notice about this table of contents? Turn to your partner.*

Have a few volunteers share their thinking with the class.

**Students might say:**

“It’s on a map of the world.”

“The sections listed are all countries.”

“There’s a picture of food next to each country’s name and page numbers below.”



If necessary, point out that this table of contents is organized on a map of the world. Explain that most tables of contents are organized as lists at the beginning of books. In pairs, have the students look at the table of contents and choose a country they would like to learn about. After a minute, ask:

**Q** *Which country’s morning meal do you want to find out about? On which page or pages in the book will we find that information?*

Choose one of the countries the students have suggested, and read that section aloud slowly and clearly. Repeat this process with several countries requested by the students. Clarify vocabulary as you read.

### Suggested Vocabulary

**zing:** exciting flavor (p. 9)

**tortilla:** flat bread shaped like a pancake (p. 14; refer to the illustration on p. 17)

**veggies:** vegetables (p. 17)

**tofu:** food made from soybeans (p. 18)

**refreshing:** pleasantly cool (p. 22)



### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**travel:** go (p. 4)

**sugarcoated:** covered with sugar (p. 6)

**waffles:** crisp cakes (p. 7; refer to the illustration)

**pancake:** flat, thin cake (p. 8; refer to the illustration)

**hot chocolate:** warm drink made with chocolate and milk (p. 10)

**popular:** liked by a lot of people (p. 12)

**rooster:** male chicken (p. 17)

## 5 Discuss the Reading

Facilitate a class discussion using the questions that follow. As the students respond, reread the passages that support their thinking.

- Q *According to the book, what are some of the different meals people eat in the morning?*
- Q *Which morning meals would you like to try? Why?*

Remind the students that good readers use tables of contents to find sections or chapters that contain information they want to learn more about. Encourage the students to look for and use tables of contents when they read independently.

Tell the students that tomorrow they will explore another text feature in *Morning Meals Around the World*.

## INDIVIDUALIZED DAILY READING

## 6 Review and Practice Self-monitoring and “Fix-up” Strategies

Refer to the “Thinking About My Reading” chart and review the questions. Remind the students that it is important to stop, think about what they are reading, and use the questions on the chart to help them monitor their comprehension. If a student does not understand what he is reading, the student should use one or both of the “fix-up” strategies of rereading and reading ahead. If a student has tried both of the “fix-up” strategies and still does not understand the text, he can try the strategies listed on the “Reading Comprehension Strategies” chart. Alternatively, the student might ask you or a classmate for help.

Have the students get their texts and read silently for up to 25 minutes. Stop them twice during their reading and have them monitor their comprehension by thinking about the questions on the “Thinking About My Reading” chart.

After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.



### Facilitation Tip

During this unit, we encourage you to **avoid repeating or paraphrasing** students’ responses. It is easy to habitually repeat what students say when they speak too softly or to paraphrase them when they do not speak clearly. This teaches students to listen to you but not necessarily to one another. Try to refrain from repeating or paraphrasing, and see what happens. Encourage the students to take responsibility by asking one another to speak up or by asking a question if they do not understand what a classmate has said. (See “Additional Strategies for Supporting ELLs” in the Introduction for special considerations for English Language Learners.)

To see this Facilitation Tip in action, view “Avoid Repeating or Paraphrasing” (AV24).



### ELL Note

To support your English Language Learners, you might model reading a text and stopping periodically to ask yourself the self-monitoring questions listed on the chart. Discuss each question with your students to make sure they understand the process.

### Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

# Day 2

## Guided Strategy Practice

### Materials

- *Morning Meals Around the World*
- *Student Response Book* page 30
- “Text Features” chart from Day 1 and a marker
- “Reading Comprehension Strategies” chart and a marker

### Teacher Note

Remind the students to use the discussion prompts they have learned during class discussions. The discussion prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

Signal to let the students know when it is time to stop reading. Facilitate a class discussion about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading to ask yourself if you understand what you have read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you’re not understanding something you’re reading? Why?*

Have the students return to their desks and put away their texts.

### In this lesson, the students:

- Hear and discuss parts of an expository nonfiction book
- Use the index to locate information in the book
- Read independently for up to 25 minutes
- Take responsibility for their learning and behavior

### 1 Discuss Taking Responsibility

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that they have been working to build a reading community in which everyone feels welcome and safe. Review that one way they contribute to this community is by taking responsibility for their learning and behavior. Ask:

- Q *What have you done to take responsibility for your own behavior and learning?*
- Q *What can you do in the coming days to make sure you are being responsible?*

**Students might say:**

"I took responsibility by asking my partner and classmates questions when I didn't understand something they said."

"In addition to what [Lupe] said, I asked people to repeat what they said if I couldn't hear them."

"My partner contributed different ideas to our discussions and that helped me learn more about what we were talking about. I think he was taking responsibility when he brought up new ideas."

"I'm going to work on listening more closely to what my partner says and then contributing new ideas to our conversation."

As the students share, facilitate the conversation by asking questions such as:

- Q *[Lupe] said she took responsibility for her learning when she [asked her partner questions]. Why is that a responsible thing to do?*
- Q *Why is it important to contribute your thinking to partner and class conversations? How does that help us build a supportive reading community?*
- Q *What can we do to be sure we [ask our classmates questions when we don't understand] in the coming weeks?*

Encourage the students to keep these ideas in mind and to look for other opportunities to take responsibility during partner and group work.

## 2 Review *Morning Meals Around the World* and Introduce the Index

Show the cover of *Morning Meals Around the World* and review that the students looked at the back cover summary and the table of contents and heard about different morning meals from around the world. Explain that today the students will explore a text feature found at the end of many expository nonfiction books and learn more about morning meals around the world. Open to page 24 of *Morning Meals* and point to the index in the bottom right-hand corner of the page. Explain that this feature is called an *index* and that an index is a list of topics related to the subject of a book. The numbers listed beside the topics in an index tell the reader the pages where information about the topics appears.

Have the students turn to *Student Response Book* page 30, where the index from *Morning Meals* is reproduced. Ask the students to follow along as you read the index aloud. If necessary, clarify any vocabulary as you read by simply stating which items are foods and which are countries. Use "Think, Pair, Share" to discuss:



- Q *What do you notice about the index? [pause] Turn to your partner.*

### **ELL Note**

Provide extra support for your English Language Learners by previewing the index prior to today's lesson. Model for your students how to use the index.

Have a few volunteers share their thinking. As needed, point out that the topics are in alphabetical order and that some topics have one page number beside them, while other topics have more than one.

### 3 Explore the Index in Pairs and as a Class

Tell the students that partners will look at the index in their *Student Response Books* and together circle one or two of the listed topics that they want to learn more about.



Give the students a few moments to look over the index; then have a few pairs share what they circled with the class and explain why they are interested in those topics. Model using the index by turning to a page listed with the topic a student suggests. Locate where the food or country is mentioned on the page and read aloud the sentence that mentions it and, if appropriate, the entire paragraph in which it appears. If the index indicates that a topic can be found on more than one page, turn to the other pages on which it appears and follow the same procedure.

Explain that the index in a nonfiction book helps readers quickly find all the places in the book where a topic or a word is mentioned. Explain that readers often use the index if they have a question about a specific topic or want to find out more about it. Add *index* to the “Text Features” chart.

### 4 Add to the “Reading Comprehension Strategies” Chart

Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind them that the chart lists comprehension strategies they have learned and can use when reading on their own. Review that text features such as back cover summaries, tables of contents, and indexes help readers locate information in expository texts and better understand the topics of those texts. Add *using text features* to the chart. Encourage the students to notice and use text features as they read independently and to think about how those features help them understand what they are reading.

#### Reading Comprehension Strategies

- visualizing
- making inferences about characters
- wondering/questioning
- using text features

## 5 Reflect on Taking Responsibility

Facilitate a brief class discussion about how the students did taking responsibility during the lesson. Ask:

**Q** *How did you take responsibility as you were reading and talking with your partner today?*

Tell the students that tomorrow they will continue to explore text features in *Morning Meals Around the World*.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Share Reading with Partners

Ask the students to think about what they are learning as they read independently today. Tell them that at the end of IDR, you will ask them to talk with partners about interesting things they learned from their texts. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share interesting things they learned from their reading with partners. Have the students return to their desks and put away their texts.

### Materials

- *Morning Meals Around the World*
- “Text Features” chart from Day 2 and a marker

### Teacher Note

You will read and discuss the text features on page 24 in Step 4.

**ELPS 4.G.ii**  
**Step 3**  
 (all, beginning on page 322 and continuing on to page 323)

### In this lesson, the students:

- Hear and discuss an expository nonfiction book
- Identify what they learn from the book
- Make text-to-self connections
- Use text features to better understand information in the book
- Read independently for up 25 minutes
- Take responsibility for their learning and behavior

### 1 Review *Morning Meals Around the World* and Text Features

Gather the class with partners sitting together, facing you. Show the cover of *Morning Meals Around the World* and review that in previous lessons the students used text features, including the table of contents and the index, to identify topics in the book they wanted to learn more about. Ask:

- Q *How did we use the table of contents to find information in the book?*
- Q *How did we use the index?*

Tell the students that today you will read the entire book straight through. Ask the students to listen carefully and to think about what they are learning as you read.

### 2 Read Aloud

Read pages 3–21 aloud slowly and clearly, showing the illustrations. Clarify vocabulary as needed (see Suggested Vocabulary and ELL Vocabulary in Day 1, Step 4).

### 3 Discuss the Reading

Facilitate a class discussion using the questions that follow. Be ready to reread passages to help the students recall what they heard.

- Q *What is something interesting or surprising you learned about morning meals?*
- Q *What do you eat for your morning meals? Do your morning meals remind you of the morning meals in other countries? Which ones?*

**Students might say:**

"On weekends we have pancakes like they do in Germany."

"Sometimes my dad makes breakfast quesadillas like they eat in Mexico."

"We have scrambled eggs like they do in Namibia, but our eggs come from chickens, not ostriches!"

#### 4 Explore Text Features at the Back of the Book

Show the students page 24 of *Morning Meals Around the World* and explain that this page contains text features sometimes found at the end of expository nonfiction books.

Point out the "Fun Facts" section and explain that this section gives extra information about morning meals from around the world. Read the "Fun Facts" section aloud and ask:

**Q** *What did you learn about morning meals from the "Fun Facts" section?*

**Q** *What fact did you think was fun? Why?*

Add "*fun facts*" section to the "Text Features" chart.

Draw the students' attention to the "To Learn More" section. Explain that this is a list of other books about foods people eat around the world. This section is for readers who still have questions or want to find more information on the topic. Add "*to learn more*" section to the "Text Features" chart.

Point to the glossary and explain that a *glossary* is a list of words the author thinks readers might need to know to understand the book. Point out that a glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means. Read the words and definitions in the glossary aloud. Then add *glossary* to the chart.

Have pairs discuss the following question:

 **Q** *What new information did you learn from the text features at the back of Morning Meals Around the World? Turn to your partner.*

Invite a few volunteers to share their ideas.

## INDIVIDUALIZED DAILY READING

#### 5 Read Independently and Make Connections

Ask the students to notice as they read today what they are learning and also how the information in their books reminds them of their own lives. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.

**TEKS 9.D.ii**

**TEKS 9.D.v**

Student/Teacher Activity

Step 4

(first and third discussion questions in the step)



#### ELL Note

You might prompt your English Language Learners to begin their response by saying, "I learned . . ."

**TEKS 9.D.ii**

**TEKS 9.D.v**

Student/Teacher Narrative

Step 4 (second, fourth, and fifth paragraphs)

**TEKS 6.E.i**

Student/Teacher Activity

Step 5

(all, beginning on page 323 and continuing on to page 324)



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share what they are reading with the class. Have each volunteer begin by telling the class the title of his text, the author’s name, and what the text is about. Ask questions such as:

- Q *What is something surprising or interesting you learned from your reading today?*
- Q *Did anything you read remind you of your own life? Tell us about it.*

Have the students return to their desks and put away their texts.

### ELL Note

This extension is especially helpful for English Language Learners.

### Technology Tip

For more information about creating class presentations, view the “Using Presentation Tools” tutorial (AV44).



## TECHNOLOGY EXTENSION

### Write About Favorite Morning Meals

Give the students an opportunity to think about their favorite morning meals and discuss them in pairs. Have pairs discuss questions such as:

- Q *What is your favorite morning meal?*
- Q *What foods or ingredients are used in the meal?*
- Q *Who makes your favorite meal?*
- Q *What do you like most about the meal?*

Create a class presentation titled “Favorite Morning Meals” that can be shared. Have each student contribute a page or slide to it by writing paragraphs about her favorite morning meal and illustrating what she wrote using photographs, images from the Internet, or her own drawings.

## In this lesson, the students:

- Read independently
- Identify what they learn from expository texts
- Use features of expository texts
- Contribute ideas that are different from their partners' ideas

## 1 Review Text Features in *Morning Meals Around the World*

Have the students bring their texts for independent reading and gather with partners sitting together, facing you. Show *Morning Meals Around the World* and review that the book is an example of an expository nonfiction text—it gives factual, or true, information about a topic. Remind the students that people read expository texts to learn information about different subjects.

Ask and briefly discuss:

**Q** *What did you learn from Morning Meals Around the World?*

Direct the students' attention to the "Text Features" chart and review that these are some of the text features in *Morning Meals Around the World*. Briefly review each feature by showing the page on which it appears and asking a volunteer to explain what it does.

## 2 Read Independently

Tell the students that today they will read expository texts independently. Explain that they will read silently for 10 minutes. After 10 minutes you will stop them and ask them to reread, thinking about what they are learning about the topics of their texts and what text features, if any, they notice.

Distribute the self-stick notes and have each student mark the place where she begins reading. Have the students read silently for 10 minutes.

## 3 Reread and Identify Information Learned

Stop the students after 10 minutes. Have each student go back to the place where he started reading, reread the text, and use additional self-stick notes to mark places in his text where he learned something.

Have the students reread for 10 minutes. Circulate as the students work, and notice whether they are able to identify what they have learned.

## Materials

- *Morning Meals Around the World*
- "Text Features" chart from Day 3
- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA1)

## 4 Discuss the Reading



Signal to let the students know when it is time to stop reading. Have the students discuss in pairs what they learned from their reading today. Encourage partners to ask each other questions about what they learned.

After partners have had a chance to talk, invite a few volunteers to share their reading with the class. Ask questions such as:

- Q *What is your text about?*
- Q *What is something surprising or interesting that you learned from your reading today?*
- Q *What text features did you notice in your text? How did they help you learn about the topic or locate information?*



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify what they have learned from their reading?
- Are they noticing text features?

Record your observations on the “Class Assessment Record” sheet (CA1) on page 82 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to identify what they have learned, continue on to Week 2.
- If **about half of the students** are able to identify what they have learned, continue on to Week 2 and plan to monitor and support students who are having difficulty during their independent reading. Ask questions such as:
  - Q *What are you reading about?*
  - Q *What have you learned about [Abraham Lincoln] from what you have read so far?*
- If **only a few students** are able to identify what they have learned, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

### Vocabulary Note

Next week you will revisit *Morning Meals Around the World* to teach the Week 18 vocabulary lessons.

Tell the students that they will continue to read expository texts and explore text features in the coming weeks. Have the students return to their desks and put away their texts.

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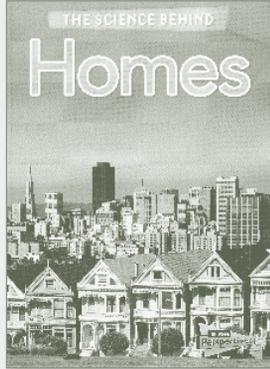
## EXTENSION

### List Expository Texts from Daily Life

Have the students use their reading journals to make an ongoing list of expository texts they read both in school and outside of school. During the next two weeks, give the students regular opportunities to update their lists and share them with one another. Sharing the lists will help the students recognize how many different kinds of expository texts they encounter and discover some of the reasons they read them. It will also make them aware of what their classmates are reading.

# Week 2

## OVERVIEW



### **Homes**

by Chris Oxlade

This book describes the science at work in your home.



### **Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA1

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

### Comprehension Focus

- Students use text features to better understand an expository nonfiction book.
- Students identify what they learn from the book.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## ⌚ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2); see page 83 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, collect expository nonfiction books with text features; make sure you have one book for each pair of students (see Step 4).
- ✓ Prior to Day 4, collect expository nonfiction books at a variety of levels with back cover summaries, tables of contents, and indexes for the students to use during Independent Strategy Practice.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 18 lessons this week.

# Day 1

## Read-aloud/ Guided Strategy Practice

### Materials

- *Homes*
- “Text Features” chart from Week 1 and a marker
- *Student Response Book* page 31

**TEKS 6.C.i**  
Student/Teacher Narrative  
Step 3  
(first paragraph in Step 3 on  
page 330)

**TEKS 6.C.i**  
**TEKS 6.C.iv**  
Student/Teacher Activity  
Step 3 (discussion question on  
page 330) and Step 6 (on page  
332)

**TEKS 9.D.ii**  
**TEKS 9.D.v**  
Student/Teacher Activity  
Step 3 and Step 4 (all,  
beginning on page 330 and  
continuing on to page 331)

### In this lesson, the students:

- Hear and discuss parts of an expository nonfiction book
- Use text features to better understand information in the book
- Identify what they learn from the book
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners’ ideas

### 1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that they have been working on contributing ideas that are different from their partners’ ideas. Ask and briefly discuss:

**Q** *How does contributing different ideas to your partner discussions help you and your partner learn more about the topic you are discussing?*

Ask the students to continue to contribute different ideas to their partner discussions today.

### 2 Review Expository Nonfiction and Text Features

Remind the students that earlier they heard the expository nonfiction book *Morning Meals Around the World* and read expository texts independently. Review that an expository text gives factual, or true, information about a particular topic. Direct the students’ attention to the “Text Features” chart and review that expository texts often include text features, such as summaries, tables of contents, indexes, and glossaries, that provide additional information or help readers find information in the text. Tell the students that this week they will continue to explore expository texts and text features.

### 3 Introduce *Homes* and Discuss Text Features

Show the cover of *Homes* and read the title and the author’s name aloud. Explain that this expository book is about the many ways that science is at work in our homes. Show the back cover and remind the students that the back covers of expository books often have summaries that let readers know what the books are about. Read the first paragraph on the back cover (beginning with “Discover the science behind homes”) aloud. Ask:

**Q** *What do you expect to learn from this book?*

Open to the table of contents on page 3 and review that a table of contents lists the chapters in a book and the page number on which each chapter starts. Tell the students that today you will read from the first two chapters, “Science in Your Home” and “Building Homes.”

#### 4 Read Aloud and Use Text Features

Explain that you will stop during the reading so the students can discuss what they are learning and think about text features. Turn to page 4 and read the chapter title and the main text on the page aloud.

Point to the diagram on page 5 and explain that expository texts often include diagrams like this one that help readers make sense of the information in the text. Have the students turn to *Student Response Book* page 31, where the diagram is reproduced. Explain that a *diagram* is a special kind of picture that shows the different parts of something. Explain that diagrams often include *labels*, or words that point to and identify the different parts, and a *caption* that describes what the diagram is about. Ask the students to follow along as you read the caption and the labels in the diagram aloud. Ask:

 **Q** *What did you learn from this diagram about the parts of a house that use science? Turn to your partner.*

Have one or two volunteers share what they learned with the class. Add *labeled diagrams* and *captions* to the “Text Features” chart.

Tell the students that the next part you will read describes the science that goes into building a home. Read the main text on page 6 aloud. Point to the photograph on page 6 and explain that expository texts often have photographs like this one with accompanying captions that tell what they are about. Read the caption aloud. Use “Think, Pair, Share” to discuss:

 **Q** *What kind of material do you think would be good for building a house? Why? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

**Students might say:**

“Something strong, like brick or concrete.”

“Material that’s waterproof, so no rain can get in.”

“In addition to what [Len and Sonia] said, the material should be something that lasts a long time, like stone.”

Add *photographs* to the “Text Features” chart.

Skip page 7 and read the main text on pages 8 and 9 aloud. Then point to and read the captions on pages 8 and 9. If time permits, facilitate a brief discussion about the question in the caption on page 8.

#### Teacher Note

To avoid overwhelming the students with information, skip reading the text in the pink boxes that appear on some pages.

#### Teacher Note

Keywords (in bold type) are defined on the bottom of the pages on which the words appear and in the glossary on pages 28-29; you may wish to define these words for the students as you read. You will discuss keywords and glossaries with the students on Day 3 (see Step 3).



### Facilitation Tip

Continue to try to **avoid repeating or paraphrasing** students' responses. Help the students learn to participate responsibly in class discussions by encouraging them to ask one another to speak up or to ask a question if they do not understand what a classmate has said. (See "Additional Strategies for Supporting ELLs" in the Introduction for special considerations for English Language Learners.)

## 5 Discuss the Reading

Facilitate a class discussion using the questions that follow. Reread the parts of the text that support the students' thinking as they share.

**Q** *What did you learn from the reading today?*

**Q** *What do you wonder?*

Tell the students that they will hear more of the book and continue to explore its text features in the next lesson.

## INDIVIDUALIZED DAILY READING

## 6 Preview Texts Before Reading and Read Independently

Direct the students' attention to the "Text Features" chart and review that readers can preview texts before reading by looking at features such as the back cover summaries and tables of contents. Ask the students to take the time to do this today before starting to read even if they are already partway through their texts.

Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a class discussion about the students' reading using question such as:

**Q** *What did you learn by previewing your text before reading?*

**Q** *What did you learn about the topic of your text?*

Have the students return to their desks and put away their texts.

## In this lesson, the students:

- Hear and discuss parts of an expository nonfiction book
- Use text features to better understand information in the book
- Identify what they learn from the book
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners' ideas

## 1 Get Ready to Read

Gather the class with partners sitting together, facing you. Show the cover of *Homes* and review that earlier the students heard about the science that goes into building homes and discussed some text features in the book, including labeled diagrams, captions, and photographs. Show the table of contents on page 3 and explain that today you will read from the chapter titled “Keeping Warm and Keeping Cool.” Ask:

**Q** *What do you think you know about how your home stays warm and cool?*

### Students might say:

“We have a furnace that heats the house in the winter.”

“In the summer we put air conditioners in all our windows to make the apartment cool.”

“We have radiators on the walls in our house.”

Ask the students to listen carefully to the reading and to think about what they are learning about how homes stay warm and cool. Explain that you will stop during the reading so the students can discuss what they have learned and talk about the text features. Remind them to contribute different ideas during their partner discussions.

## 2 Read Aloud and Use Text Features

Tell the students that the first part you will read describes one way some homes get heat. Read the chapter title and the main text on page 10 aloud slowly and clearly. Then point to the diagram at the bottom of the page and read the caption and labels aloud. Point out that the red line and arrows show how hot water flows from the boiler to radiators around the house. The blue line shows how cool water from the radiators flows back to the boiler. As a class, discuss the questions that follow.

## Materials

- *Homes*
- “Text Features” chart from Day 1

## Teacher Note

Keywords (in bold type) are defined on the bottom of the pages on which the words appear and in the glossary on pages 28-29; you may wish to define these words for the students as you read. You will discuss keywords and glossaries with the students on Day 3 (see Step 3).

Reread the text and point to the parts of the diagram that support the students' thinking as they share.

**Q** *What did you learn about how some houses get heat?*

**Q** *How does the diagram help you understand how a central-heating system works?*

**Students might say:**

"Some houses have boilers that boil water to make heat."

"The diagram shows how hot water travels from the boiler to the radiators."

"It also shows how the cool water goes from the radiators back to the boiler."

"It helped me understand how pipes connect the boiler to the radiators."

Tell the students that the next part you will read describes how some homes keep heat in. Skip page 11 and read the main text on page 12 aloud. Then point to the diagram at the bottom of the page and read the caption and labels. Ask:



**Q** *What did you learn about how some homes keep heat in? Turn to your partner.*

Have a few volunteers share what they learned; as they share, reread the text and point to the parts of the diagram that support their thinking.

Explain that the next part you will read describes how some homes stay cool when it is hot outside. Read the main text on page 13 aloud. Then point to the photograph and read the accompanying caption. Ask:



**Q** *What did you learn about how some homes stay cool? Turn to your partner.*

Have one or two volunteers share what they learned.

### **3** Discuss the Reading

Facilitate a class discussion using the following questions:

**Q** *What is something surprising or interesting you learned from the reading today?*

**Q** *What are some other ways to make a home warm or cool?*

**Students might say:**

"I learned that insulation in walls and windows keeps heat in."

"If the house has a fireplace, you can build fires to make it warm."

"You can plant trees outside your home for shade to keep it cool."

Tell the students that you will read more of the book in the next lesson.

# INDIVIDUALIZED DAILY READING

## 4 Read Independently and Use Text Features

Ask the students to notice and use the text features in their texts as they read independently today. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask:

**Q** *What text features did you notice in your text?*

Add any new text features the students mention to the “Text Features” chart and have the students show them to the class. Briefly discuss each new feature and what information it adds to the text.

Have the students return to their desks and put away their texts.

## Read-aloud/ Guided Strategy Practice

## Day 3

### In this lesson, the students:

- Hear and discuss parts of an expository nonfiction book
- Use text features to better understand information in the book
- Identify what they learn from the book
- Identify text features in other expository nonfiction books
- Read independently for up to 25 minutes
- Contribute ideas that are different from their partners’ ideas

## 1 Get Ready to Read

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of

### Materials

- *Homes*
- “Text Features” chart from Day 2 and a marker
- *Student Response Book* page 32
- Expository nonfiction books with text features, one for each pair of students, collected ahead
- “Class Assessment Record” sheet (CA2)

## Teacher Note

Keywords (in bold type) are defined at the bottom of the pages on which the words appear and in the glossary on pages 28–29; you may wish to define these words for the students as you read. You will discuss keywords and glossaries with the students in Step 3.

*Homes* and review that the students heard about the science that goes into building homes and keeping them warm and cool. Show the table of contents on page 3 and explain that today you will read the chapter “Machines That Help Us.” Ask the students to listen carefully to the reading and to think about what they are learning about machines that help us in our homes. Explain that you will stop during the reading so that the students can discuss what they are learning and talk about text features. Remind them to contribute different ideas during their partner discussions.

## 2 Read Aloud

Tell the students that the first part you will read describes some of the simple tools found in many homes. Read pages 20–21 aloud slowly and clearly, including the chapter title, captions, and labels. Use “Think, Pair, Share” to discuss:



**Q** *What are some useful tools in your home? What do they help you do?*  
[pause] *Turn to your partner.*

Have a few volunteers share their ideas with the class. Tell the students that the next part you will read describes some common appliances found in homes. Explain that *appliances* are machines that use electricity. Read aloud the main text on page 22 and the captions on pages 22 and 23. Ask:

**Q** *What did you learn about how a dishwasher works? What about how a washing machine works?*

## 3 Explore Other Features in Homes

Turn back to the table of contents (page 3) and point out that the last three items in the list are text features that appear at the back of the book. Turn to the glossary on page 28 and remind the students that a glossary is a list of words that the author thinks readers might need to know to understand the book. Review that a glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

Turn to page 22 and point out the word *appliances* in the first paragraph. Explain that *appliances* is in bold type to let readers know they can look it up in the glossary to find out what it means. Turn back to the glossary and read the definition of *appliance* aloud. Explain that words defined in a glossary sometimes appear in the text in colored print or in italics (slanted type) instead of in bold type. Explain that such words are called *keywords*. Add *keywords* to the “Text Features” chart.

Turn to pages 30–31 and point out that the “Find Out More” section in *Homes* is like the “To Learn More” section in *Morning Meals Around the World*. These sections list resources like books and websites that readers can use to find out more about a topic.

Show the index on page 32 and review that readers can use the index to help them find specific information about topics mentioned in the book. Remind the students that the topics in an index are listed in alphabetical order.

#### 4 Look for Text Features in Other Expository Nonfiction Books

Ask the students to open to *Student Response Book* page 32, “Text Features.” Tell the students that you will give each pair an expository nonfiction book and that partners will look through the book to see what features they can find. Explain that some of the features may be the same as those in *Morning Meals Around the World* and *Homes*, while others may be different. (For example, they may see maps, charts, graphs, and text boxes.)



Distribute the books you collected—one to each pair. Have partners page through the books together, identifying and discussing text features they come across. Have them list the text features they find on *Student Response Book* page 32. Circulate among the students as they work. Notice whether they are finding expository text features and whether they understand what information the features contribute.



#### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students recognizing text features?
- Are they able to say what the features contribute to the text?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 83 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are recognizing text features, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are recognizing text features, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

#### 5 Discuss Text Features as a Class

When the students finish, discuss their findings as a class. Ask:

- Q *What features did you find that are already listed on the chart? How are they used?*
- Q *What features did you find that are not listed on the chart? How are they used?*

#### TEKS 10.C.i

Student/Teacher Activity  
Step 4 and Step 5 (all,  
beginning on page 337 and  
continuing on to page 338)

#### Teacher Note

The students may need help naming features (for example, headings, bold or italicized type, framed text, or colored text) and explaining how they are used.

As the students mention new features, add them to the “Text Features” chart.

## 6 Reflect on Sharing Different Ideas

Facilitate a brief discussion about how the students shared different ideas. Ask:

**Q** *How was it sharing different ideas today? Why is it helpful to share different ideas?*

# INDIVIDUALIZED DAILY READING

## 7 Read Independently and Use Text Features

Ask the students to notice and use the text features in their texts as they read independently today. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students share the texts they are reading with partners and point out any text features they noticed. Then have the students return to their desks and put away their texts.

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## EXTENSION

### Find and Discuss Features in Textbooks



Have partners look for text features in their science and social studies textbooks. As a class, discuss the text features and how they help the reader understand the information in the books. Encourage the students to use the various text features in their textbooks as they read.

## In this lesson, the students:

- Read independently
- Identify what they learn from expository nonfiction texts
- Use text features to better understand information in the texts
- Write in their reading journals
- Listen respectfully to the thinking of others and share their own

## 1 Review Expository Text

Make sure each student has an expository nonfiction book at an appropriate reading level that includes a back cover summary, a table of contents, and an index. Have the students bring their books and gather with partners sitting together, facing you. Remind the students that they have been reading and discussing expository nonfiction texts and using text features to locate and understand information within the texts. Refer to the “Text Features” chart and remind the students that this is a list of the text features they have encountered so far. Ask:

**Q** *What have you learned about expository text this week?*

## 2 Read and Discuss the Back Cover Summaries and Tables of Contents

Explain that today the students will read and explore text features in their own expository nonfiction books. Review that readers can find out what an expository nonfiction book is about by reading the information on the back cover and in the table of contents. Explain that each student will read the information on the back cover of her book as well as the table of contents. Then partners will talk about the topics of their books and what information they think they will learn by reading them.



Have each student take a few minutes to silently read the back cover summary and table of contents of her book. Then have partners share the topics of their books and what information they think they will find in the books. After a few moments, signal for the students’ attention and invite a few volunteers to share their books with the class. Ask:

**Q** *What is the topic of your book?*

**Q** *How did the summary on the back of the book and the table of contents help you know what your book is about?*

## Materials

- Expository nonfiction books with back cover summaries, tables of contents, and indexes, collected ahead
- “Text Features” chart from Day 3
- “Journal Entry” chart (WA1)
- *Student Response Book*, Reading Journal section

**ELPS 4.C.iii**  
**Step 2 (all)**

## Teacher Note

This question gives you an opportunity to informally assess the students’ learning this week. To gauge their understanding, you may need to ask follow-up questions such as:

**Q** *What is the purpose of expository text?*

**Q** *What features of expository text have we identified?*

**Q** *How does noticing features of expository text help us make sense of it?*

### **ELL Note**

You may want to model this activity for your English Language Learners.

**ELPS 4.C.iii**  
Step 3 (all)

### **Teacher Note**

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

## **3** Read and Discuss Indexes

Have each student turn to the index at the back of his book. Review that an index helps readers locate information about specific topics without having to look through the entire book. Ask each student to select an entry in his index, identify the pages where he will find information about that entry, and then read those pages silently.

 After the students have read for several minutes, have each student share with his partner the topic he selected and what he found out about it from the pages he read.

As a class, briefly discuss the following questions:

- Q** *What word or topic did you look up using the index?*
- Q** *What information did you find out about [New York City]?*
- Q** *What did you notice about using the index of your book?*

## **4** Read Independently

Tell the students that they will now read independently for 15 minutes. Ask them to notice and use the text features in their books and to think about what they are learning as they read. Explain that later they will write about what they learned and the text features they noticed in their reading journals.

Have the students read silently for 15 minutes. As they read, circulate among them and ask individual students to tell you what their texts are about and what features, if any, they have noticed. You might probe their thinking with questions such as:

- Q** *What are you learning about the topic of this book?*
- Q** *What is one feature on this page that adds to your understanding? What information does this feature give you?*

## **5** Write in Reading Journals

Display the “Journal Entry” chart ( WA1) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title and the author's name
- What the book is about
- What you learned from the part you read today
- A text feature you used
- What you learned from the text feature



Ask the students to think quietly about what they will write. After a moment, have partners take turns sharing what they plan to write.

Have the students return to their desks and write in their reading journals. If time permits, have a few volunteers share their journal entries with the class.

Explain that the students will continue to read and think about expository nonfiction in the coming weeks.

### Teacher Note

If the students have difficulty writing about how text features helped them understand the text, you might use a nonfiction text the students are familiar with to model writing a journal entry. For example, you might write: *I am reading the book Homes by Chris Oxlade. This book is about the different kinds of science at work in your home. One text feature I used was a diagram of a central-heating system in the section about keeping homes warm and cool. This diagram helped me understand how a boiler heats a house.*

### Vocabulary Note

Next week you will revisit *Homes* to teach the Week 19 vocabulary lessons.

# Week 3

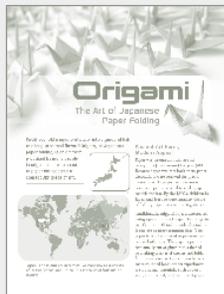
## OVERVIEW



### "Hop to It: Fancy Footwork"

(see page 358)

This article traces the history of hopscotch and describes variations on the traditional hopscotch game.



### "Origami: The Art of Japanese Paper Folding"

(see page 360)

This article describes the history and growing popularity of origami.



### "Jump Rope: Then and Now"

(see page 362)

This article explains how jumping rope became popular and describes key events in jump rope history.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activity

- WA2

### Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

### Professional Development Media

- "Using Web-based Maps and Related Tools" tutorial (AV49)

### Comprehension Focus

- Students use text features to better understand expository nonfiction articles.
- Students identify what they learn from expository nonfiction articles.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## ⌚ DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3); see page 84 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 19 lessons this week.

### Materials

- “Hop to It: Fancy Footwork” (pages 358–359)
- “Reading Comprehension Strategies” chart
- *Student Response Book* pages 34–35
- “Text Features” chart from Week 2 and a marker

### Facilitation Tip

Continue to try to **avoid repeating** or **paraphrasing** students’ responses. Help the students learn to participate responsibly in class discussions by asking one another to speak up or by asking a question if they do not understand what a classmate has said.

### In this lesson, the students:

- Hear and discuss an expository nonfiction article
- Use text features to better understand information in the article
- Identify what they learn from the article
- Read independently for up to 25 minutes
- Take responsibility for their learning and behavior

**ELPS 3.F.i**  
Steps 1–6  
(all instruction including  
Teacher Notes in margins,  
beginning on page 344 and  
continuing on to page 347)

## 1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that they have been working on listening carefully to what their partners say and contributing different ideas during partner discussions. Encourage the students to continue to practice these skills, and explain that this week you would also like them to think about how they take responsibility for their learning and behavior.

## 2 Review Using Text Features and Introduce “Hop to It: Fancy Footwork”

Remind the students that they have been exploring a type of nonfiction called expository nonfiction, which gives factual information about particular topics. They heard two expository nonfiction books and used text features to help them locate and better understand information in those books. Refer to the “Reading Comprehension Strategies” chart and review that good readers use text features to help them make sense of expository text.

Explain that this week the students will look at text features in expository nonfiction articles. Point out that articles might appear in newspapers, in magazines, or on websites. Ask and briefly discuss:

- Q *What newspapers, magazines, or websites have you seen or read?*
- Q *Why do people read newspapers, magazines, and websites?*

Tell the students that the article you will read aloud today is titled “Hop to It: Fancy Footwork.” Explain that the article describes how the game of hopscotch is played around the world. Tell the students that you will stop during the reading so they can talk about what they have learned.

### 3 Read Aloud and Discuss Text Features

Have the students turn to “Hop to It: Fancy Footwork” on *Student Response Book* pages 34–35. Tell the students that the first part of the article describes how the game of hopscotch started and how it became popular around the world. Explain that you will read the first part twice, and ask the students to follow along in their *Student Response Books*.

Read the first two paragraphs of “Hop to It: Fancy Footwork” and the section “Hopping Around the World” aloud twice slowly and clearly. Clarify vocabulary during the first reading.

#### Suggested Vocabulary

**training exercise:** something you do to make your body stronger (p. 358)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**courts:** special places for playing a game (p. 358)

**imitated:** copied (p. 358)

**popular:** liked by many people (p. 358)

**changed the game in their own way:** played the game in a different way (p. 358)

Stop after:

**p. 358** “For example, in Alaska, the squares are not named or numbered.”

Ask:



**Q** *What have you learned about the game of hopscotch? Turn to your partner.*

Have a few volunteers share their ideas with the class.

Direct the students’ attention to the second page of the article and point out that the information on this page is organized into two boxes called *text boxes*. Explain that text boxes such as these provide additional information about a topic, such as how to play a traditional game of hopscotch. Ask the students to follow along as you read the information in the “How to Play” text box aloud. As a class, discuss:

**Q** *What did you find out about playing a traditional game of hopscotch?*

**Q** *Is this how you play hopscotch? If not, what do you do differently?*



#### Technology Tip

You may wish to display a world map on the whiteboard and point out the countries and continents mentioned in the article as you read.

For more information, view the “Using Web-based Maps and Related Tools” tutorial (AV49).



Explain that the second text box describes how hopscotch is played in France and Alaska. Have the students follow along as you read “Hopping in France” and “An Alaskan Pastime” aloud.

Add *text boxes* to the “Text Features” chart.

#### 4 Discuss the Article

Discuss the questions that follow as a class. As students share, ask them to read aloud the parts of the article that support their thinking.

Q *How has hopscotch changed since Roman times?*

Q *What did you learn about hopscotch that surprised you?*

#### 5 Discuss Text Features

Call the students’ attention to the illustrations of the different hopscotch courts and read the accompanying captions aloud. Ask and briefly discuss:

Q *How do these illustrations help you understand the information in the article?*

**Students might say:**

“You can see what the hopscotch courts look like.”

“In addition to what [Ana] said, it shows how the courts are different for hopscotch in different places.”

“When I look at the hopscotch court, I can imagine playing the game.”

Explain that expository texts sometimes contain illustrations like these that help readers understand information in text. Add *illustrations* to the “Text Features” chart.

#### 6 Reflect on Taking Responsibility

Ask and briefly discuss:

Q *How did you take responsibility for your learning and behavior today? Why is that important to do?*

## INDIVIDUALIZED DAILY READING

#### 7 Read Independently and Identify Information Learned

Encourage the students to use text features and to think about what they are learning as they read independently today. Explain that at the end of IDR, you will ask some of them to share what they have learned from their texts or from text features in their texts. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they learned from their texts or from text features in their texts. Ask questions such as:

- Q *What is your [magazine] about?*
- Q *What information have you learned from reading the [magazine]?*
- Q *What did you learn from reading the text features in the [magazine]?*

Have the students return to their desks and put away their texts.

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## EXTENSION

### Play Hopscotch

Reread “Hop to It: Fancy Footwork” aloud as the students follow along in their *Student Response Books*. Encourage the students to try the different variations of hopscotch at recess. Ask the students to report on which version they liked the best and why.

### Materials

- “Origami: The Art of Japanese Paper Folding” (see pages 360–361)
- *Student Response Book* pages 36–37
- “Text Features” chart from Day 1 and a marker

**TEKS 6.C.i**  
Student/Teacher Activity  
Step 1 (all)

### In this lesson, the students:

- Hear and discuss an expository nonfiction article
- Use text features to better understand information in the article
- Identify what they learn from the article
- Read independently for up to 25 minutes
- Take responsibility for their learning and behavior

## 1 Use Text Features to Preview “Origami: The Art of Japanese Paper Folding”

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that yesterday the students read the article “Hop to It: Fancy Footwork” and discussed the article’s text features. Explain that today they will read another article and look at more text features that help readers make sense of expository nonfiction.

Explain that today’s article is about a special way of folding paper called *origami*. Have the students open to “Origami: The Art of Japanese Paper Folding” on *Student Response Book* pages 36–37. Draw the students’ attention to the article’s title and headings and point out that they are in bold type so that readers can see them easily. Explain that the title and headings are text features that help readers know what information might be in an article.

Have the students follow along in their *Student Response Books* as you read the title and headings aloud; then ask and briefly discuss:

**Q** *After reading the title and headings, what do you think you might learn from this article?*

Have a few volunteers share their thinking.

#### Students might say:

“We might learn where origami comes from.”

“I agree with [Chris], and we might find out how old origami is.”

“We might learn about origami around the world.”

Draw the students’ attention to the map on the first page and explain that origami is an art form popular in Japan, a country in Asia. Explain that maps like this one give readers more information about important places mentioned in expository nonfiction.

Add *title*, *headings*, and *maps* to the “Text Features” chart.

## 2 Read Aloud



Have the students follow along as you read “Origami: The Art of Japanese Paper Folding” aloud. Clarify vocabulary as you read, and stop as described below. At each stop, use “Turn to Your Partner” to have the students discuss what they learned from the part they just heard.

### Suggested Vocabulary

**creases:** lines made by folding something (p. 360)

**unusual-looking life-forms:** strange creatures (p. 361)

**the Massachusetts Institute of Technology:** a famous university (p. 361)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**ancient:** very old (p. 360)

**modern appeal:** something that people like now (p. 360)

**objects:** things or pieces (p. 360)

**express:** show what they are feeling or thinking (p. 361)

Stop after:

**p. 360** “Some artists use wet paper to achieve a more rounded look; others experiment with unusual materials, such as cloth, wire, sheet metal, and even toilet paper.”

**p. 361** “And many people fold paper just because it’s fun.”

Skip the information in the “One Thousand Paper Cranes” text box, which you will read after discussing the article.

## 3 Discuss the Article

Ask and briefly discuss:

**Q** *What did you find out about origami from this article?*

**Q** *What is something you would like to make with origami?*

## 4 Read the “One Thousand Paper Cranes” Text Box

Direct the students’ attention to the text box on the second page of the article and review that a text box might tell a story related to the article or give readers more information about the topic. Explain that this text box tells about a girl named Sadako Sasaki who wanted to fold one thousand origami cranes. Have the students follow along as you read “One Thousand Paper Cranes” aloud. Ask:

**Q** *What did you learn about Sadako Sasaki?*

### ELL Note

You might prompt the students to begin their responses by saying, “I found out . . .” and “I would like to make . . .”

Invite a few volunteers to share their ideas. Then tell the students that they will read and discuss another article with text features in the next lesson.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Discuss Text Features

Ask the students to notice and use the text features in their texts as they read independently today. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share their texts in pairs. Ask partners to show each other the text features they noticed and describe how they used each feature. Have the students return to their desks and put away their texts.

## In this lesson, the students:

- Hear and discuss an expository nonfiction article
- Use text features to better understand information in the article
- Describe the connections between paragraphs in the article
- Describe the connections between a series of historical events
- Write in their reading journals
- Read independently for up to 25 minutes

## 1 Use Text Features to Preview “Jump Rope: Then and Now”

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that earlier they read and discussed an expository nonfiction article about the game of hopscotch. Explain that today they will read an article about another popular schoolyard pastime: jumping rope.

Have the students turn to “Jump Rope: Then and Now” on *Student Response Book* pages 38–39. Remind the students that an article’s title and headings let readers know what kind of information to expect from the article. Read the title and headings aloud; then ask:

**Q** *What information do you expect to learn from this article?*

Have a few volunteers share their thinking.

### Students might say:

“I think we’ll learn how jump rope came to America.”

“We might learn about how jump rope has changed over time.”

“We’ll learn some important dates in the history of jump rope.”

## 2 Read Aloud

Explain that the first section of the article you will read tells about the origins of jumping rope, or how it began. The next section of the article, “Coming to America,” explains how jumping rope became popular in the United States. Ask the students to follow along as you read the first two sections of “Jump Rope: Then and Now” aloud. Clarify vocabulary as you read.

### Suggested Vocabulary

**Dutch:** people from the Netherlands (p. 362)

## Materials

- “Jump Rope: Then and Now” (see pages 362–363)
- *Student Response Book* pages 38–39
- “Text Features” chart from Day 2 and a marker
- “Journal Entry” chart (WA2)
- *Student Response Book*, Reading Journal section

### TEKS 6.C.i

Student/Teacher Activity  
Step 1 (all)

### TEKS 6.C.iv

Student/Teacher Narrative  
Step 1 (second paragraph)

### TEKS 6.C.iv

Student/Teacher Activity  
Step 1 (discussion question)

Ask:

**Q** *What are some reasons that jumping rope became popular in America?*

**Students might say:**

"It's easy to learn."

"All you need to do it is a rope."

"It's good exercise."

Point out that authors of expository nonfiction are careful to organize information in their texts in ways that make sense. Tell the students that you will reread the "Coming to America" section and that you want them to follow along and think about how the information within the section is organized. Reread the section. As a class, discuss:

**Q** *How is the information in this section organized? What is the first paragraph about? The second? The third?*

If necessary, point out that the information in the section is organized chronologically, or by what happened first, next, and last. The first paragraph tells about how jumping rope came to America in the 1600s. The second paragraph tells about jumping rope in America in the 1940s and 1950s, and the third paragraph tells about jumping rope in the 1970s.

Tell the students that the last part of the article describes some of the ways people are jumping rope today. Read "Jumping Today" aloud as the students follow along. Ask:



**Q** *What did you learn from this section? Turn to your partner.*

Invite a few volunteers to share their ideas.

### **3** Read and Discuss Text Features

Ask the students to look at the "Jump Rope Songs" text box, and remind them that text boxes provide additional information about a topic. Have the students follow along as you read the paragraph at the top of the text box aloud. Then invite the students to read the jump rope song aloud with you.

Draw the students' attention to the feature "Important Dates in Modern Jump Rope History." Explain that this is a timeline that shows important events in the history of jumping rope, organized in the order in which they happened. Tell the students that nonfiction texts sometimes include timelines like this one to help readers understand the order in which events took place. Have the students follow along as you read the dates and events on the timeline aloud. First in pairs, and then as a class, discuss the following questions:



**Q** *Which happened first, the "Jump-Rope-A-Thon" at Riverside High School or the FISAC-IRSF World Rope Skipping Championships event in Toronto?*

**Q** *When and where did the U.S. National Jump Rope Championship listed on the timeline take place?*

Add *timeline* to the "Text Features" chart.

# INDIVIDUALIZED DAILY READING

## 4 Read Independently and Write in Reading Journals

Have the students get their pencils and texts for independent reading and find places to sit and read. Ask the students to notice what text features appear in their texts and to think about what the text features help them learn. Explain that later the students will write about the text features and what they learned in their reading journals.

Have the students read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Display the “Journal Entry” chart (WA2) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

#### Journal Entry

Write a journal entry about the text you are reading.

Please include:

- The title and the author’s name
- What the text is about
- What you learned from the part of the text you read today
- Any text features you noticed
- One thing you learned from a text feature

WA2



Ask the students to think quietly about what they will write. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class and show the text features they found in their reading. If the students identify text features not yet discussed in the class, add the features to the “Text Features” chart.

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit’s Individual Comprehension Assessment.

### ELL Note

Consider having your students with limited English proficiency dictate journal entries for you to write down.

## Materials

- “Hop to It: Fancy Footwork” (see pages 358–359)
- “Jump Rope: Then and Now” (see pages 362–363)
- *Student Response Book* pages 34–35, 38–39

### TEKS 9.F.i

Student/Teacher Activity  
Writing About Reading  
(second, third, and fourth  
discussion questions on page 354  
and last paragraph of activity)

## WRITING ABOUT READING

### Compare and Contrast Two Articles About Sidewalk Games

Remind the students that earlier they heard and discussed an expository nonfiction article about hopscotch and another about jumping rope. Explain that today they will revisit the two articles and think about how the two articles are alike and how they are different. Have the students open to pages 34–35 of their *Student Response Books* and look at the article “Hop to It: Fancy Footwork.” Ask and briefly discuss:

**Q** *What do you remember learning about hopscotch from this article?*

**Q** *What are some text features in this article?*

Use the same procedure to review the article “Jump Rope: Then and Now” on pages 38–39 of the *Student Response Book*. Then ask:

**Q** *In what ways are these two articles alike?*

**Q** *In what ways are they different?*

#### Students might say:

“Both articles are about games we play at recess.”

“They both tell about how the games changed over time.”

“In addition to what [Sophie and Carlos] said, there are photographs and text boxes in both articles.”

“‘Hop to It’ gives instructions for hopscotch, but there are no instructions in the other article for jumping rope.”

“‘Jump Rope’ has a timeline and ‘Hop to It’ doesn’t.”

Ask the students to watch as you think aloud and model writing about how the articles are alike and how they are different.

#### You might say:

“First, I want to describe some of the ways the two articles are alike. I’ll write: *The articles ‘Hop to It’ and ‘Jump Rope’ are alike in some ways. Both are about simple sidewalk games that have been popular for a long time. They both give information about how the games began and how they have changed over time. Also, both articles have photographs of kids playing the games and text boxes that give additional information.* Now I want to write about some of the things that are different about the two articles. I’ll write: *The articles are also different in some ways. ‘Hop to It’ gives instructions for playing hopscotch, but ‘Jump Rope’ doesn’t tell you how to jump rope. Also, ‘Jump Rope’ includes a timeline with important dates while ‘Hop to It’ does not.*”

Have the students write about how the two articles are alike and different. If time permits, ask a few volunteers to share their writing with the class.

## EXTENSION

### Create a Timeline of Important Classroom Events

Have the students turn to *Student Response Book* page 39 and look at the timeline in the article “Jump Rope: Then and Now.” Review that this timeline shows important jump rope events, organized in the order in which they happened.

Explain that together the class will make a timeline of important events that have happened in the classroom this year. Have the students brainstorm events (for example, projects, visitors, class trips, or parties) that they consider important. Write their ideas where everyone can see them. Have the students add dates to the events. Then, using the timeline in “Jump Rope: Then and Now” as a model, invite the students to organize the events chronologically in a timeline.

You might post the timeline in the classroom and have the students add to it periodically during the school year.

#### Teacher Note

Alternatively, you might invite the students to make timelines of important events in their lives. If you do this, you might encourage the students to ask their parents to help them identify key dates in their personal timelines.

## Guided Strategy Practice

## Day 4

#### In this lesson, the students:

- Identify and write about information learned from text features in expository nonfiction articles
- Read independently for up to 25 minutes
- Take responsibility for their learning and behavior

### 1 Review Text Features

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Review that this week the students read and discussed three expository nonfiction articles with text features. Direct the students’ attention to the “Text Features” chart and remind them that they thought about how illustrations, text boxes, titles, headings, maps, and timelines help readers understand information in expository nonfiction text. Point to *illustrations* and ask:

**Q** *How do illustrations help readers understand information in expository text?*

Have one or two students share their thinking. Have the students briefly browse through the three articles on *Student Response Book* pages 34–39, and ask for a volunteer to identify and show an example of an illustration in one of the articles. Review text boxes, titles, headings, maps, and timelines in the same way.

#### Materials

- “Hop to It: Fancy Footwork” (see pages 358–359)
- “Origami: The Art of Japanese Paper Folding” (see pages 360–361)
- “Jump Rope: Then and Now” (see pages 362–363)
- “Text Features” chart from Day 3
- *Student Response Book* pages 33–39
- “Class Assessment Record” sheet (CA3)

**TEKS 10.C.ii**  
Student/Teacher Narrative  
Step 1 (all)

**TEKS 10.C.ii**  
Student/Teacher Activity  
Step 2–4 (all, beginning on  
page 356 and continuing on  
to page 357)

### Teacher Note

Text features in “Origami” include a title, headings, a text box, a map, captions, and photographs. Text features in “Jump Rope” include a title, headings, a text box, a timeline, a caption, and a photograph.

## 2 Discuss Information Learned from Text Features

Have the students turn to “Hop to It: Fancy Footwork” on *Student Response Book* pages 34–35 and quietly review the article on their own. After a few moments, signal for the students’ attention and ask:

**Q** *What text features does this article have?*

If necessary, point out that the article has a title, headings, illustrations, captions, photographs, and a text box. Use “Think, Pair, Share” to discuss:

 **Q** *What is something you learned from a text feature in the article? [pause]*  
*Turn to your partner.*

Have one or two volunteers share with the class. Ask them to point out features they reference as they share.

#### Students might say:

“I learned what French and Alaskan hopscotch courts look like from the illustrations.”

“From the caption on page 35 I learned that a traditional hopscotch court has eight or ten squares.”

“I learned how to play hopscotch from the text box on page 35.”

Use the same procedure to discuss what the students learned from text features in the articles “Origami” and “Jump Rope.”



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify text features in the articles?
- Are they able to say what they learned from the text features?

Record your observations on the “Class Assessment Record” sheet (CA3); see page 84 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to identify text features and say what they learned from them, proceed with the lesson and continue on to Week 4.
- If **about half of the students** or **only a few students** are able to identify text features and say what they learned from them, you might give the class additional instruction by repeating this week’s lessons using alternative texts before continuing on to Week 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

### 3 Write About Information Learned from Text Features

After the students have discussed the text features in all three articles, have each student turn to *Student Response Book* page 33, “Three Things I Learned from Text Features in the Articles,” and record three things she learned from text features in the articles.

### 4 Share What Students Learned as a Class

When most students have finished writing, signal for their attention and invite a few volunteers to share what they wrote with the class. Ask follow-up questions such as:

**Q** [Max] said that he learned from [the timeline in “Jump Rope”] that [the first double Dutch tournament was held in 1974]. What is something else you learned from [the timeline]?

**Q** Why do you think the author included [the map] in [“Origami”]?

Explain that next week the students will look at another type of expository nonfiction and discuss it with their partners and as a class.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Discuss Text Features

Ask the students to notice and use the text features in their texts as they read independently today. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share their texts in pairs. Ask partners to show each other the text features they noticed and describe how they used each feature. Then have the students return to their desks and put away their texts.

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit’s Individual Comprehension Assessment.

#### Teacher Note

If students are having difficulty, stimulate their thinking by asking questions such as:

**Q** What did you learn about Sadako Sasaki from the text box in “Origami”?

**Q** What is something you learned about jump rope from the timeline in “Jump Rope”?

**Q** What did you learn about Japan from the map and the caption that goes with it in “Origami”?

Alternatively, you might signal for the students’ attention and have a few volunteers share what they wrote.

#### Vocabulary Note

Next week you will revisit “Origami: The Art of Japanese Paper Folding” to teach the Week 20 vocabulary lessons.



# HOP TO IT: Fancy Footwork

Looking for a fun outdoor game? Grab a piece of chalk, a stone, and a friend. What can you play? Hopscotch!

The first hopscotch courts were made around 2,000 years ago. Imagine a hopscotch court 100 feet long—about the length of a professional basketball court. That’s how big the first courts were. They were not made for fun, either. Instead, they were used for a training exercise. Roman soldiers would dress in heavy armor and run from one end of the court to the other and back again. This exercise helped them stay quick on their feet.

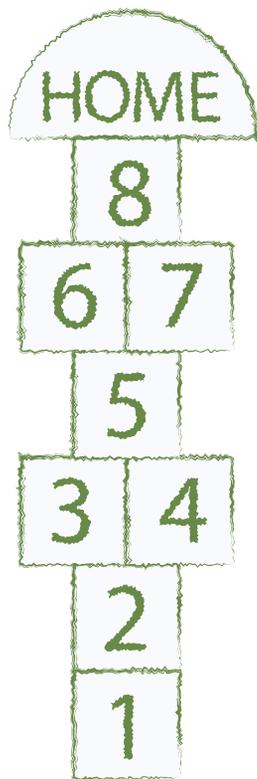
## Hopping Around the World

Roman children watched the soldiers and imitated them. They drew smaller courts on the ground with chalk and made their own rules. Hopscotch became a game! Their game was simple to learn yet challenging to play. It quickly became popular throughout Europe. Later, it spread to Asia and America.

In every country, children changed the game in their own way. In France, the court is drawn in the shape of a snail. In Bolivia, the squares in the court are named for the days of the week. In the United States, hopscotch is played in many ways. For example, in Alaska, the squares are not named or numbered.

Hopscotch is a simple game with a long history. Over the centuries, it has spread all over the world. Hopscotch proves that the simplest games are often the most popular.





**A traditional hopscotch court has eight or ten squares. Once you have learned how to play and how to hop on one leg, it's a lot of fun.**

## How to Play

To play a game of traditional hopscotch, all you need is one traditional hopscotch court (you can draw one with chalk), one stone, and two or more people. Make sure all the players know these rules:

- A player must toss the stone into every square in sequence.
- Players must land with only one foot in any square.
- Players can't land on a line.
- Players can't hop into any square that is holding the stone.
- A player's turn ends if he or she breaks any of the above rules or if the stone doesn't land in the right square when it is tossed.

When it's your turn, toss the stone into square 1 and then hop on one leg into square 2. Next, jump into squares 3 and 4 so that your left foot is in square 3 and your right foot is in square 4. Continue to hop and jump to the end of the court (making sure only one foot lands in each square!). Now, turn around in the "home" square and hop back to the beginning of the court, pausing to pick up the stone in square 1 before you hop out.

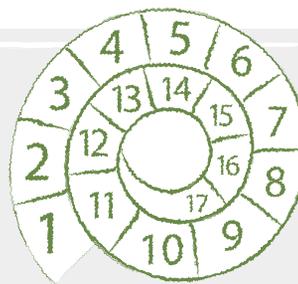
Once you've completed the first pass through the court, toss the stone into square 2 and hop through the court again, hopping over the square that has your stone in it and picking up the stone on your way back. Continue throwing your stone into the next square and hopping through the court again until you step on a line or fall. Then it's the next player's turn! When it's your turn again, continue by tossing the stone into the last square you aimed for. The first player who is able to hop through the course with his or her stone in the last square is the winner!

## Hopping in France

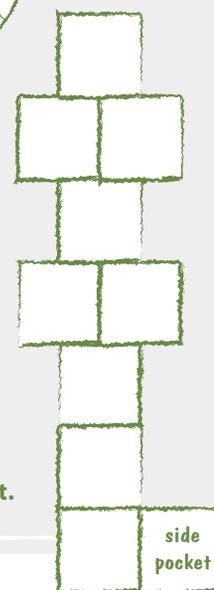
In the French hopscotch game, no stone is used. The player hops through the spiral shape, from square 1 to square 17. Then the player hops back to the beginning, chooses a square, and writes his or her initials inside it. The other players must hop over this square. The game is over when it becomes too hard for anyone to hop to the center. The player whose initials are written inside the most squares is the winner.

## An Alaskan Pastime

In the Alaskan version of hopscotch, the court has a "side pocket." The player stands inside the side pocket and tosses the stone into the first square. The player then hops diagonally into the second square (skipping the square holding the stone) and hops to the end of the court. The player hops back to the second square, picks up the stone, hops out, and gives the stone to the next player. That player tosses the stone into the second square and repeats the pattern. If a player tosses the stone and it does not land in a square, that player is out. The players repeat the pattern until one person is left—the winner!



**In France, hopscotch courts are shaped like snail shells.**



**An Alaskan hopscotch court has a side pocket.**

# Origami

## The Art of Japanese Paper Folding

Could you fold a square of paper into a graceful fish or a long-stemmed flower? Origami, or Japanese paper folding, is an art form practiced by many people. In origami, a simple sheet of paper can become a spectacular piece of art.



Japan is an island country that lies near the east coasts of Russia, Korea, and China. It is made up of four major islands.

### Ancient Art Form, Modern Appeal

Paper was invented in China and brought to Japan around the year 500. Because paper was rare back then, paper decorations were reserved for special ceremonies. As paper became more common, people started to make paper models for fun. By the 1800s, children in Japan and Europe were learning the art of folding paper into interesting shapes.

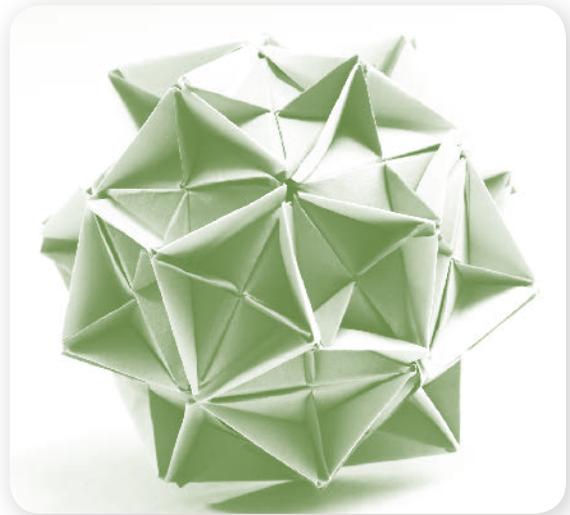
Traditionally, origami objects are created using square pieces of paper that range in size from 1 to 15 inches wide. Six inches is one of the most common sizes. The paper is usually colored or patterned on one or both sides. The paper square is not usually cut or glued but is shaped by making a series of creases and folds. Some artists use wet paper to achieve a more rounded look; others experiment with unusual materials, such as cloth, wire, sheet metal, and even toilet paper.

## A Worldwide Craze

Today, there are fans of origami worldwide. The most popular shapes are still traditional Japanese models, such as flowers and birds, but many people are inspired by more unusual-looking life-forms, such as scorpions, armadillos, and horned beetles.

Some people submit their paper creations to origami contests. Some origami contests have a theme such as plants or prehistoric animals. In other contests, there are categories such as best original design, best technical folding, and best miniature model. Winners of the Massachusetts Institute of Technology origami contest have included precise models of a butterfly, a sailboat, and a gold-colored beaver.

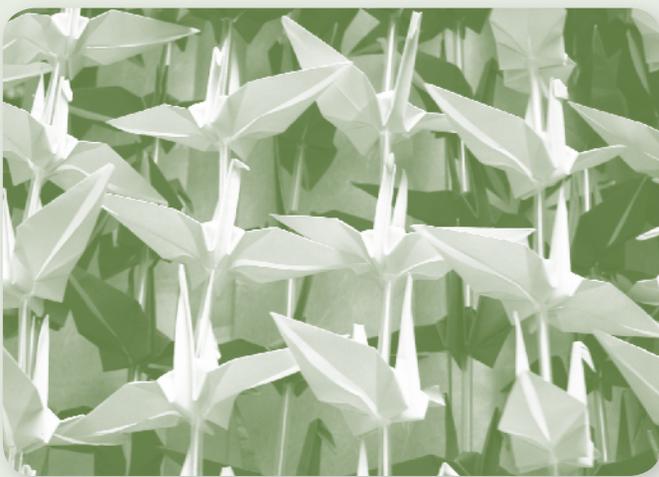
Origami is a tradition that has been passed on through many generations. Artists fold origami to express themselves. Scientists and engineers use it to explore shapes and angles to invent new technology. Teachers sometimes use origami as a tool to help kids learn math. And many people fold paper just because it's fun.



**Folding origami can be a fun challenge. Some complicated origami figures are constructed using several sheets of paper.**

## One Thousand Paper Cranes

In the city of Hiroshima, Japan, people bring thousands of paper cranes to a memorial park every year. They do this to remember a girl



**A 1,000-crane chain takes a long time for one person to make, but it can be completed quickly if many people join in.**

named Sadako Sasaki. After World War II (1939–1945), Sadako became ill with leukemia, a form of cancer. She had heard the legend that if a person folds 1,000 paper cranes, he or she will be granted one wish. Her wish was to become healthy again.

Sadako decided to fold 1,000 paper cranes. For months, she kept folding and folding, but on October 25, 1955, she died, with 350 cranes left to make. Her friends completed the remaining cranes for her. Sadako's determination to finish her project has come to stand for a wish for peace. Today, people across the world fold paper cranes and string them into chains. They send them to the memorial park to remember Sadako's dream.

# Jump Rope

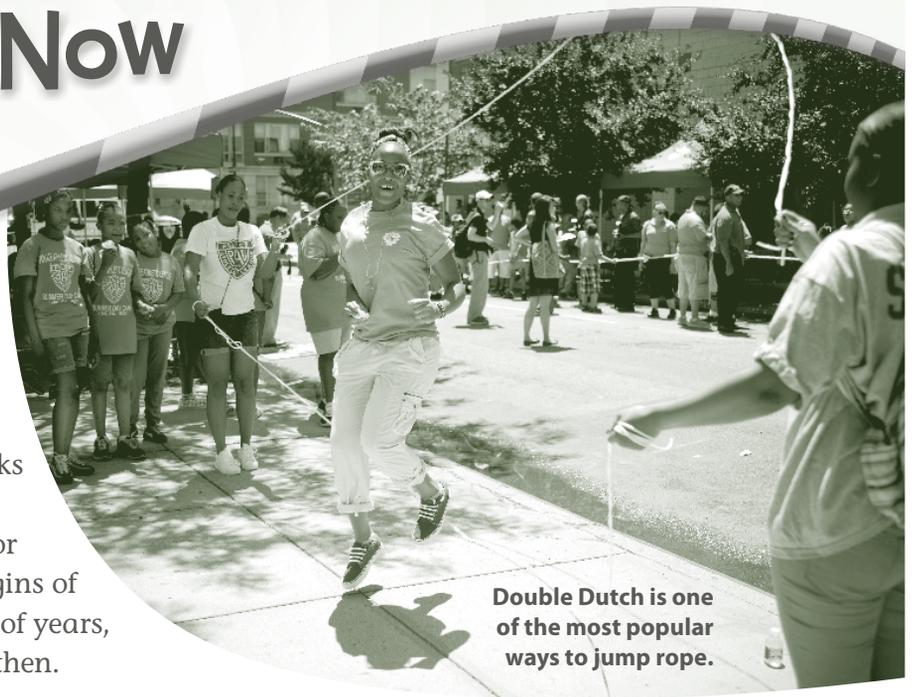
## Then and Now

**H**ave you ever jumped rope? It's a fun activity that kids do in schoolyards and on sidewalks everywhere! Did you know that people have been jumping rope for a long, long time? In fact, the origins of jumping rope go back thousands of years, but it has come a long way since then.

No one knows for sure when and how jumping rope started. Some say the game originated in Egypt more than 3,000 years ago, when the Egyptians jumped over vines as a form of play. What we do know is that jumping rope began in ancient times and has traveled around the world.

### Coming to America

It is believed that Dutch settlers brought jumping rope to the American colonies in the 1600s. Some say it was the Dutch who developed a new way to jump called "double Dutch," which is one of the more popular—and difficult—jumping games today. In this game, two people hold two ropes, one end of each rope in each hand, and turn them in opposite directions as jumpers jump over both ropes.



**Double Dutch is one of the most popular ways to jump rope.**

Three hundred years later, in the 1940s and 1950s, jumping rope became popular with kids in America's cities. At that time, young jumpers used jump rope as a form of play because it required only a rope and almost anyone could learn how to do it.

Later, in the 1970s, Americans became more and more concerned with being fit and healthy. This led to an increased interest in jumping rope as a form of physical fitness. During this time, two New York City police officers, David A. Walker and Ulysses Williams, turned double Dutch into a world-class sport. On February 14, 1974, nearly 600 fifth-, sixth-, seventh-, and eighth-grade students participated in the first double Dutch tournament ever held.

## Jumping Today

Today, jumping rope is seen as a fun way for both kids and grown-ups to play and exercise, which has resulted in the formation of many jump rope organizations and clubs. There are also special jump rope events, including some that raise money for charities. In 1978, Jean Barkow, a high school physical education teacher, held a “Jump-Rope-A-Thon,” which raised \$2,032 for the American Heart Association. Since then, Barkow’s annual event, now called Jump Rope for Heart, has raised more than \$750 million!

People jump rope competitively, as well. Competitive jumpers work on their speed and fancy jumping moves. In 2012, Jolien Kempeneer set a world record by jumping 204 times in 30 seconds.

Interested in having some fun with your friends, getting some exercise, or enjoying some serious competition? Grab a rope and get jumping!

## Jump Rope Songs

Jump rope can include singing songs in rhythm with the jumping and rope turning. Often, the words of these songs include instructions to the jumpers on how to jump and when to jump into and out of the turning rope.

Teddy Bear, teddy bear,  
Turn around. [*Jumper turns in a circle.*]  
Teddy Bear, teddy bear,  
Touch the ground. [*Jumper touches the ground.*]  
Teddy Bear, teddy bear,  
Tie your shoe. [*Jumper touches his or her shoe.*]  
Teddy Bear, teddy bear,  
How old are you?  
1, 2, 3, 4, 5 . . . [*Continue counting out loud.*]  
*The jumper jumps out when their age is called.*

## Important Dates in Modern Jump Rope History

**February 1974:**  
The first double Dutch tournament is held.

**September 1979:**  
The American Heart Association turns Barkow’s idea into a national school event, Jump Rope for Heart.

1970

**March 1978:**  
Jean Barkow holds a Jump-Rope-A-Thon at Riverside High School in Milwaukee, Wisconsin.

1980

**October 1995:**  
The organization USA Jump Rope is formed to promote jumping rope as a form of exercise and a competitive sport.

1990

**July 2006:**  
The FISAC-IRSF World Rope Skipping Championships event is held in Toronto, Canada.

2000

**February 2007:**  
The fourth Asian Rope Skipping Championships event is held in New Delhi, India.

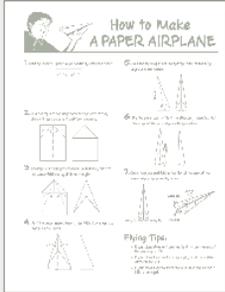
**March 2014:**  
Jump Rope for Heart celebrates raising more than \$750 million since it was started 35 years ago.

2010

**June 2014:**  
The U.S. National Jump Rope Championship is held in Long Beach, California.

# Week 4

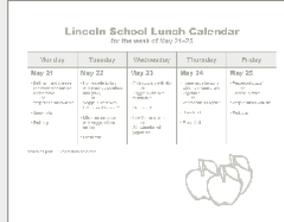
## OVERVIEW



### “How to Make a Paper Airplane”

(see page 382)

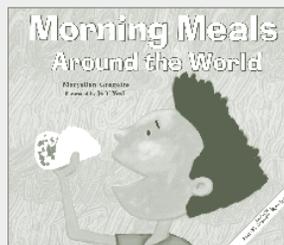
This functional text gives step-by-step instructions for making a paper airplane.



### “Lincoln School Lunch Calendar”

(see page 383)

This functional text is a sample elementary school lunch calendar showing one week of menus.



### “You Can Make Tea with Milk” and “You Can Make Mexican Breakfast Quesadillas” from *Morning Meals Around the World*\*

These simple recipes give instructions for making tea with milk and Mexican breakfast quesadillas.

*\*This book was also used in Week 1.*



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activity

- WA3

### Assessment Forms

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

### Reproducible

- Unit 6 family letter (BLM1)

### Professional Development Media

- “Using Presentation Tools” tutorial (AV44)

### Comprehension Focus

- Students use text features to better understand functional texts.
- Students identify what they learn from functional texts.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## Ⓜ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA4); see page 85 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 20 lessons this week.

### Materials

- Scratch paper and a pencil
- “Functional Texts” chart (WA3)
- (Optional) *Student Response Book* pages 40–41

### Teacher Note

Examples of functional texts often found in classrooms are schedules, calendars, charts (such as homework charts, attendance charts, and reading logs), name tags, labels, receipts, calendars, food wrappers, and the directions on the fire extinguisher.

### Teacher Note

You might take the students to the office, library, nurse’s office, or another public space on the campus. If a walk around the school is not possible, you might provide a variety of functional texts that the students can examine in class or use the examples of functional texts on *Student Response Book* pages 40–41.

### In this lesson, the students:

- Identify and discuss functional texts around the school
- Identify what they learn from the functional texts
- Read independently for up to 25 minutes
- Take responsibility for their learning and behavior

## 1 Review Articles and Introduce Functional Texts

Gather the class with partners sitting together, facing you. Review that last week the students heard and read expository nonfiction articles and thought about how text features help readers understand articles. Explain that today the students will explore another kind of expository nonfiction, *functional texts*.

Explain that functional texts help readers do things in everyday life. Some examples of functional texts are street signs, maps, menus, recipes, lists, and game directions.

Point out one or two functional texts in the classroom and explain how they are helpful. For example, you might point at the lunch menu and explain that it is helpful because it lets the students know what will be served for lunch each day. Ask:



**Q** *What other functional texts do you see in our classroom? Turn to your partner.*

Have several volunteers point out the functional texts they noticed. As they share, briefly discuss how each functional text is helpful.

#### Students might say:

“I see the schedule for today. It lets us know the times we will do things like go to recess and eat lunch.”

“The name tags on our desks help us learn everyone’s names.”

“The map on our bulletin board lets us know how to leave the classroom if there is a fire.”

## 2 Introduce the School Walk

Explain that today the class will take a walk around the school to look for functional texts.

Tell the students that during the walk you will stop a few times so they can look around and talk about the functional texts they see. Explain your expectations for how the students will behave on the walk.

**You might say:**

"I expect you to walk with your partner. I expect you to watch me for signals about when to stop, listen, and talk. When you talk to your partner, I expect you to whisper."

Ask and briefly discuss:

- Q** *Who do we want to be considerate of when we walk around outside the classroom? Why do we want to be considerate of them?*
- Q** *What can we do so we don't disturb other classes when we walk around?*

**Students might say:**

"We want to be considerate of kids in other classes."  
"It's important to be considerate so we don't bother people."  
"We can be considerate if we pass the principal in the hall. We can smile at her."  
"We can walk quietly and not stomp our feet when we walk."

Ask the students to keep these things in mind during the walk, and tell them that you will check in with them after the walk to see how they did.

### 3 Take a Walk Around the School

Lead the students on a walk around the school. Bring paper and a pencil with you to record their observations. At the first stop, ask:



- Q** *What functional texts do you see? Turn and whisper to your partner.*

Signal for the students' attention and have a couple of students quietly share their observations. If necessary, share one or two functional texts you notice.

**You might say:**

"I notice the lunch schedule and the exit sign. I also see a poster with information about the book fair next week."

Jot down functional texts the students mention. After a few students have shared, continue the walk, stopping to notice functional texts in other areas of the school.

### 4 Discuss Functional Texts as a Class

When you return to the classroom, have partners sit together. Ask:



- Q** *What functional texts did you see on our walk? Turn to your partner.*

### Teacher Note

Save the “Functional Texts” chart (WA3) to use on Day 2.

Display the “Functional Texts” chart (WA3). Invite a few volunteers to share the functional texts they noticed with the class, and record their findings on the chart. Help the students think about the purposes of functional texts by asking follow-up questions such as:

- Q *What information does [the lunch menu] give you?*
- Q *How does the [“In Case of Emergency” poster] help us?*

## 5 Reflect on How the Students Acted Responsibly During the School Walk

Ask and briefly discuss:

- Q *What did you do to act in a responsible way during the walk? How do you think that helped the people around us?*

Tell the students that they will look at more functional texts in the coming days.

## INDIVIDUALIZED DAILY READING

## 6 Read Independently and Use Text Features

Encourage the students to notice and use text features as they read independently today. Explain that later you will ask some of them to share the text features they used with the class. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers who used text features to share with the class. Have each volunteer begin by telling the title of the text he read, the author’s name, and what the text is about. Then have him show a text feature he used and explain how he used it. Have the students return to their desks and put away their texts.

## In this lesson, the students:

- Read and discuss functional texts
- Identify what they learn from functional texts
- Use text features to better understand information in the texts
- Read independently for up to 25 minutes
- Take responsibility for their learning and behavior

## 1 Review Functional Texts

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Display the “Functional Texts” chart (📄 WA3) from Day 1 and remind the students that yesterday they observed and discussed functional texts in the classroom and around the school. Review that functional texts are a type of expository nonfiction and that functional texts help readers do things in everyday life.

Explain that today the students will look closely at two functional texts and discuss how they help readers do things.

## 2 Introduce and Read Aloud “How to Make a Paper Airplane”

Have the students turn to *Student Response Book* page 42. Read the title “How to Make a Paper Airplane” aloud and explain that these are directions for making a paper airplane. Explain that a set of directions for making something is one type of functional text. Add *directions for making things* to the “Functional Texts” chart.

Ask the students to follow along as you read “How to Make a Paper Airplane” aloud, giving the students a moment to look at the diagram for each step before reading the next step. Clarify vocabulary as you read.

### Suggested Vocabulary

**vertically:** straight up and down

**align:** line up

## Materials

- “How to Make a Paper Airplane” (see page 382)
- “Lincoln School Lunch Calendar” (see page 383)
- *Student Response Book* pages 42–43
- “Functional Texts” chart (WA3) from Day 1
- “Text Features” chart from Week 3 and a marker

### 3 Discuss “How to Make a Paper Airplane”

 Give pairs a few moments to look over the directions together, and then have them discuss:

**Q** *What makes these directions easy to use?*

Have a few volunteers share with the class.

#### Students might say:

“The steps are numbered so you know what to do first.”

“There are pictures to show you how to fold the plane.”

“In addition to what [Luz] said, it tells you what the different parts of the plane are, like the wings and the rudder.”

Point out that the numbered steps and labeled diagrams are text features that make this functional text easy for readers to use. Add *numbered steps* to the “Text Features” chart.

### 4 Introduce and Read Aloud “Lincoln School Lunch Calendar”

Explain that the students will look at another kind of functional text, and have them turn to *Student Response Book* page 43. Read the title “Lincoln School Lunch Calendar” aloud and explain that this is a calendar showing school lunch menus for one week. Call the students’ attention to the legend under the bottom-left corner of the calendar and explain that the legend lets readers know what the symbols (asterisks) on the calendar mean. Point out that the symbols and legend provide information without making the calendar too crowded.

Ask the students to follow along as you read “Lincoln School Lunch Calendar” aloud, referring to the legend as necessary.

#### ELL Vocabulary

English Language Learners may benefit from discussing the following vocabulary:

**vegetarian sandwich:** sandwich without meat on it

**nuggets:** small pieces

### 5 Discuss the Calendar

 Give pairs a few moments to look over the calendar together, and then have them discuss:

**Q** *What information does this calendar give you?*

Have a few volunteers share with the class.

**ELPS 4.C.ii**  
Step 5  
(all, beginning on page 370 and continuing on to page 371)

As a class, discuss:

**Q** *What makes this calendar easy to use?*

**Students might say:**

"The title has the dates in it so you know which week it's for."

"It says the days of the week at the top."

"The menu for each day is in its own box."

"The legend tells you which foods are vegetarian and which contain pork."

Point out that the title, column headings, symbols, and legend are expository text features that help make it easy for readers to use the calendar. Add *calendars* to the "Functional Texts" chart. Then add *column headings*, *symbols*, and *legends* to the "Text Features" chart.

Explain that because the lunch calendar and the instructions for the paper airplane give different information, they are organized in different ways to help readers make sense of them. Tell the students that reading functional texts carefully and noticing how they are organized helps readers understand and use them more easily. Tell the students that they will continue to explore functional texts in the next lesson.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Use Text Features

Ask the students to use the text features in their texts as they read independently today and to think about what the features help them learn. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 89 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share their texts with partners. Have each partner tell the title of her text, the author's name, what the text is about, a text feature she used, and what that text feature helped her learn.

#### Teacher Note

Save the "Functional Texts" chart (WA3) to use on Day 3.

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## EXTENSIONS

### Make Paper Airplanes

Have the students follow the instructions in “How to Make a Paper Airplane” to make their own paper airplanes. Then facilitate a discussion about the process using questions such as:

- Q *Were the directions easy or hard to follow?*
- Q *Which text features did you find useful? How did they help you?*

### Share Examples of Functional Texts

Ask the students to bring in examples of functional texts from their daily lives. Have them point out text features in the examples and explain how the features help readers. If appropriate, have pairs glue their examples to a large sheet of construction paper and add labels telling what they are and how they are used. (For example, a weather graph from the newspaper might be labeled *newspaper weather graph: gives weather predictions for the next five days.*)



#### Technology Tip

To support the students in choosing effective search terms, you might teach Technology Mini-lesson 4, “Choosing Effective Search Terms” (found in Appendix B).



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## TECHNOLOGY EXTENSION

### Fold Origami

Show the article “Origami: The Art of Japanese Paper Folding” on pages 360–361 and remind the students that they read and discussed the article earlier. Tell the students that today they will use the Internet to help them make origami objects themselves. Guide the students in an online search for origami instructions. First, discuss keywords that might be useful in an Internet search for origami instructions (for example, “origami for kids” or “easy origami instructions”). Then, as a class, browse the websites and identify a few sets of instructions to try. Print the sets you identified and distribute one set of instructions to each pair of students, along with origami paper. Have partners work together to fold origami by following the instructions. When most pairs have finished, invite them to share the objects they made with the class. Discuss questions such as:

- Q *Was it easy or hard to fold [the frog]? What made it [easy]?*
- Q *What text features did your instructions have? How did those text features help you?*
- Q *What text features could you add to the instructions to make them clearer?*

## In this lesson, the students:

- Read and discuss functional texts
- Use text features to better understand information in the texts
- Describe the relationship between a series of steps in a technical procedure
- Read independently for up to 25 minutes
- Take responsibility for their learning and behavior

## 1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Explain that tomorrow will be the students' last day working with their current partners. Facilitate a brief discussion about what has worked well for partners so far and what things they want to continue to work on during their last two days together. Ask:

Q *What helps you and your partner work well together?*

Q *What things do you still want to work on?*

## 2 Review Functional Texts and *Morning Meals Around the World*

Display the “Functional Texts” chart (C WA3) from Day 2 and remind the students that they have been exploring functional texts, or texts that help readers do things in their everyday lives. Tell the students that today they will look at two functional texts from a book they heard earlier in the unit.

Show the cover of *Morning Meals Around the World* and remind the students that the book describes some of the different foods people around the world eat for breakfast. Show pages 22–23 and explain that at the end of the book, the author provides two recipes for foods mentioned in the text: tea with milk and Mexican breakfast quesadillas. Point out that recipes, which are sets of directions for making food, are a type of functional text. Add *recipes* to the “Functional Texts” chart.

## 3 Read and Discuss “You Can Make Tea with Milk”

Have the students open to *Student Response Book* page 44, where the first recipe, “You Can Make Tea with Milk,” is reproduced. Remind the students that tea with milk is something children in Russia drink for breakfast. Ask the students to follow along as you read the recipe for tea with milk aloud. Clarify vocabulary as you read.

## Materials

- *Morning Meals Around the World*
- “Functional Texts” chart (WA3) from Day 2
- *Student Response Book* pages 44–45
- “Text Features” chart from Day 2
- “Class Assessment Record” sheet (CA4)

## Teacher Note

Save the “Functional Texts” chart (WA3) to use on Day 4.

## TEKS 10.C.i

Student/Teacher Activity  
Steps 3–5 (all, beginning on page 373 and continuing on to page 375)

## Teacher Note

You might reread page 12 of *Morning Meals* where tea with milk is described.

## Suggested Vocabulary

**serving:** enough for one person

**steep:** sit in liquid

### 4 Discuss “You Can Make Tea with Milk”



Give partners a few moments to look over the recipe together, and then have them discuss:

**Q** *Do you think this recipe would be easy to follow? Why or why not?*

Have a few volunteers share their thinking.

**Students might say:**

“I think it would be easy to follow because the steps are numbered. You know what to do first and then what to do next.”

“There is a ‘What you need’ section that tells you everything you need to make the tea.”

Ask:



**Q** *What would happen if you did the steps in a different order? For example, what would happen if you skipped Step 2? Turn to your partner.*

Have a few volunteers share their thinking.

**Students might say:**

“If you did the steps in a different order, the recipe wouldn’t turn out right.”

“If you skipped Step 2, you wouldn’t have tea at all. That’s one of the most important steps because it’s when you put in the tea bag.”

“In addition to what [Mohammed] said, if you skipped Step 2, you would have hot water with milk, which wouldn’t taste very good.”

Point to *numbered steps* on the “Text Features” chart and remind the students that numbered steps help users of directions follow all the steps and do them in the proper order.

### 5 Read and Discuss “You Can Make Mexican Breakfast Quesadillas”

Have the students turn to *Student Response Book* page 45, where the second recipe, “You Can Make Mexican Breakfast Quesadillas,” appears. Ask the students to follow along as you read the recipe aloud. Clarify vocabulary as you read.

#### Teacher Note

You might reread page 14 of *Morning Meals* where breakfast quesadillas are described.

## Suggested Vocabulary

**jalapeño pepper:** type of spicy pepper

**optional:** not necessary

**gram:** metric system measurement equal to about one-fifth of a teaspoon

As a class, discuss the following questions:

**Q** *Why do you think the jalapeño pepper in the recipe is optional? What effect might it have on how the quesadillas taste?*

**Q** *How is this recipe like the recipe for tea with milk? How is it different?*

Tell the students that tomorrow they will talk more about the recipes they read today, and explain that you will ask each of them to write a recipe. Tell the students that you want them to think about a simple food or drink they know how to make and could write a recipe for. Then, as a class, brainstorm foods and drinks the students know how to make.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to make sense of functional texts?
- Can they identify helpful features in the texts?

Record your observations on the “Class Assessment Record” sheet (CA4); see page 85 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to make sense of functional texts and identify helpful features in the texts, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to make sense of functional texts and identify helpful features in the texts, you might wish to repeat Days 1, 2, and 3 of this week using the examples of functional texts on *Student Response Book* pages 40–41 before continuing on to Day 4.

## Teacher Note

Some simple foods and drinks the student might write recipes for include cereal with milk, toast with butter and jam, peanut butter and jelly sandwiches, guacamole, lemonade, smoothies, and ice pops.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Share Information Learned

Encourage the students to use text features and to think about what they are learning as they read independently today. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they learned from their texts or from text features in their texts. Remind each volunteer to begin by showing her text and telling the class the title and the author’s name. Then ask questions such as:

**Q** *What is your [article] about?*

**Q** *What is something surprising or interesting you learned from the [article]?*

**Q** *What did you learn from reading the text features in the [article]?*

Have the students return to their desks and put away their texts.

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## EXTENSION

### Make Tea with Milk or Mexican Breakfast Quesadillas

Set aside a time to make one of the recipes in *Morning Meals* and enjoy tea or quesadillas as a class. Afterward, facilitate a discussion using questions such as:

**Q** *What did you think of the [tea with milk]?*

**Q** *Would you change this recipe at all if you made it again? If so, how?*

## In this lesson, the students:

- Discuss text features in recipes
- Write recipes with text features
- Read independently for up to 25 minutes
- Take responsibility for their learning and behavior

## 1 Review the Week

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Direct the students' attention to the "Functional Texts" chart (📄 WA3) from Day 3 and review that they have read and discussed several functional texts, including a set of directions for making a paper airplane, a school lunch calendar, and two recipes from the book *Morning Meals Around the World*. Tell the students that today they will revisit the recipes for tea with milk and Mexican breakfast quesadillas. Then they will think about and write their own recipes.

## 2 Discuss Text Features in Recipes

Direct the students' attention to the "Text Features" chart and review that these are some of the text features that help readers make sense of expository nonfiction. Have the students turn to *Student Response Book* pages 44–45 and quietly review the recipes from *Morning Meals Around the World*. After several moments, signal for the students' attention and use "Think, Pair, Share" to discuss:

 **Q** *What text features do you notice in these recipes? How are they helpful?*  
[pause] *Turn to your partner.*

Have a few students share with the class. Put stars next to the features they mention on the "Text Features" chart and add any text features they mention that are not already on the chart.

### Students might say:

- "The titles tell you what they are recipes for."
- "The headings make the recipes easy to follow."
- "The numbered steps tell you the order to do things in."
- "The 'What you need' section tells you everything you need to make the recipe."
- "The illustration of the quesadilla lets you know what it should look like."
- "The number of servings tells you how many people the recipe is for."

## Materials

- *Morning Meals Around the World*
- "Functional Texts" chart (WA3) from Day 3
- "Text Features" chart from Day 3 and a marker
- *Student Response Book* pages 44–46
- "Reading Comprehension Strategies" chart
- Copy of this unit's family letter (BLM1) for each student

## Teacher Note

Text features in the recipes include titles, headings, illustrations, numbered steps, number of servings (new), and "What you need" sections (new).

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

### Teacher Note

Some text features the students might include are titles, headings, "What you need" lists, number of servings, numbered steps, and illustrations.

### Teacher Note

Save the "Text Features" chart to use in Unit 7.

## 3 Write Recipes with Text Features



Remind the students that yesterday they brainstormed simple foods and drinks they know how to make. Explain that they will now write their own recipes with text features. Ask each student to think quietly about what she will write a recipe for and what text features she could include in the recipe. After a moment, have partners take turns sharing what they plan to write.

Have the students turn to *Student Response Book* page 46, "Recipe with Text Features." Explain that you would like each student to write a recipe that includes at least two text features from the "Text Features" chart and then list the text features he used on the lines below. Give the students time to complete their recipes.

## 4 Discuss Recipes as a Class

Invite a few volunteers to share the recipes they wrote with the class. Facilitate a brief discussion of each recipe using questions such as:

- Q *What makes this recipe easy to follow?*
- Q *What text features did [Jasmine] include? What other text features might she have included?*
- Q *What questions do you have for [Jasmine] about her recipe?*

## 5 Review Recognizing Text Features

Review that over the past few weeks, the students have explored and discussed text features in expository nonfiction books, articles, and functional texts. Refer to the "Reading Comprehension Strategies" chart and review that using text features is a comprehension strategy that helps readers understand a variety of expository texts. Draw the students' attention to the "Text Features" chart and encourage them to continue to look for and use text features as they read independently.

# INDIVIDUALIZED DAILY READING

## 6 Read Independently and Reflect on Reading Expository Nonfiction

Encourage the students to use text features and to think about what they are learning as they read independently today. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 86) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Help the students reflect on reading expository nonfiction by asking questions such as:

- Q *What do you enjoy about reading expository nonfiction?*
- Q *What is challenging about it?*
- Q *What topics have you enjoyed reading about? What other topics do you want to read about?*

Tell the students that they will have more opportunities to read expository nonfiction in the coming weeks. Have the students return to their desks and put away their texts.

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## WRITING ABOUT READING

### Write Opinions About Nonfiction

Remind the students that they have spent several weeks reading and discussing nonfiction texts about real people, places, and things. Show the covers of *Two Bobbies*, *Brave Harriet*, *Wilma Unlimited*, and *Sonia Sotomayor* and review that these books are examples of *narrative nonfiction* because they are written like stories, with a beginning, middle, and end. Then show the covers of *Morning Meals* and *Homes* and remind the students that these are examples of another type of nonfiction called *expository nonfiction*. Ask:

- Q *What makes expository nonfiction different from narrative nonfiction?*

If necessary, remind the students that expository nonfiction texts provide information about specific topics and are not told like stories. Ask:

- Q *What other types of expository nonfiction texts did we talk about besides books? What were some of the topics of those texts?*

If necessary, remind the students that they read and discussed expository nonfiction articles about hopscotch, origami, and jump rope as well as a variety of functional texts including recipes, instructions, and a calendar. Point out that, in addition to the read-alouds, the

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### Vocabulary Note

Next week you will revisit “Lincoln School Lunch Calendar,” “How to Make a Paper Airplane,” and “How to Make Mexican Breakfast Quesadillas” to teach the Week 21 vocabulary lessons.

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### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 381.

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### Materials

- *Morning Meals*
- *Homes*
- *Brave Harriet* from Unit 5
- *Wilma Unlimited* from Unit 5
- *Sonia Sotomayor* from Unit 5
- *Two Bobbies* from Unit 1

students have read many other examples of nonfiction during IDR and Independent Strategy Practice.

First in pairs, and then as a class, discuss:

**Q** *What type of nonfiction do you most enjoy? Why?*

**Q** *What nonfiction topics are most interesting to you?*

**Students might say:**

"I like functional texts best because they help you do things."

"I like narrative nonfiction because you learn things from it and it's fun to read."

"I like reading about real people's lives because you can learn lessons for your own life."

"I like reading about space and space exploration."

Point out that when people talk about what they like most or find the most interesting, they are giving *opinions*, or telling what they think about things. Remind the students that people may have different opinions about the same thing and that this is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing opinions about nonfiction.

**You might say:**

"The type of nonfiction I most enjoy are expository nonfiction articles because I learn a lot from them and they don't take long to read. The nonfiction topics I most enjoy reading about are politics, gardening, and American history. I'll write: *The type of nonfiction I most enjoy is expository nonfiction. I particularly like expository nonfiction articles because I learn a lot from them and they don't take long to read. My favorite topics to read about are politics, gardening, and American history.*"

Have the students write their own opinion paragraphs about nonfiction they enjoy. Remind them to give reasons for their opinions. If time permits, ask a few volunteers to share their writing with the class.



### Technology Tip

For more information about creating class presentations, view the "Using Presentation Tools" tutorial (AV44).



## TECHNOLOGY EXTENSION

### Create a Digital Class Cookbook

Make copies of the recipes the students wrote on *Student Response Book* pages 44–45 and post them where everyone can see. Ask the students to help you put the recipes into a logical sequence (for example, you might group them by meal time or meal type) and compile them into a class cookbook. Have the students create a digital version of the cookbook by taking photos of their recipes and uploading them into a class presentation.

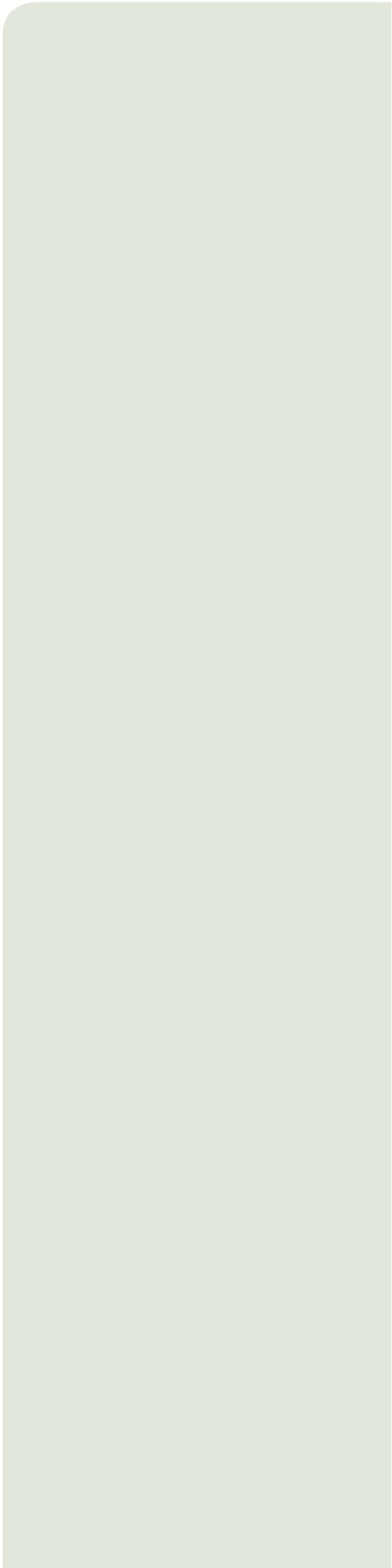
# End-of-unit Considerations

## Wrap Up the Unit

- This is the end of Unit 6. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit’s family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

## Assessment

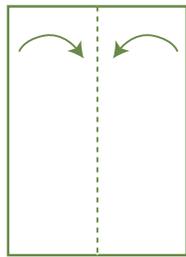
- Before continuing on to the next unit, take this opportunity to assess individual students’ reading comprehension using the “Individual Comprehension Assessment” record sheet (IA1); see page 90 of the *Assessment Resource Book*.



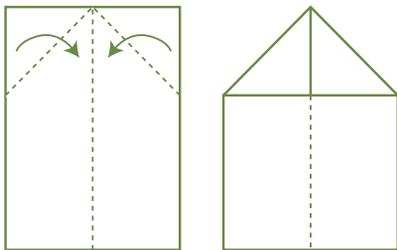


# How to Make A PAPER AIRPLANE

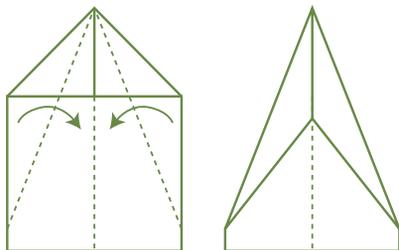
1. Fold the sheet of paper in half vertically. Open the paper.



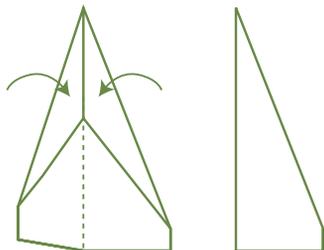
2. Fold the top left and right corners down so that they align with the center fold and form triangles.



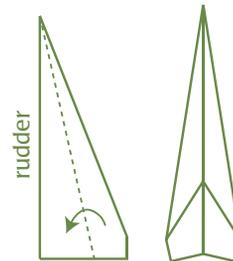
3. Fold the left and right corners in so that they align at the center fold and again form triangles.



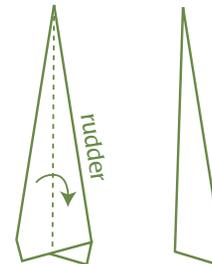
4. Fold the paper in half, keeping the folds from steps 1, 2, and 3 on the inside.



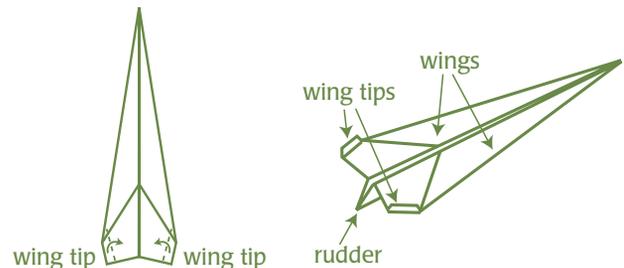
5. Fold the top wing in half so that the edge of the wing aligns with the rudder.



6. Flip the plane over and fold the other wing in half so that the edge of the wing aligns with the rudder.



7. Open the plane and fold up the tips at the back of the wings to help the plane fly better.



## Flying Tips:

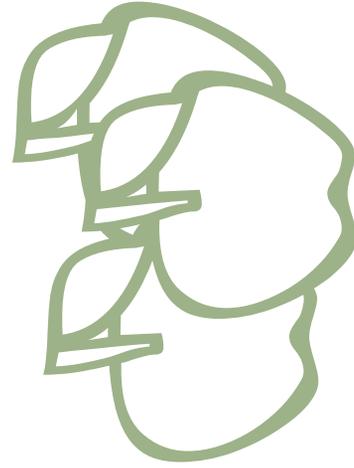
- If your plane dives and crashes, fold the back edges of the wings up a little.
- If your plane flies too far to the right, bend the rudder a little to the left.
- If your plane flies too far to the left, bend the rudder a little to the right.

# Lincoln School Lunch Calendar

for the week of May 21–25

Monday	Tuesday	Wednesday	Thursday	Friday
<b>May 21</b> <ul style="list-style-type: none"> <li>• Deli ham and cheese sandwich with lettuce and tomato*</li> <li>or</li> <li>• Vegetarian sandwich**</li> <li>• Snack mix</li> <li>• Fruit cup</li> </ul>	<b>May 22</b> <ul style="list-style-type: none"> <li>• Homemade turkey with mashed potatoes and gravy</li> <li>or</li> <li>• Veggie burger with lettuce and tomato**</li> <li>• Mixed green salad with veggie sticks on top</li> <li>• Fresh fruit</li> </ul>	<b>May 23</b> <ul style="list-style-type: none"> <li>• Fish nuggets with dip</li> <li>or</li> <li>• Veggie sticks with hummus**</li> <li>• Dinner roll</li> <li>• Low-fat ice cream</li> <li>or</li> <li>• Strawberries with yogurt dip</li> </ul>	<b>May 24</b> <ul style="list-style-type: none"> <li>• Homemade lasagna with meat sauce and vegetable</li> <li>or</li> <li>• Vegetarian lasagna**</li> <li>• Breadstick</li> <li>• Fresh fruit</li> </ul>	<b>May 25</b> <ul style="list-style-type: none"> <li>• Pepperoni pizza*</li> <li>or</li> <li>• Cheese pizza**</li> <li>• Veggie sticks with dip</li> <li>• Fruit cup</li> </ul>

\*contains pork \*\*vegetarian selection





# Unit 7

# Wondering/ Questioning

## EXPOSITORY NONFICTION

During this unit, the students use the strategy of wondering/questioning to help them understand expository nonfiction as they continue an across-grades exploration of animal life. In grade 3, the students learn more about animal habitats as they hear and discuss texts about animals that live in rain forests, deserts, and the Arctic. The students use schema to articulate what they think they know about topics before reading, stop and ask questions during reading, and identify what they have learned and what they still wonder about topics after reading. They compare and contrast two texts on the same topic and use text features to help them make sense of the texts. During IDR, the students use wondering/questioning to help them understand expository texts they read independently and continue to confer with the teacher about their reading. Socially, they develop the skill of asking clarifying questions to better understand their partners' thinking, and they reflect on how they are taking responsibility for their behavior.

# Unit 7

## Wondering/Questioning

### RESOURCES

#### Read-alouds

- *Flashy Fantastic Rain Forest Frogs*
- *Explore the Desert*
- *Polar Bears*
- “Polar Bears in Peril”

#### Writing About Reading Activities

- “Write Opinions of Books from the Unit”
- “Compare and Contrast Two Texts About Polar Bears”



#### Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 4, “Choosing Effective Search Terms”
- Mini-lesson 5, “Understanding Search Results”
- Mini-lesson 6, “Narrowing Search Results and Using Filters”
- Mini-lesson 7, “Evaluating Research Sources”



#### Technology Extensions

- “Research and Report on Deserts”
- “Ask an Expert About Polar Bears”
- “Research Global Warming”

#### Extensions

- “Practice Using Wondering/Questioning with Content-area Reading”
- “Analyze Paired Texts About Rain Forests”
- “Start a ‘What We Learned About Animal Habitats’ Chart”
- “Distinguish Between Facts and Opinions”
- “Read More from *Explore the Desert*”
- “Practice Using ‘Stop and Ask Questions’ with Content-area Reading”
- “Analyze Paired Texts About Polar Bears”



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA6

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 7 family letter (BLM1)

#### Professional Development Media

- “Responding Neutrally with Interest” (AV23)
- “Using Presentation Tools” tutorial (AV44)
- “Using Blogs in the Classroom” tutorial (AV45)

## RESOURCES *(continued)*

### Assessment Resource Book

- Unit 7 assessments

### Reading Assessment Preparation Guide

- Answering Questions in Response to Text unit

### Student Response Book

- “Excerpt from *Flashy Fantastic Rain Forest Frogs*”
- “What I Wonder About *Flashy Fantastic Rain Forest Frogs*”
- “What I Wonder About My Text”
- “Stop and Ask Questions About Deserts (1)”
- “Stop and Ask Questions About Deserts (2)”
- “Stop and Ask Questions About Deserts (3)”
- “Polar Bears in Peril”
- “Double-entry Journal About ‘Polar Bears in Peril’”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 21 (“You Can Make Mexican Breakfast Quesadillas”; “Lincoln School Lunch Calendar”; “How to Make a Paper Airplane”)
- Week 22 (*Flashy Fantastic Rain Forest Frogs*)
- Week 23 (*Explore the Desert*)

# Unit 7

## Wondering/Questioning

### DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

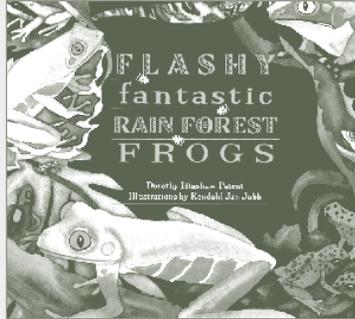
■ formally taught □ informally experienced

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud/Strategy Lesson:</b> <i>Flashy Fantastic Rain Forest Frogs</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using schema to tell what they think they know about the topic of the book</li> <li>Using wondering/questioning to make sense of the book</li> <li>Identifying what they learn from the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Flashy Fantastic Rain Forest Frogs</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing parts of an expository nonfiction book</li> <li>Using wondering/questioning to make sense of the book</li> <li>Identifying what they learn from the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Flashy Fantastic Rain Forest Frogs</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using wondering/questioning to make sense of the book</li> <li>Identifying what they learn from the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Independent Strategy Practice Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Wondering about expository nonfiction texts prior to reading</li> <li>Using wondering/questioning to make sense of the texts</li> <li>Identifying what they learn from expository texts and referring to the texts to support their thinking</li> </ul>
Week 2	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Explore the Desert</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using schema to tell what they think they know about the topic of the book</li> <li>Using “Stop and Ask Questions” to think about the book</li> <li>Identifying what they learn from the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Explore the Desert</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using “Stop and Ask Questions” to think about the book</li> <li>Identifying what they learn from the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Explore the Desert</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using “Stop and Ask Questions” to think about the book</li> <li>Identifying what they learn from the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Independent Strategy Practice Focus:</b></p> <ul style="list-style-type: none"> <li>Reading independently</li> <li>Using “Stop and Ask Questions” to think about expository nonfiction texts</li> <li>Referring to the text to support their thinking</li> <li>Writing in their reading journals</li> </ul>
Week 3	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Polar Bears</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using schema to tell what they think they know about the topic of the book</li> <li>Using wondering/questioning to make sense of the book</li> <li>Identifying what they learn from the book</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Polar Bears</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of an expository nonfiction book</li> <li>Using wondering/questioning to make sense of the book</li> <li>Identifying what they learn from the book</li> <li>Referring to the text to support their thinking</li> <li>Writing in their reading journals</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>“Polar Bears in Peril”</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an expository nonfiction article</li> <li>Using wondering/questioning to make sense of the article</li> <li>Identifying what they learn from the article</li> <li>Referring to the text to support their thinking</li> </ul>	<p><b>Strategy Lesson:</b> <i>Polar Bears; “Polar Bears in Peril”</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Comparing two texts on the same topic</li> <li>Discussing the important ideas and key details in the texts</li> <li>Referring to the texts to support their thinking</li> </ul>

# Week 1

## OVERVIEW



### *Flashy Fantastic Rain Forest Frogs*

by Dorothy Hinshaw Patent, illustrated by Kendahl Jan Jubb

Readers learn about the appearance, diet, life cycle, and unique characteristics of the many species of rain forest frogs.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activities**

- WA1–WA2

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)

#### **Professional Development Media**

- “Responding Neutrally with Interest” (AV23)

## Comprehension Focus

- Students use wondering/questioning to make sense of an expository text.
- Students use schema to articulate what they think they know about the topic of an expository text prior to reading.
- Students identify what they learn from an expository text.
- Students read independently.

## Social Development Focus

- Students develop the skill of asking clarifying questions.
- Students listen respectfully to the thinking of others and share their own.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Take time to show and discuss the text features.
- ✓ Make available expository nonfiction texts at a variety of levels so that the students can practice using text features and wondering/questioning during IDR and Independent Strategy Practice throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, prepare a sheet of chart paper with the title “Questions to Help Me Understand My Partner.”
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 107 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 101 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, select an expository text and prepare to model wondering about the topic of the text before reading (see Step 2). Plan what you will wonder about ahead of time so the modeling goes smoothly.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 21 lessons this week.

**Materials**

- *Flashy Fantastic Rain Forest Frogs* (pages 3–9)
- “Questions to Help Me Understand My Partner” chart, prepared ahead, and a marker
- “Text Features” chart from Unit 6
- “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart (WA1)
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 104

**In this lesson, the students:**

- Begin working with new partners
- Hear and discuss part of an expository nonfiction book
- Use wondering/questioning to make sense of the book
- Identify what they learn from the book and refer to the text to support their thinking
- Read independently for up to 25 minutes
- Ask clarifying questions

**ABOUT BUILDING A BODY OF KNOWLEDGE ABOUT ANIMAL LIFE**

In each grade of the *Making Meaning* program, the students apply the strategy of wondering/questioning to a set of expository nonfiction texts on the topic of animal life. Exploring a topic within and across grades enables the students to systematically build a body of knowledge about the topic. In kindergarten the focus of each text is on animal young. In grade 1, the students learn about a wide variety of animal life and are introduced to the concept of *habitat*, which is then further explored in grades 2 and 3. In grade 4, the focus shifts to animal senses, and in grade 5, the students learn about big cats and the challenges they face as endangered species.

**1** Pair the Students and Introduce Asking Clarifying Questions

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Remind the students that in previous weeks they focused on contributing different ideas during partner conversations. Explain that this week they will focus on a new skill for working with partners—asking questions when they do not understand what their partners say.

Explain that when a student doesn’t understand what her partner means, she can ask questions that will help clarify, or make clear, what her partner is saying. Model a clarifying question or two for the students (for example, “Sometimes when one of you is talking to me and

I don't understand you, I'll say, 'I'm not sure I understand you. Can you say that in a different way?"). Write your example on the "Questions to Help Me Understand My Partner" chart. Then ask:

**Q** *If you don't understand your partner, what are some questions you can ask to help you understand what he or she is saying?*

Add the students' suggestions to the chart. Tell the students that today you would like them to use these questions when they don't understand their partners. Explain that at the end of the lesson you will check in with them to see how they did with using the questions. Point out that they can also use the questions when they don't understand something you have said.

## **2** Review Expository Nonfiction and Introduce the Topic of Animal Habitats

Remind the students that they have been reading and discussing expository nonfiction texts, or texts that give true information about particular topics. Direct the students' attention to the "Text Features" chart and review that expository texts often include special text features—such as tables of contents, diagrams, maps, indexes, glossaries, and text boxes—that give readers additional information or help them locate information in the texts.

Tell the students that the expository texts they will hear in this unit focus on animals and their *habitats*, or the places where the animals live.

## **3** Introduce *Flashy Fantastic Rain Forest Frogs*

Tell the students that today you will read aloud from a book called *Flashy Fantastic Rain Forest Frogs*. Show the cover of the book and read the title and the names of the author and the illustrator aloud. Show pages 3–5 and point out that the book contains text and illustrations but not photographs, captions, or other features found in expository texts they have read this year. Explain that it is still an expository text because it gives information about a topic: rain forest frogs.

Point to the illustration on page 4 and explain that tropical rain forests are forests with thickly growing plants and trees. These forests are located in warm parts of the earth where a lot of rain falls. Many different kinds of animals—including monkeys, parrots, leopards, crocodiles, and frogs—live in tropical rain forests. Ask and briefly discuss:

**Q** *What do you think you know about frogs?*

**Q** *Based on what you think you know, what do you wonder about frogs that live in tropical rain forests? What questions do you have about them?*

### Teacher Note

If the students have trouble suggesting clarifying questions, provide a few more examples to stimulate their thinking (for example, "Can you tell me more about that?" "What did you mean when you said . . . ?" and "Can you give me an example of what you mean?"). Emphasize that it is important to speak politely and respectfully when seeking clarification.

### Teacher Note

In Unit 4, the students were introduced to wondering/questioning and used the strategy to make sense of narrative fiction. In Unit 5, the students used wondering/questioning to explore narrative nonfiction. During the next three weeks, they will use the strategy to explore expository nonfiction texts, including an article.

Display the “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart (🌍 WA1) and list a few of the students’ “I wonder” statements and questions on the chart. Explain that after the reading today the students will revisit these ideas and discuss what they learned about rain forest frogs.

#### 4 Read Part of the Book Aloud with Brief Section Introductions

Tell the students that the first page you will read describes the many different kinds of rain forest frogs. Ask them to listen for information they did not know before. Read aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

##### Suggested Vocabulary

**flashy:** brightly colored (p. 3)

**tropical:** having to do with hot, rainy areas of the world known as the tropics (p. 5)

**cling:** hold on tightly (p. 6)

**blend perfectly with:** look just like (p. 9)

##### 🌍 ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**ordinary:** usual (p. 3)

**moist:** wet (p. 3)

**freezes:** becomes very cold; is icy (p. 5)

Stop after:

**p. 3** “The males croak to attract females, which then lay eggs without shells.”

Use “Turn to Your Partner” to discuss the question that follows. Remind the students to ask questions if they do not understand their partners’ thinking.



**Q** *Based on what you just heard, what are you wondering? Turn to your partner.*

Have one or two volunteers share their ideas with the class. Record their statements or questions, exactly as stated, on the “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart.

##### Students might say:

“I wonder where the really small frogs live.”

“Do blue and orange frogs live in other places besides the rain forest?”

“Why are rain forest frogs so colorful?”

##### Teacher Note

To maintain the flow of the lesson, have only one or two students share at each stop. Accept the students’ ideas without discussion. Hearing others’ questions gives the students examples of things they might wonder about as they continue to listen.

Explain that the next part you will read describes the tropical rain forest habitat. Reread the last sentence on page 3 and continue reading. Stop after:

**p. 5** “The forest floor is shaded by the plants above, so, often, little grows there.”

Again, ask:



**Q** *Based on what you just heard, what are you wondering? Turn to your partner.*

Have one or two volunteers share their thinking and add their ideas to the chart. Tell the students that the last part you will read today tells where frogs live in the rain forest and what they eat. Reread the last sentence on page 5 and continue reading. Stop after:

**p. 9** “They can eat almost anything that comes their way, even mice and small rats.”

Follow the procedure you used at the previous stops to discuss and record what the students wonder.

## 5 Discuss the Reading

Facilitate a class discussion about what the students learned from the reading. Be ready to reread passages aloud and show illustrations again to help the students recall what they heard. Ask:

**Q** *What did you learn today about rain forest frogs?*

Refer to the “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart and ask:

**Q** *Were any of the things you wondered about explained in the reading? If so, what did you find out?*

Remind the students that wondering and asking questions while reading helps readers think carefully about the text and read for answers to their questions. Explain that tomorrow you will read more from *Flashy Fantastic Rain Forest Frogs* and the students will continue to think about what they are learning and wondering.

## 6 Reflect on Asking Clarifying Questions

Facilitate a brief discussion about how the students did asking clarifying questions. Ask:

**Q** *Did you or your partner have trouble understanding each other at any point?*

Refer to the “Questions to Help Me Understand My Partner” chart. Ask:

**Q** *Did you try asking your partner a question from the chart? If so, how did it go?*

Tell the students that they will continue to work on asking their partners clarifying questions in the coming days.

### Teacher Note

Save the “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart (WA1) to use on throughout the week.

### Teacher Note

Save the “Questions to Help Me Understand My Partner” chart for use throughout the unit.

# INDIVIDUALIZED DAILY READING

## 7 Review and Practice Self-monitoring and “Fix-up” Strategies

Tell the students that for the next four weeks they will continue reading expository nonfiction during IDR.

Refer to the “Thinking About My Reading” chart and review the questions on it. Remind the students that it is important to stop, think about what they are reading, and use the questions on the chart to help them monitor their comprehension. If a student does not understand what he is reading, the student should use one or both of the “fix-up” strategies of rereading and reading ahead. If a student has tried both of the “fix-up” strategies and still does not understand the text, he can try the strategies listed on the “Reading Comprehension Strategies” chart. Alternatively, the student might ask you or a classmate for help.

Have the students get their texts and read silently for up to 25 minutes. Stop them twice during their reading to have them monitor their comprehension by thinking about the charted questions.

After the students have settled into their reading, confer with individual students.

### ELL Note

To support your English Language Learners, consider modeling reading a text and stopping periodically to ask yourself the self-monitoring questions listed on the chart. Discuss each question with your students to make sure they understand the process.



### IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief discussion with the students about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you’re not understanding something you’re reading? Why?*

Have the students return to their desks and put away their texts.

### Teacher Note

Provide time on a regular basis for the students to record the books they have completed in their reading logs.

## In this lesson, the students:

- Hear and discuss parts of an expository nonfiction book
- Use wondering/questioning to make sense of the book
- Identify what they learn from the book and refer to the text to support their thinking
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own
- Ask clarifying questions

## 1 Review Asking Clarifying Questions

Gather the class with partners sitting together, facing you. Briefly explain that the students will talk in pairs again today. Refer to the “Questions to Help Me Understand My Partner” chart from Day 1 and explain that you would like the students to continue to use the questions when they do not understand their partners’ thinking.

## 2 Review the First Reading from *Flashy Fantastic Rain Forest Frogs*

Show the cover of *Flashy Fantastic Rain Forest Frogs* and review that it is an expository text, or a text that gives information about a topic. Remind the students that they heard the first part of the book earlier. Ask:

**Q** *What have you learned about rain forest frogs so far?*

Display the “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart (WA1) from Day 1. Ask:

**Q** *Which of the things you wondered were explained in the part we read yesterday?*

Have a few volunteers share their thinking. Explain that today you will read more from *Flashy Fantastic Rain Forest Frogs* and the students will continue to wonder and listen for answers to their questions.

## 3 Read Parts of the Book Aloud with Brief Section Introductions

Remind the students that at the end of the previous reading they learned that some large horned frogs have green and brown bodies that blend with the rain forest floor. Tell the students that the first part of the book you will read today describes how the colors of horned frogs and other frogs help to protect them from predators.

## Materials

- *Flashy Fantastic Rain Forest Frogs* (pages 10–15, 27)
- “Questions to Help Me Understand My Partner” chart from Day 1
- “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart (WA1) from Day 1

Read pages 10–15 and page 27 aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**disguise:** outward appearance that hides what something really is (p. 10)

**predators:** animals that hunt other animals for food (p. 12)

**glides:** moves smoothly and easily (p. 12)

**game:** animals hunted for food (p. 15)

**doses:** amounts of a medicine that are given at one time (p. 27)

### ELL Vocabulary

English Language Learners may benefit from discussing additional vocabulary, including:

**patterns:** shapes or markings that usually repeat (p. 10; refer to the illustration)

**fearlessly:** without being afraid (p. 14)

**poisonous:** able to harm or kill by poison (p. 14)

Stop after:

**p. 12** “When the frog reaches another tree, it can hang on with just one giant toe pad until it can grab with its foot.”

Ask:



**Q** *Based on what you just heard, what are you wondering? Turn to your partner.*

After a few moments, have one or two students share their thinking with the class, and record their ideas on the “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart. Explain that the next part you will read describes an unusual rain forest frog called the *poison dart frog*. Read pages 14–15 and stop after:

**p. 15** “The skin of one small frog can contain enough poison to kill more than a hundred people.”

Ask:



**Q** *Based on what you just heard, what are you wondering? Turn to your partner.*

Have one or two volunteers share their thinking, and record their ideas on the chart. Explain that the last part of the book you will read today tells how scientists have found ways to use the poison of the poison dart frog. Skip pages 16–25 and read the text on page 27 aloud. Stop after:

**p. 27** “Others could be used as heart-attack medicines.”

Follow the procedure you used at the previous stops to discuss and record what the students wonder.

### Teacher Note

Circulate and listen as partners talk. Notice whether the students are wondering about the text and whether they are asking clarifying questions when necessary. Be prepared to share your observations with the students at the end of the lesson.

## 4 Discuss the Reading and the Students' Questions

As a class, discuss:

**Q** *What did you learn about how scientists use poison from poison dart frogs?*

**Q** *What did you learn about how rain forest frogs hide from predators?*

Direct the students' attention to the "What We Wonder About *Flashy Fantastic Rain Forest Frogs*" chart and briefly review the things they wondered about rain forest frogs. Use "Think, Pair, Share" to discuss the questions that follow. Be ready to reread passages aloud and to show illustrations again to help the students recall what they heard. Ask:



**Q** *Were any of the things you wondered about explained in today's reading? What did you find out about them? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Remind the students that wondering and questioning is an important comprehension strategy because it helps readers think more deeply about a text. Explain that in the next lesson you will finish reading the book and the students will continue to wonder and learn about rain forest frogs.

## 5 Reflect on Partner Work

Briefly share your observations of how partners worked together during the lesson. Then ask:

**Q** *How did you show respect for your partner today? What did you do to show respect for your partner's thinking?*

### Students might say:

"I was polite when I asked my partner a clarifying question."

"I let my partner finish talking before I talked."

"I listened respectfully to my partner's ideas even when I disagreed with her."

# INDIVIDUALIZED DAILY READING

## 6 Read Independently and Share Reading with Partners

Tell the students that at the end of IDR today, you will ask them to talk with partners about interesting things they learned from their texts. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### Facilitation Tip

During this unit, we invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, "Great idea" or "Good job") or criticizing (for example, "That's wrong") the students' responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than to themselves, for validation. To build the students' intrinsic motivation, try responding with genuine curiosity and interest (for example, "Interesting—say more about that") while avoiding evaluative statements, whether positive or negative. To see this Facilitation Tip in action, view "Responding Neutrally with Interest" (AV23).





## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students share interesting things they learned from their reading with partners. Remind each student to begin by telling his partner the title of his text, the author’s name, and the topic of the text. Have the students return to their desks and put away their texts.

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## EXTENSION

### Practice Using Wondering/Questioning with Content-area Reading

When you read as a class in your social studies, science, or other textbooks, use the read-aloud procedures described in Step 3 of today’s lesson to have the students practice wondering and asking questions to make sense of their reading. After the reading, have the students reflect on which questions got them thinking about the reading, which questions were discussed (and how), and which were not discussed.

## In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Use wondering/questioning to make sense of the book
- Identify what they learn from the book and refer to the text to support their thinking
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own
- Ask clarifying questions

## 1 Review *Flashy Fantastic Rain Forest Frogs*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Flashy Fantastic Rain Forest Frogs* and review that in the previous lesson the students heard more of the book and listened for answers to their questions about rain forest frogs. Display the “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart (WA1) from Day 2 and ask:

**Q** Which questions on the chart have not been discussed in the book so far?

Explain that today you will read the last few pages of the book aloud. Ask the students to listen for answers to their questions and to notice what else they are wondering about rain forest frogs.

## 2 Read the Last Part of the Book Aloud

Explain that the last part of the book describes how some types of rain forest frogs are becoming extinct (dying out). Read pages 28–31 of *Flashy Fantastic Rain Forest Frogs* aloud without stopping. Show the illustrations and clarify vocabulary as you read.

### Suggested Vocabulary

**threatened:** in danger (p. 28)

**harvesting wood:** cutting down trees to use the wood for lumber, paper, and other products (p. 28)

**become extinct:** no longer exist; die out (p. 28)

**ultraviolet light:** light from the sun that is invisible to the human eye; some forms of ultraviolet light are harmful to people and may also harm animals (p. 31)

## Materials

- *Flashy Fantastic Rain Forest Frogs* (pages 28–31)
- “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart (WA1) from Day 2
- *Student Response Book* pages 47–48
- “Class Assessment Record” sheet (CA1)

### 3 Reread and Write Questions About Rain Forest Frogs

Have the students turn to *Student Response Book* page 47, and point out that the excerpt is the part of the book you just read aloud. Explain that you will reread the passage so the students have another opportunity to think and wonder about it.

Have the students follow along as you reread the excerpt aloud without stopping.



Direct the students' attention to *Student Response Book* page 48, "What I Wonder About *Flashy Fantastic Rain Forest Frogs*." Explain that you would like partners to talk about what they learned from the passage and what it made them wonder. Then each student will write what she is wondering as questions or "I wonder" statements on page 48. Circulate among the students as they talk and write.



#### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to articulate what they learned from the excerpt?
- Are they able to generate questions about rain forest frogs based on the excerpt?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 101 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to articulate what they learned and generate questions, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to articulate what they learned and generate questions, proceed with the lesson and plan to monitor and support students who are having difficulty with the strategy during independent reading. You might have each student read a short passage from his book aloud to you and ask him questions such as:

Q *What information in the part you just read was new to you?*

Q *What questions do you have about this part?*

Q *What does it make you wonder?*

- If **only a few students** are able to articulate what they learned and to generate questions, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 3 Alternative Texts" list.

## 4 Discuss the Reading and the Students' Questions

Facilitate a class discussion about what the students learned from the reading today. Ask:

- Q *What did you learn about why some rain forest frog species are disappearing?*
- Q *Do you think it is important to protect frogs that are disappearing? Why or why not?*

Have the students look at the questions or statements they wrote on *Student Response Book* page 48. Ask:

- Q *What do you wonder, or what questions do you have, about what you heard and read today?*

### Students might say:

"Will frogs go extinct?"

"What can we do to help rain forest frogs?"

"I wonder if the scientists will be able to figure out how to save the frogs."

As volunteers share, add their ideas to the "What We Wonder About *Flashy Fantastic Rain Forest Frogs*" chart. Point out that some of the students' questions about rain forest frogs were not answered in the book. Explain that it is normal for an expository text to answer some of readers' questions and not others. Ask:

- Q *How might you find answers to the questions you still have about rain forest frogs?*

If necessary, explain that the students could read other books or magazines, search the Internet, or talk to a person who knows about rain forest frogs, such as a herpetologist (a scientist who studies frogs) or a zookeeper.

Explain that in the next lesson the students will practice wondering and asking questions as they read independently. Make *Flashy Fantastic Rain Forest Frogs* available for the students to read on their own.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Wonder

Encourage the students to pay attention to what they are wondering as they read today. Explain that at the end of IDR, you will ask some of the students to share what they wondered with the class. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they read and wondered. Have each volunteer begin by showing her text and telling the class the title and the author’s name. Ask questions such as:

- Q *What is the topic of your text?*
- Q *What is something you wondered as you were reading?*
- Q *Was what you wondered explained in the [book]? If so, what did you learn?*
- Q *What are you wondering now?*

Have the students return to their desks and put away their texts.

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## EXTENSIONS

### Analyze Paired Texts About Rain Forests

If the students enjoyed learning about tropical rain forests, you might extend the exploration by reading aloud and discussing a fictional treatment of the subject. Fiction titles about rain forests include *The Great Kapok Tree* by Lynne Cherry, *The Shaman’s Apprentice* by Lynne Cherry, *The Umbrella* by Jan Brett, and *Welcome to the Green House* by Jane Yolen.

Prior to reading the fiction book, have the students discuss facts they learned about tropical rain forests from *Flashy Fantastic Rain Forest Frogs* and what they are wondering about tropical rain forests. Then point out that fiction authors are free to mix facts with invention (things they have made up) in any way they wish, so works of fiction cannot always be relied on as sources of factually accurate information. But fiction can help readers understand what individuals feel, experience, and perceive in a place such as a tropical rain forest. Fictional accounts can give an “inside look” at an experience in a way that expository nonfiction books cannot. Ask:

- Q *Keeping in mind that fiction does not always stick to the facts, what might you learn about tropical rain forests from a fiction story?*

Then read aloud the fiction book. After the reading, have the students discuss what they learned from hearing a fictional story about tropical rain forests.

Encourage the students to compare the two texts and make text-to-text connections by asking questions such as:

- Q *What more did you learn from [The Great Kapok Tree] about tropical rain forests?*
- Q *What was especially surprising or interesting about [The Great Kapok Tree]?*
- Q *How are the books *Flashy Fantastic Rain Forest Frogs* and [The Great Kapok Tree] the same? How are they different?*
- Q *Which book did you like better? Why?*

## Start a “What We Learned About Animal Habitats” Chart

Show the cover of *Flashy Fantastic Rain Forest Frogs* and remind the students that this book tells about frogs that live in tropical rain forests. Ask:

- Q *What did you learn about the tropical rain forest habitat?*

### Students might say:

- “I learned that it never freezes in the tropical rain forest.”
- “I learned that people are cutting down the rain forest to harvest wood, so some frogs are losing their habitat.”
- “I learned that tropical rain forests have three layers: the canopy, the understory, and the forest floor.”
- “In addition to what [Marcos] said, I learned that most frogs live in the canopy and the understory.”

Write the title “What We Learned About Animal Habitats” on a sheet of chart paper. As the students share, record their ideas on the chart. If the students struggle to answer the question, you might reread pages 4–9 and 28–31 of *Flashy Fantastic Rain Forest Frogs*, showing the illustrations, and then ask the question again.

### Teacher Note

You might have the students record what they learn about tropical rain forests in a double-entry journal. You might title one column “What I Learned About Tropical Rain Forests from a Nonfiction Book” and the other column “What I Learned About Tropical Rain Forests from a Fiction Book.”

### TEKS 6.E.ii

[Student/Teacher Activity Extension “Start a ‘What We Learned About Animal Habitats’ Chart” and the last Teacher Note on page 405](#)

### Teacher Note

You might post the “What We Learned About Animal Habitats” chart where everyone can see it; throughout the unit, add to the chart any new facts the students have learned about animal habitats.

**Materials**

- “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart (WA1) from Day 3
- “What I Wonder About My Text” chart (WA2)
- Expository text for teacher modeling, selected ahead
- *Student Response Book* page 49

**TEKS 6.B.i**

Student/Teacher Narrative  
Step 2 (all)

**In this lesson, the students:**

- Read independently
- Wonder about expository texts prior to reading
- Use wondering/questioning to make sense of the texts
- Identify what they learn and refer to the text to support their thinking
- Ask clarifying questions

**1 Review the Week**

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with partners together. Display the “What We Wonder About *Flashy Fantastic Rain Forest Frogs*” chart (WA1) from Day 3 and review that this week the students listened to *Flashy Fantastic Rain Forest Frogs*, discussed what they learned and wondered about rain forest frogs, and thought about whether the things they wondered were explained in the book. Remind the students that they have also been working on asking clarifying questions to better understand one another. Tell the students that they will continue to work on wondering and asking clarifying questions today.

**2 Model Wondering Before Reading**

Remind the students that the purpose of learning strategies together is for the students to use them independently to make sense of their own reading. Explain that before they begin to read independently today, partners will talk about what they are wondering about the topics of their texts and then write what they are wondering in their *Student Response Books*. They will then use the questions they wrote to help them think about their reading.

Display the “What I Wonder About My Text” chart (WA2) and model wondering about the topic of the expository text you selected. Introduce the text by briefly examining the cover, looking at several pages, and commenting on any text features. Then read the first two or three sentences and wonder aloud about the book’s topic. Model writing what you wonder as questions or as “I wonder” statements on the chart.

**You might say:**

“After looking at a few pages of *The Arctic Habitat* by Molly Aloian and Bobbie Kalman, I wonder what kinds of animals live in the Arctic. I’ll write: *I wonder what kinds of animals live in the Arctic.* I also wonder how often it snows there. I’ll write: *How often does it snow in the Arctic?* Finally, I wonder if people live in the Arctic. I’ll write: *Do many people live there?*”

### 3 Wonder and Write About Topics Before Reading

Ask each student to look at her book in the same way, examining the cover and taking note of text features. Have each student read the first two or three sentences of her book, or if she is in the middle of a book, have her reread the last two or three sentences she read. Then have each student open to *Student Response Book* page 49 and write two or more things she is wondering about the topic of her text. Remind the students that they may write what they are wondering as questions or as “I wonder” statements.



When most students are finished writing, have partners share what they wrote. Explain that the students will read independently and then partners will talk again about whether the things they wondered were explained in their texts.

### 4 Read Independently

Have the students read independently for 15–20 minutes. As the students read, circulate among them and ask individual students to tell you what their texts are about and whether any of the things they wondered have been discussed in their texts so far.

### 5 Discuss Independent Reading



At the end of the independent reading time, have partners talk about what they learned from their reading and whether the things they wondered about were explained.

After partners have had a chance to talk, invite a few volunteers to share what they wondered and what they learned with the class. Ask questions such as the ones that follow and have volunteers read the pertinent parts of their texts aloud.

- Q *Were your questions answered in your reading? If so, what did you learn?*
- Q *What was one interesting thing you learned as you read today?*
- Q *Now that you've read some of the text, what else are you wondering?*

Tell the students that they will have more opportunities to wonder about expository texts in the coming weeks.

#### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

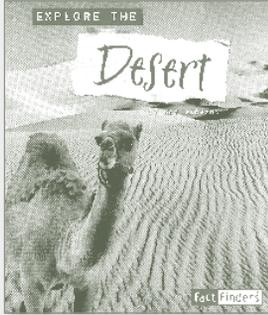
**TEKS 6.B.i**  
Student/Teacher Activity  
Step 3 (all)

#### Vocabulary Note

Next week you will revisit *Flashy Fantastic Rain Forest Frogs* to teach the Week 22 vocabulary lessons.

# Week 2

## OVERVIEW



### *Explore the Desert*

by Kay Jackson

Readers learn about the desert habitat and the plants, animals, and people that live there.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activities**

- WA3–WA4

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA2)
- “IDR Conference Notes” record sheet (CN1)

## Comprehension Focus

- Students use wondering/questioning to make sense of an expository text.
- Students use schema to articulate what they think they know about the topic of an expository text prior to reading.
- Students identify what they learn from an expository text.
- Students read independently.

## Social Development Focus

- Students develop the skill of asking clarifying questions.
- Students listen respectfully to the thinking of others and share their own.

## ⌚ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2); see page 102 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, select an expository text and prepare to model using “Stop and Ask Questions” with independent reading (see Step 2). Plan your questions ahead of time so the modeling goes smoothly.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 22 lessons this week.

# Day 1

## Read-aloud/ Guided Strategy Practice

### Materials

- *Explore the Desert* (pages 1–7)
- “Questions to Help Me Understand My Partner” chart from Week 1
- “Questions About Deserts” chart (WA3)
- *Student Response Book* page 50

### In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Use schema to tell what they think they know about the topic of the book
- Use “Stop and Ask Questions” to think about the book
- Identify what they learn from the book and refer to the text to support their thinking
- Read independently for up to 25 minutes
- Ask clarifying questions

### 1 Get Ready to Work Together

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Direct the students’ attention to the “Questions to Help Me Understand My Partner” chart and explain that this week the students will continue to focus on asking clarifying questions when they do not understand their partners. Remind the students that asking clarifying questions helps them work with their partners and better understand the texts they are discussing.

### 2 Introduce *Explore the Desert* and Review “Stop and Ask Questions”

Remind the students that in the previous lessons they heard and discussed an expository nonfiction book about frogs that live in the rain forest. Explain that today the students will leave the rain forest to explore a very different animal habitat: the desert. Ask:

**Q** *What do you think you know about deserts?*

Have a few volunteers share their thinking. Show the cover and the title page of *Explore the Desert* and read the title and the author’s name aloud. Turn to the table of contents on page 3 and remind the students that a table of contents lists the different chapters and sections in a book and tells the page on which each chapter or section begins. Read the titles of chapters 1–6 aloud. Ask:

**Q** *What questions do you have, or what do you wonder, about deserts?*

Display the “Questions About Deserts” chart (WA3) and list a few of the students’ responses on the chart. Have the students open to *Student Response Book* page 50, “Stop and Ask Questions About Deserts (1).” Explain that during the reading today you will stop twice. At each stop, the students will record their questions in the appropriate box on the *Student Response Book* page. Then they will use their questions to discuss the reading with their partners and with the class.

### ELL Note

Consider modeling this for your English Language Learners.

### 3 Read Aloud with “Stop and Ask Questions”

Explain that you will read the first chapter, “A Dry Land,” aloud today. Ask the students to listen carefully and to notice what they are wondering, or what questions come to mind.

Read pages 4–7 aloud slowly and clearly, pointing out text features and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**dunes:** large piles of sand (p. 4)

**suited:** well prepared (p. 4)

**adapted:** changed to survive (p. 6)

**Antarctica:** large continent near the south pole (p. 7; refer to the map)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**harsh:** difficult (p. 4)

Stop after:

**p. 5** “Camels use fat stored in humps on their backs when they need to go without food and water.”

Use “Think, Pair, Share” to discuss:



**Q** *What question can you ask right now?* [pause] *Turn to your partner.*

Have the students individually record their questions in the “Stop 1” box on *Student Response Book* page 50. After a moment, have one or two students share their questions with the class. Record their questions, exactly as stated, on the “Questions About Deserts” chart.

Reread the caption on page 5 and continue reading to the end of page 7. Ask:



**Q** *What question can you ask right now?* [pause] *Turn to your partner.*

Have the students write their questions in the “Stop 2” box. Then invite one or two volunteers to share with the class, and record their questions on the chart.

### 4 Use Questions to Discuss the Reading



Ask the students to quietly review the questions they wrote during the reading. Then have them turn to their partners and discuss the reading using their questions.

#### Teacher Note

Words in boldface type are defined in the glossary on page 30 of *Explore the Desert*. These words do not appear in the Suggested Vocabulary list. If necessary, refer to the glossary for definitions.

#### Teacher Note

If the students have difficulty generating questions at the first stop, model asking one or two questions and record the questions on the “Questions About Deserts” chart (for example, “How long can a camel go without drinking?” and “What other animals live in the desert?”).



#### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students’ responses. Instead, build the students’ intrinsic motivation by responding with genuine curiosity and interest, for example:

- “Interesting—say more about that.”
- “What you said makes me curious. I wonder. . . .”
- “Do you agree or disagree with what [Jackson] just said?”

### Teacher Note

If you notice partners having difficulty using their questions to discuss the reading, you might stimulate their interaction by asking questions such as:

- Q *How are your questions similar to or different from your partner's?*
- Q *Which of the questions that you or your partner wrote are discussed in the text, and how are they discussed?*
- Q *Which are not discussed?*

### Teacher Note

Save the “Questions About Deserts” chart (WA3) to use on Day 2.

As partners talk, circulate among them and notice whether the students have generated questions independently and whether the questions are relevant to the reading.

When most pairs have finished talking, facilitate a class discussion using the questions that follow. Be ready to reread passages aloud and show pages again to help the students recall what they heard. Ask:

- Q *What is a question that got you and your partner talking? Was that question answered in the reading? If so, what did you find out?*

#### Students might say:

“My partner asked, ‘What animals live in the desert?’ We found out that camels and burrowing owls live in the desert.”

“My partner asked, ‘Where are most deserts?’ We remembered that the book has a map that shows where the deserts are located. We were surprised to learn that there is a big desert in Antarctica where it’s cold.”

Remind the students that wondering and asking questions is a comprehension strategy that helps them think more deeply about what they are reading. Explain that tomorrow the students will have more opportunities to wonder and ask questions about deserts and to work in pairs.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Wonder

Ask the students to think before they read about what they wonder about the topics of their texts and to notice if the things they wonder are explained in their reading. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer begin by showing her text and telling the class the title and the author's name. Ask questions such as:

- Q *What is the topic of your text?*
- Q *What is something you wondered about the topic?*
- Q *Was what you wondered explained in the [book]? If so, what did you learn?*
- Q *What are you wondering now?*

Have the students return to their desks and put away their texts.

## Read-aloud/ Guided Strategy Practice

# Day 2

### In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Use “Stop and Ask Questions” to think about the book
- Identify what they learn from the book
- Refer to the text to support their thinking
- Read independently for up to 25 minutes
- Ask clarifying questions and agree and disagree respectfully

### 1 Review the Previous Lesson

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Display the “Questions About Deserts” chart (WA3) and review that in the previous lesson the students heard part of *Explore the Desert* and used “Stop and Ask Questions” to think about what they heard. Remind them that good readers ask themselves questions as they are reading to better understand the text. Ask:

- Q *What have you learned so far about deserts?*

Have the students turn to *Student Response Book* page 51, “Stop and Ask Questions About Deserts (2).” Explain that today you will read more from *Explore the Desert*, and ask the students to pay attention to what they are wondering, or what questions come to mind as they listen. You will stop three times. At each stop, the students will talk in pairs about their questions and then write the questions in the appropriate box of the *Student Response Book* page.

### Materials

- *Explore the Desert* (pages 14–19)
- “Questions About Deserts” chart (WA3) from Day 1
- *Student Response Book* page 53

### Teacher Note

You may need to show and reread pages 4-7 to help the students recall what they learned.

### Teacher Note

Words in boldface type are defined in the glossary on page 30 of *Explore the Desert*. These words do not appear in the Suggested Vocabulary list. If necessary, refer to the glossary for definitions.

## 2 Read Aloud with “Stop and Ask Questions”

Show the table of contents on page 3 and tell the students that today you will read chapter 3, “Desert Animals.” Read pages 14–19 aloud slowly and clearly, pointing out the text features and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**tortoises:** animals that look like large turtles and live on land (p. 14)

**jab:** poke (p. 14)

**tarantula:** hairy, poisonous spider (p. 14; refer to the photograph on p. 15)

**venom:** poison (caption on p. 17)

**burrows:** holes or tunnels in the ground (p. 18)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**fierce:** mean (p. 14)

**scrambles:** runs (p. 16)

**gobbles:** eats in large, greedy bites (p. 17)

**scent:** smell (p. 18)

**scan:** watch (p. 19)

**swift:** quick (p. 19)

Stop after:

**p. 15** “A tarantula hunts small insects in the hot desert.”

Ask:

 **Q** *What question can you ask right now? Turn to your partner.*

After partners have had a chance to talk, have the students individually record their questions in the “Stop 1” box on *Student Response Book* page 51. When most students have finished writing, invite one or two students to share with the class, and add their questions to the “Questions About Deserts” chart.

Reread the caption on page 15 and continue reading. Stop after:

**p. 17** “With quick gulps, the Gila monster gobbles up its prey.”

Ask:

 **Q** *What questions come to mind at this point in the reading? Turn to your partner.*

Follow the same procedure you used at the last stop to have the students discuss and write their questions. Then record one or two of their questions on the chart.

Explain that the next part you will read tells about desert animals that hunt at night. Read pages 18–19. Stop after:

**p. 19** “An elf owl peeks out from its nest in a saguaro cactus.”



Follow the procedure you used at the previous stops to have the students discuss and write their questions. Then add one or two questions to the chart.

### 3 Use Questions to Discuss the Reading



Tell the students that now they will use their questions to help them talk about the reading with their partners. Give the students a moment to review their questions individually. Then have partners discuss the reading using their questions.

When most pairs have finished talking, facilitate a class discussion using the questions that follow. Be ready to reread passages aloud and show pages again to help the students recall what they heard. Ask:

**Q** *What is a question that got you and your partner talking? Was the question discussed in the reading? If so, what did you find out?*

**Students might say:**

“My partner [Keith] and I asked how plants and animals survive the desert heat. We think the question was discussed because we learned that most desert animals sleep during the day and come out at night.”

“I wondered what desert animals eat. We found out most desert animals hunt for their food.”

**Q** *Do others agree that the question [was/was not] discussed in this way? Refer to the text to support your thinking.*

**Students might say:**

“We disagree with [Tobie and Keith] because the book doesn’t say that most desert animals sleep during the day. It says many desert animals hide during the day, but it doesn’t say that they sleep.”

“I agree with [Kya and Sasha]. The book describes how scorpions, snakes, coyotes, and owls catch prey.”

“I disagree with [Kya and Sasha]. It’s true that the book describes a lot of desert animals that hunt, but it never says that most do.”

If the students do not talk about adaptations that allow animals to live in the desert, ask:

**Q** *What more did you learn today about how animals survive in the desert?*

Tell the students that they will continue to use “Stop and Ask Questions” to think about *Explore the Desert* in the next lesson.

#### Teacher Note

Circulate and listen as partners talk. Notice whether the questions the students generated are relevant to the reading and if the students are referring to the text to decide whether their questions are answered.

#### Teacher Note

Stop early in the discussion and remind the students to use the discussion prompts they have learned. The prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

#### Teacher Note

Save the “Questions About Deserts” chart (WA3) to use on Day 3.

# INDIVIDUALIZED DAILY READING

## 4 Read Independently and Share Reading with Partners

Ask the students to think before they read about what they wonder about the topics of their texts and to notice if the things they wonder about are explained in their reading. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of the text he read, the author’s name, and what the text is about. Then have him tell something he wondered about the topic of the text and something he learned about the topic. After partners have had a chance to share, discuss as a class:

**Q** *What did your partner share with you today about his or her reading?*

Remind the students that the purpose of sharing their partners’ thinking is to help them develop their listening skills. Have the students return to their desks and put away their texts.

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## EXTENSION

### Distinguish Between Facts and Opinions

Explain to the students that when they read expository or other nonfiction texts, it is important to recognize when authors are stating facts and when authors are stating opinions. Recognizing the difference between facts and opinions helps readers judge the accuracy or truthfulness of what they are reading.

Explain that a *fact* is a statement that can be proved true by observation or by checking a reliable source, such as an encyclopedia. (For example,

**TEKS 9.E.ii**  
**TEKS 9.E.v**  
Student/Teacher Narrative  
Extension  
(first two paragraphs,  
beginning on page 416  
continuing on to page 417)

the statement “Scorpions jab their prey with poisonous stingers” is a fact. It can be proved true by observing how scorpions kill their prey.) An *opinion* is a statement of what someone thinks, feels, or believes about something. (For example, the statement “Scorpions are scary” is an opinion. It is a statement of what someone feels or believes to be true, but it cannot be proved true.)

Write the heading and the sentences shown in the diagram below where everyone can see them. Then have the students use “Think, Pair, Share” to think about and discuss whether each statement is a fact or an opinion.

**Fact or Opinion?**

Deserts get less than 10 inches of rain each year.

Deserts are bad places to live.

Hot deserts are better than cold deserts because they have more plants and animals.

Kangaroo rats are cute.

Gila monsters eat kangaroo rats.

**TEKS 9.E.ii**  
**TEKS 9.E.v**  
Student/Teacher Activity  
Extension  
(paragraph above the chart and the chart)

## Read-aloud/ Guided Strategy Practice

# Day 3

### In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Use “Stop and Ask Questions” to think about the book
- Identify what they learn from the book and refer to the text to support their thinking
- Read independently for up to 25 minutes
- Ask clarifying questions

### **1** Review What the Students Learned About Deserts

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the students the

### Materials

- *Explore the Desert* (pages 20–25)
- “Questions About Deserts” chart (WA3) from Day 2
- *Student Response Book* page 52
- “Class Assessment Record” sheet (CA2)

### Teacher Note

You may need to reread parts of chapters 1 and 3 to help the students recall what they have learned.

### Teacher Note

Words in boldface type are defined in the glossary on page 30 of *Explore the Desert*. These words do not appear in the Suggested Vocabulary list. If necessary, refer to the glossary for definitions.

cover of *Explore the Desert* and remind them that they have heard two chapters from the book. Ask:

**Q** *What have you learned about deserts so far?*

Show the table of contents (page 3) and explain that today you will read chapter 4, “People and the Desert.” Display the “Questions About Deserts” chart (WA3) and ask:

**Q** *Which of these questions are you still wondering about?*

Encourage the students to listen for answers to their questions and to notice what new questions come to mind during the reading.

Have the students turn to *Student Response Book* page 52, “Stop and Ask Questions About Deserts (3).” Explain that you will stop three times during the reading. At each stop, the students will talk in pairs about their questions and then individually write the questions in the appropriate box of the *Student Response Book* page.

## 2 Read Aloud with “Stop and Ask Questions”

Explain that the first part you will read tells about a group of people called the Tuaregs, who have lived in the desert for a very long time. Beginning on page 20, read aloud slowly and clearly, pointing out the text features and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**turban:** long piece of cloth wrapped around a person’s head (p. 20; refer to the photograph on p. 21)

**droughts:** long periods of time without much rain (p. 20)

**aliens:** plants or animals from someplace else (p. 23)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**trample over:** step heavily on (p. 23)

Stop after:

**p. 21** “Tuaregs use camels to carry goods long distances across the desert.”

Ask:



**Q** *What question can you ask right now? Turn to your partner.*

After partners have had a chance to talk, have the students individually record their questions in the “Stop 1” box of the *Student Response Book* page. When most students have finished writing, invite one or two students to share their questions with the class; record their questions on the “Questions About Deserts” chart. Explain that the next part you will read describes some of the effects people are having on the desert. Read pages 22–23. Stop after:

**p. 23** “Both plants were accidentally brought from Asia and Europe in the 1800s and early 1900s.”

Ask:



**Q** *What question can you ask right now? Turn to your partner.*

Follow the same procedure you used at the last stop to have the students discuss and write their questions. Then record one or two of the questions students share on the chart.

Explain that the last part you will read describes what people are doing to protect the desert. Read pages 24–25. Stop after:

**p. 25** “It’s against the law to harm any of the plants or animals that live there.”

Ask:



**Q** *What question can you ask right now? Turn to your partner.*

Follow the procedure you used at the previous stops to have the students discuss and write their questions. Then add one or two of the questions students share to the chart.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate questions about the reading?
- Are their questions relevant to the book?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 102 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to generate relevant questions, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to generate relevant questions, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

### 3 Use Questions to Discuss the Reading



Have the students use their questions to discuss the reading with their partners. When most pairs have finished talking, facilitate a class discussion using the questions that follow. Be ready to reread parts of the text that support the students' thinking.

**Q** *What is a question that got you and your partner talking? Was the question discussed in the reading? If so, what did you find out?*

**Q** *Do others agree that the question [was/was not] discussed in this way? Refer to the text to support your thinking.*

If the students do not talk about how people are making an impact on the deserts, ask:

**Q** *What did you learn about the effects people are having on deserts?*

Direct the students' attention to the "Questions About Deserts" chart and point out that some of the students' questions about deserts were not answered in the parts of the book you read aloud. Explain that you will make the book available for independent reading so that interested students can see if their questions are answered in other parts of the book.

## INDIVIDUALIZED DAILY READING

### 4 Read Independently and Wonder

Encourage the students to pay attention to what they are wondering as they read. Explain that at the end of IDR, you will ask some of the students to share what they wondered with the class. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their reading with the class. Have each volunteer begin by showing her text and telling the class the title and the author's name. Ask questions such as:

**Q** *What is the topic of your [book]?*

**Q** *What is something you wondered about the topic?*

Q *Was what you wondered explained in the [book]? If so, what did you learn?*

Q *What are you wondering now?*

Have the students return to their desks and put away their texts.

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## EXTENSION

### Read More from *Explore the Desert*

Read chapters 2, 5, and 6 of *Explore the Desert* aloud. Facilitate class discussions about what the students learned from each chapter as well as what the information in the chapters made them wonder. You might also take time to read and discuss the text features on pages 30–32.

**TEKS 6.B.v**  
**TEKS 6.B.vi**  
Student/Teacher Narrative  
Technology Extension  
(first paragraph)

**TEKS 6.B.v**  
**TEKS 6.B.vi**  
Student/Teacher Activity  
Technology Extension  
(first discussion question)



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## TECHNOLOGY EXTENSION

### Research and Report on Deserts

Show the cover of *Explore the Desert* and remind the students that they heard parts of this book earlier and learned information about deserts and the people and animals that live there. They used the thinking tool “Stop and Ask Questions” to make sense of what they heard and then thought about whether their questions were answered in the text. Remind the students that it is normal for readers to have some of their questions answered in a text and not others. Ask:

Q *What questions do you still have about deserts?*

Write the students’ questions where everyone can see them. Briefly discuss what keywords might be useful in an Internet search to answer these questions, for example, “largest desert in the world,” “desert temperatures,” or “desert cities around the world.”

Guide the students in an online search for reputable websites with relevant information. As a class, browse the websites to find information and images that answer the students’ questions. After the search is finished, briefly discuss:

Q *What new things have you learned about deserts?*

Have the students write paragraphs about what they learned. Ask the students to title their paragraphs and to use at least one other text feature. If time permits, have the students share their writing with the class.



### Technology Tip

To support the students in doing online research, you might teach the following Technology Mini-lessons in Appendix B: Mini-lesson 1, “Navigating Safely Online”; Mini-lesson 4, “Choosing Effective Search Terms”; Mini-lesson 5, “Understanding Search Results”; Mini-lesson 6, “Narrowing Search Results and Using Filters”; and Mini-lesson 7, “Evaluating Research Sources.” For more information about teaching Technology Mini-lessons 4–7, see “About Teaching the Online Research Lessons” at the beginning of Technology Mini-lesson 4.

**TEKS 9.F.ii**  
**TEKS 13.A.ii**  
**TEKS 13.C.i**  
Student/Teacher Activity  
Technology Extension (all)

**Materials**

- Expository text for teacher modeling, selected ahead
- Medium-size self-stick notes for each student
- “Journal Entry” chart (WA4)
- *Student Response Book*, Reading Journal section

**In this lesson, the students:**

- Read independently
- Use “Stop and Ask Questions” to think about expository texts
- Refer to the text to support their thinking
- Write in their reading journals
- Ask clarifying questions

**1** Review “Stop and Ask Questions”

Have the students get their *Student Response Books*, pencils, and texts for independent reading and sit at desks with partners together. Review that this week the students heard parts of *Explore the Desert*, learned about the animals and people who live in a desert habitat, and used the thinking tool “Stop and Ask Questions” to make sense of the reading.

Explain that today the students will use “Stop and Ask Questions” as they read expository texts independently. They will use self-stick notes to mark places in their texts where questions come to mind and will write the questions on the notes. Remind the students that they used self-stick notes in this way earlier in the year to ask questions about stories they were reading independently. Explain that after reading they will discuss their questions in pairs and then write about them in their reading journals.

**2** Model Using “Stop and Ask Questions” with Independent Reading

Model the procedure using a text the students are familiar with. Read several sentences aloud and think aloud about a question you have. Jot the question on a self-stick note and place the note in the margin where you stopped reading.

**You might say:**

“I’m wondering if any Tuaregs still live in the desert. The book mentions that droughts and wars have made their traditional way of life difficult. I’m going to write the question: *Do any Tuaregs live in the desert today?* I’ll stick it here next to this photograph of the Tuareg man walking a camel.”

### 3 Read Independently

Distribute self-stick notes and have the students read silently for 15–20 minutes. Stop the class at 5-minute intervals and prompt any students who have not written questions to do so.

### 4 Discuss the Students' Questions



Signal to let the students know when it is time to stop reading. Have the students talk with their partners about the questions they wrote and what they found out about those questions. Remind the students to refer to the text to support their thinking.

After partners have had a chance to talk, have a few volunteers each share a question with the class. Ask follow-up questions such as:

- Q *What was happening in the text when you thought of that question?*
- Q *What did you find out about that question?*

### 5 Write About Questions in Reading Journals

Display the “Journal Entry” chart (WA4) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

#### Journal Entry

Write a journal entry about the text you are reading. Please include:

- The title and the author's name
- What the text is about
- One question you wrote on a self-stick note
- What, if anything, you found out about that question
- If the text does not discuss the question, something else you learned

WA4



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

#### Teacher Note

Remind partners to ask each other clarifying questions during their discussions.

#### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

#### ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

### Teacher Note

If the students have difficulty writing about their questions, you might use an expository text the students are familiar with to model writing a journal entry. For example, you might write: *I am reading Explore the Desert by Kay Jackson. This book is about the plants, animals, and people that live in the desert. I wondered how animals could live in the desert with so little water. I learned that some desert animals have special ways to survive without much water. For example, camels live off fat in their humps when they cannot get food or water. Reptiles have watertight skin, so they don't lose water by sweating like people do.*

### Vocabulary Note

Next week you will revisit *Explore the Desert* to teach the Week 23 vocabulary lessons.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries and the texts they are reading with the class.

## 6 Reflect on Working Together

Review that this week the students focused on asking clarifying questions during partner conversations. Facilitate a brief class discussion about how the students are doing with this skill by asking questions such as:

- Q *How has your ability to share your thinking with your partner improved? How has that helped your work together?*
- Q *How do you think you and your partner are doing with asking each other clarifying questions? How has this helped your learning?*
- Q *What are some ways you have been taking responsibility for your own learning and behavior?*

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## EXTENSION

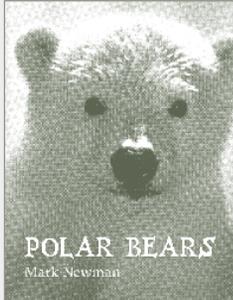
### Practice Using “Stop and Ask Questions” with Content-area Reading

Have the students use “Stop and Ask Questions” to help them be active readers of social studies, science, math, or other content-area texts. Encourage them to use self-stick notes to mark places where questions come to mind and to continue reading to see what they can learn about their questions.



# Week 3

## OVERVIEW



### ***Polar Bears***

by Mark Newman

Readers learn about the physical characteristics of polar bears, their habitat, and threats to their survival.



### **“Polar Bears in Peril”**

by Elizabeth Winchester

(see pages 446–447)

Polar bears face problems as a result of climate change, but zoos and individuals can help.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### **Whiteboard Activities**

- WA5–WA6

### **Assessment Forms**

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

### **Reproducible**

- Unit 7 family letter (BLM1)

### **Professional Development Media**

- “Using Presentation Tools” tutorial (AV44)
- “Using Blogs in the Classroom” tutorial (AV45)

### Comprehension Focus

- Students use wondering/questioning to make sense of expository texts.
- Students use schema to articulate what they think they know about the topic of an expository text prior to reading.
- Students identify what they learn from expository texts.
- Students compare and contrast two expository texts on the same topic.
- Students read independently.

### Social Development Focus

- Students develop the skill of asking clarifying questions.
- Students listen respectfully to the thinking of others and share their own.

## Ⓜ DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA3); see page 103 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 23 lessons this week.

# Day 1

## Read-aloud/ Guided Strategy Practice

### Materials

- *Polar Bears* (pages 5–15)
- “Questions to Help Me Understand My Partner” chart from Week 2
- “Double-entry Journal About *Polar Bears*” chart (WA5)
- Medium-size self-stick notes for each student

### Teacher Note

You might wish to point out the North Pole on a globe or show the students the map on page 12.

### In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Use schema to tell what they think they know about the topic of the book
- Use wondering/questioning to make sense of the book
- Identify what they learn from the book and refer to the text to support their thinking
- Read independently for up to 25 minutes
- Ask clarifying questions and agree and disagree respectfully

## 1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Refer to the “Questions to Help Me Understand My Partner” chart and remind the students that they have been asking their partners clarifying questions when they do not understand their partners’ ideas. Tell them that they will continue to practice asking clarifying questions this week. Ask and briefly discuss:

- Q *What clarifying questions have you asked your partner to help you understand his or her thinking?*
- Q *How did you ask those questions in a caring and respectful way?*
- Q *Why is it important for you to understand your partner’s thinking?*

## 2 Introduce *Polar Bears*

Remind the students that they have been hearing and discussing expository nonfiction books about animals and their habitats (the places where they live). Tell the students that this week they will hear two expository texts about polar bears, which live near the North Pole. Show the cover of *Polar Bears* and read the title and the author’s name aloud. Explain that Mark Newman also took the photographs in the book. Ask:

-  Q *What do you think you know about polar bears? Turn to your partner.*  
Have a few volunteers share their ideas with the class. In the same way, discuss:
-  Q *What questions do you have, or what do you wonder, about polar bears? Turn to your partner.*

Display the “Double-entry Journal About *Polar Bears*” chart (WA5) and remind the students that the double-entry journal is a tool for organizing their thinking. Invite a few volunteers to share what they wonder with the class, and record their ideas in the “What We Wonder”

column. Explain that you will continue to use the double-entry journal throughout the week to keep track of what the students wonder and what they learn about polar bears.

### 3 Read Part of *Polar Bears* Aloud

Tell the students that you will read part of the book today and continue reading it tomorrow. Ask the students to listen carefully and to think about what they are learning and wondering about polar bears. Explain that you will stop once during the reading so partners can discuss what they have learned so far and what else they are wondering based on what they have learned.

Read aloud slowly and clearly, showing the photographs and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**den:** an animal's home (p. 7)

**hibernate:** sleep for the winter (p. 8)

Stop after:

**p. 8** "The den is cozy, staying 40 degrees warmer than the frigid Arctic air outside."

Ask:



**Q** *What have you learned about polar bears so far? Turn to your partner.*

Have one or two volunteers share their ideas with the class. Record their ideas in the "What We Learned" column of the "Double-entry Journal About *Polar Bears*" chart, next to related items in the "What We Wonder" column when possible. Remind the students that this shows how what they learn and what they wonder are connected. Ask:



**Q** *What did this part make you wonder? Turn to your partner.*

Have one or two volunteers share their thinking and record their ideas in the "What We Wonder" column.

What We Wonder	What We Learned
How big are polar bears?	Male polar bears can weigh more than 2,000 pounds.
What do polar bears eat?	
How many babies do polar bears have?	Most polar bears give birth to twins.
How long do baby bears stay with their mothers?	

WA5



Reread the last sentence on page 8 and continue reading to the end of page 15. First in pairs, and then as a class, discuss the questions that follow and add the students' ideas to the appropriate columns of the chart.

- Q *What did you learn about polar bears from the part I just read?*
- Q *Based on what you have learned so far, what questions do you have about polar bears?*



### Facilitation Tip

Reflect on your experience over the past three weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and to reflect on students' responses as you facilitate class discussions in the future.

### Teacher Note

Save the "Double-entry Journal About Polar Bears" chart (WA5) to use on Day 2.

## 4 Discuss the Reading and the Students' Questions

Facilitate a class discussion about the reading. Ask:

- Q *What was the most surprising or interesting thing you learned about polar bears from the reading today?*

Have a few volunteers share their thinking. Add any new ideas to the "What We Learned" column of the "Double-entry Journal About Polar Bears" chart. Then direct the students' attention to the items in the "What We Wonder" column and ask:

- Q *Which of your questions were answered in today's reading? What did you find out about them?*

Have a few volunteers share their thinking, and add their ideas to the chart as appropriate. Follow up by asking:

- Q *Do others agree that the question ["What do polar bears eat?"] was answered in this way? Refer to the text to support your thinking.*

Tell the students that they will hear more of the book in the next lesson and they will continue to think about what they are learning and what they wonder about polar bears.

## INDIVIDUALIZED DAILY READING

## 5 Read Independently and Ask Questions

Have the students get their texts and pencils. Remind them that in the previous lesson they used the thinking tool "Stop and Ask Questions" during independent reading. Explain that again today the students will use self-stick notes to keep track of questions that come to mind as they are reading. They will write their questions on self-stick notes and place the notes next to parts of their texts that made them think of the questions.

Distribute the self-stick notes and have the students read silently for up to 25 minutes. After the students have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share the texts they read with the class. Have each volunteer begin by showing her text and telling the class the title and the author’s name. Then ask questions such as:

- Q *What is a question you had as you were reading?*
- Q *What did you read that made you think of that question?*
- Q *Did the text answer your question? If so, what did you find out?*

Have the students return to their desks and put away their texts.

### Teacher Note

Have the students keep their self-stick notes in place in their texts. They will revisit the notes during independent reading tomorrow.

## Read-aloud/ Guided Strategy Practice

## Day 2

### In this lesson, the students:

- Hear and discuss part of an expository nonfiction book
- Use wondering/questioning to make sense of the book
- Identify what they learn from the book and refer to the text to support their thinking
- Read independently for up to 25 minutes
- Write in their reading journals
- Ask clarifying questions and agree and disagree respectfully

### 1 Review the “Double-entry Journal About *Polar Bears*” Chart

Gather the class with partners sitting together, facing you. Display the “Double-entry Journal About *Polar Bears*” chart (WA5) from Day 1 and briefly review the ideas listed there. Explain that today you will read more from *Polar Bears*. Ask the students to listen carefully to find out if the things they are wondering about are explained the book.

### Materials

- *Polar Bears* (pages 17–27)
- “Double-entry Journal About *Polar Bears*” chart (WA5) from Day 1
- “Class Assessment Record” sheet (CA3)
- Medium-size self-stick notes for each student
- “Journal Entry” chart (WA6)
- *Student Response Book*, Reading Journal section

## 2 Read the Rest of *Polar Bears* Aloud

Tell the students that you will stop during the reading so they can discuss what they learned and what they wonder. Read pages 17–27 aloud slowly and clearly, showing the photographs and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**enduring:** surviving (p. 20)

**compact:** small (p. 20)

**jeopardy:** danger (p. 27)

**global warming:** increase in world temperatures (p. 27)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**blubber:** fat (p. 18)

**scavenged:** eaten (p. 18)

**rarely:** not often (p. 18)

**existence:** life (p. 27)

**well nourished:** well fed and healthy (p. 27)

**pollution:** harmful materials in the water, air, and soil (p. 27)

Stop after:

**p. 20** “Their compact ears and very short tail further prevent heat loss.”

Ask:



**Q** *What did you learn about polar bears from the part I just read? Turn to your partner.*

Have one or two volunteers share what they learned, and record their ideas in the “What We Learned” column of the “Double-entry Journal About *Polar Bears*” chart. Then ask:



**Q** *Based on what you learned, what questions do you have? Turn to your partner.*

Have one or two volunteers share their thinking, and record their questions in the “What We Wonder” column.



Reread the last sentence on page 20 and continue reading to the end of page 27. First in pairs, and then as a class, discuss the questions that follow and add the students’ ideas to the appropriate columns of the chart.

**Q** *What did you learn about polar bears from the part I just read?*

**Q** *Based on what you have learned, what questions do you have?*

### 3 Discuss What the Students Learned and Wonder

Facilitate a class discussion about the reading. Ask:

**Q** *What is something interesting or surprising that you learned about polar bears from today's reading?*

Have a few students share their thinking, and add any new ideas to the "What We Learned" column. Then direct the students' attention to the items in the "What We Wonder" column and ask:

**Q** *Were any of the things you wondered about explained in today's reading? If so, what did you find out about them?*

**Q** *Based on what you have learned, what else do you wonder about polar bears?*

Have a few students share their thinking, and record their ideas on the chart.



#### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to use the information in the book to wonder about polar bears?
- Are they referring to the text to determine whether the things they wondered about earlier have been explained?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 103 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to use the information in the book to wonder about polar bears, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are able to use the information in the book to wonder about polar bears, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 3 Alternative Texts" list.

Tell the students that tomorrow they will hear another expository text about polar bears and may have more of their questions answered.

### 4 Reflect on Partner Work

Ask and briefly discuss questions such as:

**Q** *If you didn't understand your partner's thinking, what did you do?*

**Q** *How did you take responsibility for your own learning when you worked with your partner today?*

**Q** *What can you do to be more responsible the next time you work with your partner?*

#### Teacher Note

Save the "Double-entry Journal About Polar Bears" chart (WA5) to use on Day 3.

## INDIVIDUALIZED DAILY READING

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

### 5 Read Independently and Write in Reading Journals

Have the students get their pencils and texts and review the questions they wrote on self-stick notes in the previous lesson. Ask the students to keep these questions in mind as they read today and to write down any new questions that come to mind. Explain that later each student will choose a question to write about in his reading journal.

Distribute the self-stick notes and have the students read independently for up to 25 minutes. After the students have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 107 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Display the "Journal Entry" chart (WA6) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA6

### Journal Entry

Write a journal entry about the text you are reading.

Please include:

- The title and the author's name
- What the text is about
- One question you wrote on a self-stick note
- What, if anything, you found out about that question
- If the text does not discuss the question, something else you learned



Give the students a moment to quietly review their questions and choose one to write about. Then have partners take turns sharing what they plan to write. Have the students return to their desks and write in their reading journals. If time permits, have a few volunteers share their journal entries with the class.

# WRITING ABOUT READING

## Write Opinions of Books from the Unit

Show the covers of *Flashy Fantastic Rain Forest Frogs*, *Explore the Desert*, and *Polar Bears* and remind the students that all three books are expository nonfiction books about animals and their habitats. Ask:

**Q** *What do you remember about these books?*

Have a few volunteers share their thinking. Then ask:

**Q** *Which of these books do you think is the most interesting? Why?*

### Students might say:

"I think *Flashy Fantastic Rain Forest Frogs* is the most interesting because the frogs are really cool."

"I think *Explore the Desert* is the most interesting because it tells about people who live in the desert, not just animals."

"*Polar Bears* is the most interesting because polar bears are my favorite animal and I liked looking at the close-up photographs of them."

Explain that each student will write about which book she thought was the most interesting and why. Explain that the students will not all choose the same book and that is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing about which book you find the most interesting.

### You might say:

"I think *Explore the Desert* is the most interesting of the three books because it describes the many animals that live in the desert, instead of focusing on one type of animal. I also enjoyed the different text features in the book, such as the photographs, captions, and "field note" and "fact" boxes. They make each page interesting and fun to look at. I'll write: *I think Explore the Desert is the most interesting because it talks about many different animals that live in the desert, including camels, tarantulas, Gila monsters, and coyotes. I also like the different text features in the book because they're fun to look at and they contain interesting facts and information.*"

Have each student write about which book she finds the most interesting and why. If time permits, invite the students to share their writing with the class.

## Materials

- *Polar Bears*
- *Explore the Desert* from Week 2
- *Flashy Fantastic Rain Forest Frogs* from Week 1

## Teacher Note

If the students have difficulty remembering the books, leaf through them and show some of the illustrations or photographs.

# Day 3

## Read-aloud/ Guided Strategy Practice

### Materials

- “Polar Bears in Peril” (see pages 446–447)
- *Polar Bears*
- *Student Response Book* pages 53–55
- “Double-entry Journal About *Polar Bears*” chart (WA5) from Day 2

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step and the next for this unit’s Individual Comprehension Assessment.

### Teacher Note

If necessary, explain that *peril* means “serious danger.”

### In this lesson, the students:

- Hear and discuss an expository nonfiction article
- Use wondering/questioning to make sense of the article
- Identify what they learn from the article and refer to the text to support their thinking
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own

## 1 Get Ready to Work Together

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Show the cover of *Polar Bears* and remind the students that in previous lessons they heard the book read aloud and discussed what they learned and wondered about polar bears.

Display the “Double-entry Journal About *Polar Bears*” chart (WA5) from Day 2 and read aloud any items in the “What We Wonder” column that are not addressed in the book. Remind the students that when they come to the end of an expository text and still have questions about the topic, they can read other expository texts or search the Internet for more information. Tell the students that today they will read and discuss an expository nonfiction article about polar bears from [timeforkids.com](http://timeforkids.com), an online magazine for children.

## 2 Introduce “Polar Bears in Peril” and the Double-entry Journal

Have the students open to “Polar Bears in Peril” on *Student Response Book* pages 54–55, and explain that this is the article they will read today. Direct their attention to the title and headings and review that an article’s title and headings are meant to give readers an idea of what kind of information will be in the article while making them curious to read the whole thing. Read the title and the headings aloud; then ask the students to quietly think about the following question:

**Q** *Based on the title and headings, what do you wonder?*

After a moment, have the students turn to “Double-entry Journal About ‘Polar Bears in Peril’” on *Student Response Book* page 55. Point out that this double-entry journal is like the one you used to record their thinking about the book *Polar Bears*. Have each student write at least one thing he wonders in the “What I Wonder” column. Remind the students that they can write what they wonder as questions or as

“I wonder” statements. When most students are finished writing, invite a few volunteers to share what they wrote with the class.

**Students might say:**

“I wonder what’s so important about ice.”

“How do zoos help polar bears?”

“Why are polar bears in peril?”

“What can we do to help the polar bears?”

### 3 Read Aloud and Use the Double-entry Journal to Record Ideas

Ask the students to turn back to “Polar Bears in Peril” on *Student Response Book* pages 54–55 and tell them that you would like them to follow along as you read the article aloud. Encourage them to notice whether the things they wonder are explained in the article and what new things they are learning and wondering. Explain that you will stop during the reading and ask the students to record their ideas on the double-entry journal.

Read the first three paragraphs of “Polar Bears in Peril,” including the caption on page 446, aloud slowly and clearly. Stop after:

**p. 446** “Bonner is working with zoo and aquarium officials across the country to prevent the bears from dying out.”

Ask:

**Q** *What did you learn from the part I just read? What do you wonder?*

Have each student turn to the double-entry journal on page 55 and record one thing she learned and one thing she wonders.

When most of the students are finished writing, have them turn back to the article on pages 54–55 and continue to follow along as you read the rest of the article aloud. When you come to the end of the article, use the same procedure you used at the first stop to have the students record what they learned and wonder.

### 4 Discuss the Article and What Students Learned and Wonder

Facilitate a class discussion about the article. Ask:

**Q** *How is climate change affecting polar bears?*

**Q** *What have you learned about ways people can help polar bears?*

Have the students quietly review what they wrote in their double-entry journals on *Student Response Book* page 53. After a moment, ask:

**Q** *Were any of the things you wondered about explained in the article? If so, what did you find out?*

**Q** *What is something you wondered that was not explained?*

Remind the students that they can read other nonfiction texts about polar bears or search the Internet to find answers to their questions. Explain that tomorrow they will think more about the two texts they heard this week.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Share Reading with Partners

Ask the students to pay attention to what they are learning and wondering about the topics of their texts as they read today. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of the text he read, the author’s name, and what the text is about. Then have him share one thing he wondered and one thing he learned during his reading today.

Have the students return to their desks and put away their texts.

## In this lesson, the students:

- Compare and contrast two expository texts on the same topic
- Discuss important ideas and key details in the texts
- Refer to the texts to support their thinking
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own

## 1 Get Ready to Work Together

Have the students get their *Student Response Books* and sit at desks with partners together. Remind the students that they have been learning about animals and their habitats and that this week they heard two expository texts—a book and an article—about polar bears. Explain that today the students will revisit the book and the article and think about how the information in the texts is the same and how it is different.

## 2 Reread “Polar Bears in Peril” and Discuss Important Points

Have the students turn to “Polar Bears in Peril” on *Student Response Book* pages 54–55 and quietly review the article on their own. After a few moments, call for the students’ attention and ask:

**Q** *If someone asked you what this article is about, what would you say?*

Have a few volunteers share their thinking with the class. Explain that you will reread the article and the students will discuss the important points in each part.

Ask the students to follow along as you read the first three paragraphs of “Polar Bears in Peril.” Stop after:

**p. 446** “Bonner is working with zoo and aquarium officials across the country to prevent the bears from dying out.”

Use “Think, Pair, Share” to discuss:



**Q** *What do you think is the most important thing to remember from the part you just heard? [pause] Turn to your partner.*

## Materials

- “Polar Bears in Peril” (see pages 446–447)
- *Polar Bears*
- *Student Response Book* pages 54–55
- Copy of this unit’s family letter (BLM1) for each student

Invite a few volunteers to share their thinking with the class.

**Students might say:**

"Polar bears are in danger because the Arctic ice is melting."

"Climate change is affecting polar bears."

"Climate change could cause polar bears to die out."

Read the section "The Importance of the Ice" as the students follow along. Stop after:

**p. 447** "These conditions can cause polar bear cubs to become separated from their mothers, who provide them with food."

Use "Think, Pair, Share" to discuss:



**Q** *What do you think the author wants us to learn from this section? [pause] Turn to your partner.*

Have a few volunteers share their thinking.

**Students might say:**

"Polar bears need ice to hunt seals."

"Polar bears can't survive for long on land."

"Less ice means it's harder for polar bears to find food."

Have the students follow along as you read the last section, "What Zoos—And You—Can Do," aloud. Use "Think, Pair, Share" to discuss:



**Q** *What do you think is the most important thing to remember from the part you just heard? [pause] Turn to your partner.*

Invite a few volunteers to share their thinking.

**Students might say:**

"Zoos can help polar bears."

"If people can see polar bears in zoos, they'll want to help them."

"Zoos help people learn about polar bears and what's happening to them."

### 3 Discuss Text-to-text Connections

Show pages 26–27 of *Polar Bears* and remind the students that this section of the book also describes the problems polar bears are facing. Tell the students that you will reread the section aloud and that you want them to think about how the information in the section is the same as the information in the article and how it is different.



Read page 27 of *Polar Bears* aloud. First in pairs, and then as a class, discuss:

**Q** *How is the information in the book and the article the same?*

**Q** *How is the information in the book and the article different?*

**Students might say:**

"The book and the article both say that polar bears are in trouble because of global warming."

"In addition to what [Daria] said, both the article and the book explain why polar bears need ice to survive."

"The book says that pollution from oil rigs and oil exploration is also hurting the polar bears. The article doesn't mention that."

"The article talks about ways zoos and people can help the polar bears. The book doesn't do that."

If necessary, explain that the texts have an important idea in common: polar bears are in danger because of climate change. Both texts provide details about what melting ice means for the bears, but only the article suggests ways people can help.

Tell the students that readers of nonfiction often read multiple texts about topics they are interested in. Ask:

**Q** *Why is it helpful to read more than one text on a topic?*

**Students might say:**

"You learn more if you read a lot of different things."

"Books and articles can tell you different facts."

"One text might explain something another text didn't talk about."

If necessary, point out that you can read many texts about the same topic and learn new information from each text.

## **4** Reflect on Working Together

Facilitate a brief discussion about how the students worked together during the unit. Ask:

**Q** *What is one thing that you think you and your partner have done well during this unit?*

**Q** *How did talking with your partner help you think about what you learned and what you wondered?*



You may want to share some of your own observations about how the students worked together. Explain that each student will get a new partner for the next unit. Give partners a moment to thank each other.

## **INDIVIDUALIZED DAILY READING**

### **5** Read Independently and Discuss Nonfiction Topics

Ask the students to pay attention to what they are learning and wondering about the topics of their texts as they read. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 104) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 107 of the *Assessment Resource Book*.

### Vocabulary Note

Next week you will revisit *Polar Bears* to teach the Week 24 vocabulary lessons.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 445.

### Materials

- *Polar Bears*
- “Polar Bears in Peril” (see pages 446–447)
- *Student Response Book* pages 54–55

Signal to let the students know when it is time to stop reading. Tell the students that beginning next week they will be able to choose between fiction and nonfiction texts during IDR. Ask the students to think quietly about the expository nonfiction texts they have read over the past several weeks. After a moment, facilitate a class discussion using questions such as:

- Q *What do you enjoy about reading expository nonfiction?*
- Q *What topics have you enjoyed reading about?*
- Q *Have you read more than one text on the same topic? Tell us about it.*
- Q *What topics do you want to read more about?*

Encourage the students to continue to read expository nonfiction when they read on their own. Have the students return to their desks and put away their texts.

## WRITING ABOUT READING

### Compare and Contrast Two Texts About Polar Bears

Show the cover of *Polar Bears* and the article “Polar Bears in Peril” and remind the students that they heard these texts earlier. Explain that today they will revisit the book and the article and think about how the two texts are alike and how they are different.

Slowly page through *Polar Bears* and show the photographs. Ask:

- Q *What do you remember about this book?*

#### Students might say:

“The author took the pictures of the polar bears himself.”

“It gives a lot of information about polar bears, including what they look like, what they eat, and how they take care of their cubs.”

“In addition to what [Tyler] said, it talks about why polar bears are endangered.”

Next have the students turn to “Polar Bears in Peril” on *Student Response Book* pages 54–55 and quietly review the article on their own. After a few minutes, call for the students’ attention and ask:

**Q** *What do you remember about this article?*

**Students might say:**

“It tells about how global warming is affecting polar bears.”

“It describes some ways zoos are helping polar bears.”

“It says that we can help the polar bears by conserving energy.”

Ask:

**Q** *In what ways are the two texts alike?*

**Q** *In what ways are they different?*

**Q** *Which text do you prefer and why?*

Invite a few volunteers to share their thinking.

**Students might say:**

“They’re both about polar bears.”

“They both describe why polar bears are endangered.”

“The book has sections about what polar bears look like, what they eat, and how they swim. The article doesn’t talk about those things.”

“The article describes how zoos are helping polar bears, and the book doesn’t.”

“I prefer the book because it has more photographs of polar bears.”

“I like the book better too because I liked learning about polar bear babies.”

Ask the students to watch as you think aloud and model writing about what is the same about the two texts, what is different about them, and which text you prefer and why.

**You might say:**

“First I want to describe some of the ways the two texts are alike. I’ll write: *The book Polar Bears and the article “Polar Bears in Peril” are alike in some ways. Both are expository nonfiction texts about polar bears. They both have photographs of polar bears and contain information about how global warming is affecting the bears.* Now I want to write about some of the things that are different about the two texts and which text I prefer and why. I’ll write: *The texts are also different in some ways. Polar Bears is a book with sections about how polar bears look, how they take care of their young, and how they swim. The article only talks about the effects of climate change on polar bears. Also, the article suggests ways people can help polar bears, which the book doesn’t do. I prefer the book because I think it gives more information about polar bears than the article does.*”

Have the students write about what is the same and what is different in the two texts and which text they prefer and why. If time permits, invite a few volunteers to share their writing with the class.

**TEKS 6.E.ii**  
Student/Teacher Narrative  
Writing About Reading  
("You might say" note on  
page 443)

### Teacher Note

You might have the students record what they learn about polar bears in a double-entry journal. You might title one column “What I Learned About Polar Bears from Nonfiction Texts” and the other column “What I Learned About Polar Bears from a Fiction Book.”

### Technology Tip

Prior to doing this activity, locate an animal expert or organization to which you can e-mail the students’ questions about polar bears. You might search online using the keywords “ask a zookeeper” or “ask the zoo.” Alternatively, you might contact a local zoo to see if a zookeeper on staff is willing to correspond with your class via e-mail or a class blog. For more information about setting up and maintaining a class blog, view the “Using Blogs in the Classroom” tutorial (AV45).



## EXTENSION

### Analyze Paired Texts About Polar Bears

If the students enjoyed learning about polar bears, you might extend the exploration by reading aloud and discussing a fictional treatment of the subject. Fiction titles about polar bears include *Ice Bear* by Nicola Davies, *Ice Bears* by Brenda Z. Guiberson, and *The Polar Bears Are Hungry* by Carol Carrick.

Prior to reading the fiction book, have the students discuss facts they learned about polar bears from the book *Polar Bears* and the article “Polar Bears in Peril” and what they still wonder about polar bears. Point out that fiction authors are free to mix facts with invention (things they have made up) in any way they wish, so works of fiction cannot always be relied on as sources of factually accurate information. However, fiction stories can help readers imagine what life is like for polar bears in ways that expository nonfiction cannot.

Read aloud the fiction book. After the reading, have the students discuss what they learned from hearing a fictional story about polar bears.

Encourage the students to compare the two texts and make text-to-text connections by asking questions such as:

- Q *What more did you learn from [Ice Bear] about polar bears?*
- Q *What was especially surprising or interesting about [Ice Bear]?*
- Q *How are the books Polar Bears and [Ice Bear] the same? How are they different?*
- Q *Which book did you like better? Why?*



## TECHNOLOGY EXTENSIONS

**TEKS 6.B.v**  
**TEKS 6.B.vi**  
Student/Teacher Activity  
Technology Extension  
(all)

### Ask an Expert About Polar Bears

Show the cover of *Polar Bears* and remind the students that they heard the book earlier. Page through the book slowly, showing the photographs and reading the heading in each section aloud. Ask:

- Q *What did you learn about polar bears from this book?*

Have a few volunteers share their thinking. Then have the students turn to “Polar Bears in Peril” on *Student Response Book* pages 54–55 and quietly review the article on their own. After a few moments, call for the students’ attention and ask:

- Q *What did you learn about polar bears from the article?*

Remind the students that it is normal for readers to have questions about a topic even after reading one or more expository texts on that topic. Ask:

- Q *What questions do you still have about polar bears?*

As the students respond, jot down their questions where everyone can see them.

Tell the students that they will try to find answers to some of their questions by sending an e-mail to an animal expert. Have the students help you write an e-mail or fill out an information request form (using your school's contact information) to be sent to the organization or person you identified. Share any responses you receive with the students. (Be sure to check your "junk e-mail" folder to ensure that response e-mails do not get lost.)

## Research Global Warming

Interested students may wish to do further research on the causes and effects of global warming as well as on efforts on the part of individuals, organizations, businesses, and government agencies to address the problem of global warming. The students can search the Internet for information using the keywords "global warming causes," "global warming effects," and "global warming solutions." You might suggest that the students work in groups of two or four to create presentations about what they learned and then deliver the presentations to the rest of the class.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 7. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Assessments

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 108 of the *Assessment Resource Book*.
- (Optional) Prior to beginning the next unit, you might wish to prepare the students for an end-of-year reading assessment by teaching the Answering Questions in Response to Text unit in the *Reading Assessment Preparation Guide*. For more information, see "Teaching the Unit" in the Introduction of the *Reading Assessment Preparation Guide*.

### Technology Tip

Prior to doing this activity, you might wish to view the "Using Presentation Tools" tutorial (AV44).



# POLAR BEARS IN PERIL

Arctic sea ice is melting, making it harder for polar bears to survive in the wild.

By Elizabeth Winchester



Polar bears' features help them survive in the Arctic. A thick layer of fat helps keep the bears warm.

The top of the world is a wintry wonderland. Icebergs float in the cold Arctic Ocean. In the deep of winter, the temperature often falls to  $-30$  degrees Fahrenheit and the sun never rises. The ocean is surrounded by frozen ground. There are few people or trees, but to polar bears, the Arctic is home.

Polar bears have thick fur, huge paws, and other features that make them well prepared for life in their harsh environment. In fact, they need the Arctic sea ice for survival. But climate change is causing larger and larger areas of summer sea ice to melt. Experts say that if warming patterns continue, the Arctic could be free of summer sea ice by 2050. That may cause two-thirds of the world's 20,000 polar bears to be gone by then, too.

"Global climate change may not be affecting you, but it is really affecting polar bears in the Arctic," Jeffrey Bonner, president of the St. Louis Zoo in Missouri, told TFK (*TIME for Kids*). Bonner is working with zoo and aquarium officials across the country to prevent the bears from dying out.

## The Importance of the Ice

Polar bears can't survive for long on land. Seals are their main source of food. The bears hunt for seals in openings in the sea ice. Polar bears need the ice to get to their prey. In summer, the polar bears that live on land eat very little and wait for the sea ice to return.



Polar bears rely on sea ice as their base for hunting, eating, and breeding.

With the sea ice forming later in the year and melting earlier, polar bears do not have enough opportunity to hunt and eat. Less sea ice makes it harder for the bears to catch the seals. The bears must swim longer distances between ice packs, and they can't always make it. The ice is also getting thinner. These conditions can cause polar bear cubs to become separated from their mothers, who provide them with food.

### What Zoos—and You—Can Do

Less ice and snow in the far north is also making the entire planet warmer. Steven Amstrup is the chief scientist of Polar Bears International, a group that is dedicated to saving the bears and their habitat. "The more people who see polar bears and understand their plight, the better the chance we'll alter our warming path in time to save them," he says.

Few people have the chance to see polar bears in the wild. That's where zoos come in. The St. Louis Zoo in Missouri and the North Carolina Zoo in Asheboro both recently opened new polar bear exhibits. "If you save the polar bears, you are doing something dramatic to help the environment," says Bonner.

While there are obstacles to bringing polar bears into the country, Bonner and others are working to show how rescuing orphaned cubs could help the species survive. Zoos would provide the cubs with a safe home. Experts would work to breed the bears and keep polar-bear populations healthy.

You can do your part, too, by protecting the environment and helping efforts to save the bears' habitat. Turn off lights and appliances, and save energy in other ways. "If everybody does small things, that adds up," says Bonner.

"Polar Bears in Peril" by Elizabeth Winchester, November 2, 2012, from the pages of **TIME for Kids**. Copyright © 2012 by Time Inc. All rights reserved. Reprinted/translated from **TIME for Kids** and published with permission of Time Inc. Reproduction in any manner in any language in whole or in part without written permission is prohibited.



# Unit 8

# Determining Important Ideas

## EXPOSITORY NONFICTION, FICTION, AND DRAMA

During this unit, the students focus on determining important ideas in texts to better understand and remember what they read. They also make inferences, visualize, and identify what they learn and wonder as they hear and discuss read-alouds from a variety of genres. During IDR, the students identify important ideas and themes in books they read independently, and they think about how they are applying the comprehension strategies they have learned in their own reading. Socially, they learn the procedure for “Think, Pair, Write” and develop the skill of giving reasons for their thinking. They also practice showing respect for the thinking of others, even when it is different from their own.

# Unit 8

## Determining Important Ideas

### RESOURCES

#### Read-alouds

- “Banning Tag”
- “Smile—You’ve Got Homework!”
- “Homework—Who Needs It?”
- *Lifetimes*
- *Fables*
- *Possum’s Tail* from *Pushing Up the Sky: Seven Native American Plays for Children*
- *Keepers*

#### Writing About Reading Activities

- “Write Opinions About Homework”
- “Make Inferences About the Character Little Dolly in *Keepers*”

#### IDR Mini-lesson

- Mini-lesson 4, “Reading with Expression”



#### Technology Extensions

- “Take a Poll About Homework”
- “Explore a Genre: Fables”

#### Extensions

- “Learn More About Elephants”
- “Analyze Paired Texts About Saguaro Cactuses”
- “Read About Arnold Lobel”
- “Share a Personal Story”

#### Assessment Resource Book

- Unit 8 assessments



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA2

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA5)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 8 family letter (BLM1)

#### Professional Development Media

- “Using “Think, Pair, Write’” (AV10)
- “Responding Neutrally with Interest” (AV23)
- “Using Social Media” tutorial (AV46)

## RESOURCES (continued)

### Student Response Book

- “Banning Tag”
- “Smile—You’ve Got Homework!”
- “Homework—Who Needs It?”
- “Excerpt from *Lifetimes* (1)”
- “Excerpt from *Lifetimes* (2)”
- “Think, Pair, Write About Elephants”
- “Excerpt from *Lifetimes* (3)”
- “Think, Pair, Write About Saguaro Cactuses”
- “Excerpt from *Lifetimes* (4)”
- “Think and Write About Hermit Crabs”
- “The Young Rooster”
- “Think, Pair, Write About ‘The Young Rooster’”
- “The Mouse at the Seashore”
- “The Camel Dances”
- *Possum’s Tail*
- “Think and Write About a Theme in *Keepers*”
- Reading Log
- Reading Journal

### Vocabulary Teaching Guide

- Week 24 (*Polar Bears*)
- Week 25 (“Banning Tag”; “Smile—You’ve Got Homework!”; “Homework—Who Needs It?”)
- Week 26 (*Lifetimes*)
- Week 27 (*Fables*)
- Week 28 (*Possum’s Tail*)

# Unit 8

## Determining Important Ideas

### DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Read-aloud/Strategy Lesson:</b> “Banning Tag”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an expository nonfiction article</li> <li>Identifying what they learn from the article</li> <li>Thinking about important ideas in the article</li> <li>Sharing their own opinions about the topic of the article</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “Smile—You’ve Got Homework!”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an opinion article</li> <li>Identifying what they learn from the article</li> <li>Thinking about important ideas in the article</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “Homework—Who Needs It?”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an opinion article</li> <li>Identifying what they learn from the article</li> <li>Thinking about important ideas in the article</li> </ul>	<p><b>Guided Strategy Practice</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Revisiting two opinion articles</li> <li>Thinking about important ideas in the articles</li> <li>Distinguishing their own opinions from those of the authors of the articles</li> <li>Comparing and contrasting two articles on the same topic</li> </ul>
Week 2	<p><b>Read-aloud/Strategy Lesson:</b> “A lifetime for an army ant is about three years”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an expository nonfiction text</li> <li>Identifying what they learn from the text</li> <li>Thinking about important ideas in the text</li> <li>Making text-to-self connections</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “A lifetime for an elephant is about 65 years”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Learning the procedure for “Think, Pair, Write”</li> <li>Hearing and discussing an expository nonfiction text</li> <li>Identifying what they learn from the text</li> <li>Thinking about important ideas in the text</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “A lifetime for a saguaro cactus is about 100 years”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an expository nonfiction text</li> <li>Identifying what they learn from the text</li> <li>Thinking about important ideas in the text</li> <li>Making inferences to understand the text</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “A lifetime for a hermit crab is about five years”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing an expository nonfiction text</li> <li>Identifying what they learn from the text</li> <li>Thinking about important ideas in the text</li> <li>Making inferences to understand the text</li> </ul>
Week 3	<p><b>Read-aloud/Strategy Lesson:</b> “Madame Rhinoceros and Her Dress”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Visualizing to understand and enjoy the story</li> <li>Thinking about themes in the story</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “The Young Rooster”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Visualizing to understand and enjoy the story</li> <li>Thinking about themes in the story</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “The Mouse at the Seashore”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Visualizing to understand and enjoy the story</li> <li>Thinking about themes in the story</li> <li>Making text-to-text and text-to-self connections</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> “The Camel Dances”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a story</li> <li>Visualizing to understand and enjoy the story</li> <li>Thinking about themes in the story</li> <li>Making text-to-text connections</li> <li>Writing in their reading journals</li> </ul>

(continues)

## GRADE 3 OVERVIEW *(continued)*

	Day 1	Day 2	Day 3	Day 4
<b>Week 4</b>	<p><b>Read-aloud:</b> <i>Possum's Tail</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing a play</li> <li>Using wondering/questioning to make sense of the play</li> <li>Exploring the differences between plays (drama) and prose</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Possum's Tail</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing a play again to build comprehension</li> <li>Discussing character, setting, and theme in the play</li> <li>Making inferences about characters and themes</li> </ul>	<p><b>Strategy Lesson:</b> <i>Possum's Tail</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Exploring the differences between plays (drama) and prose</li> <li>Reading a play independently</li> </ul>	<p><b>Strategy Lesson:</b> <i>Possum's Tail</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading a play aloud as a class</li> </ul>
<b>Week 5</b>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Keepers</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a story</li> <li>Wondering about the story</li> <li>Thinking about important ideas in the story</li> <li>Making inferences about characters in the story</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Keepers</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing part of a story</li> <li>Thinking about important ideas in the story</li> <li>Making inferences about characters in the story</li> </ul>	<p><b>Read-aloud/Guided Strategy Practice:</b> <i>Keepers</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Hearing and discussing the end of a story</li> <li>Thinking about a problem in the story</li> <li>Making inferences about characters in the story</li> <li>Making text-to-self connections</li> <li>Writing in their reading journals</li> </ul>	<p><b>Guided Strategy Practice:</b> <i>Keepers</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Making inferences about characters in a story</li> <li>Thinking about themes in the story</li> </ul>



# Week 1

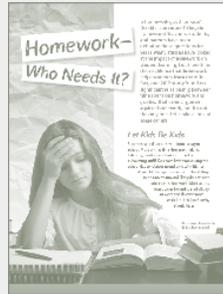
## OVERVIEW



### “Banning Tag”

(see pages 476–477)

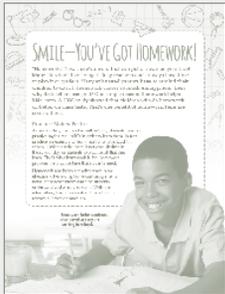
This article discusses the current trend in schools across the country to ban the game of tag at recess.



### “Homework—Who Needs It?”

(see pages 480–481)

The author of this opinion article argues that homework is detrimental to students and families.



### “Smile—You've Got Homework!”

(see pages 478–479)

In this opinion article, the author argues that homework helps kids learn.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)

### Professional Development Media

- “Responding Neutrally with Interest” (AV23)
- “Using Social Media” tutorial (AV46)

## Comprehension Focus

- Students determine important ideas in expository nonfiction articles.
- Students identify what they learn from expository nonfiction articles.
- Students compare and contrast two opinion articles on the same topic.
- Students distinguish their own opinions from those of the authors of two opinion articles.
- Students read independently.

## Social Development Focus

- Students develop the skill of giving reasons for their thinking.
- Students listen respectfully to the thinking of others and share their own.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 127 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 119 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 24 lessons this week.

**Materials**

- “Banning Tag” (see pages 476–477)
- *Student Response Book* pages 56–57
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- Class set of “IDR Conference Notes” record sheets (CN1)
- *Assessment Resource Book* page 124

**In this lesson, the students:**

- Begin working with new partners
- Hear and discuss an expository nonfiction article
- Think about important ideas in the article
- Share their own opinions about the topic of the article
- Read independently for up to 25 minutes
- Give reasons for their thinking

**ABOUT DETERMINING IMPORTANT IDEAS AT GRADE 3**

The focus of this unit is determining important ideas, a powerful strategy for helping readers understand and retain what they read. In grade 3 of the *Making Meaning* program, the students begin by determining the important ideas in expository nonfiction texts. In Week 3, they transition to fiction and a discussion of themes, or the important lessons or messages in stories. For more information, see “The Grade 3 Comprehension Strategies” in the Introduction.

**1** Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other’s names. Explain that the same pairs will work together for the next few weeks and that they will focus on explaining their thinking more clearly by giving reasons for their ideas. Have the students bring their *Student Response Books* and gather with partners sitting together, facing you.

**2** Introduce “Banning Tag”

Remind the students that earlier in the year they read and discussed expository nonfiction articles about jump rope and hopscotch. Tell them that today they will read an article about another popular recess game—tag. Have the students open to “Banning Tag” on *Student Response Book* pages 56–57 and explain that this is the article they will read today. Draw the students’ attention to the article title and section headings, and point out that they are in bold type so readers can find them easily. Remind the students that the title and headings are text features that help readers know what information might be in an article. Read the title and the section headings aloud. Then ask:

**Q** *Based on the title and the section headings, what do you think you might learn from this article?*

Tell the students that you will read “Banning Tag” aloud twice and that you would like them to follow along as you read. During the first reading, the students will think about what they are learning. During the second reading, they will think about important ideas in the article.

### 3 Read Aloud

Read “Banning Tag” aloud slowly and clearly, stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**petition:** letter signed by many people, asking for something to change or for an action to be taken (p. 477)

**versions:** kinds (p. 477)

Stop after:

**p. 476** “In response to these concerns, schools all over the country are banning the game of tag during recess.”

Ask:



**Q** *What have you learned about why some people think tag should be banned? Turn to your partner.*

Without discussing the question as a class, reread the last sentence before the stop and continue reading. Stop after:

**p. 477** “After all, the game of tag has been around for hundreds of years.”

Ask:



**Q** *What are some of the reasons people give for why tag should not be banned? Turn to your partner.*

Without discussing the question as a class, reread the last sentence before the stop and continue reading. Stop after:

**p. 477** “That is how this kind of tag got its name.”

Ask:



**Q** *What have you learned about the different types of tag? Turn to your partner.*

Without discussing the question as a class, reread the last sentence before the stop and continue reading to the end of the article.

### 4 Reread and Discuss Important Ideas

Ask:

**Q** *If someone asked you what this article is about, what would you tell him or her?*

#### Facilitation Tip

During this unit, we invite you to continue to practice **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students’ responses. Try responding neutrally by nodding, asking the students to say more about their thinking, or asking other students to respond. To see this Facilitation Tip in action, view “Responding Neutrally with Interest” (AV23).



Have a few volunteers share their thinking with the class. Explain that you will reread the article and that you would like the students to think about what is most important to understand and remember in each part.

Reread the first two paragraphs aloud. Stop after:

**p. 476** “In response to these concerns, schools all over the country are banning the game of tag during recess.”

Use “Think, Pair, Share” to discuss:

 **Q** *What do you think is the most important thing to understand and remember from the part we just read? [pause] Turn to your partner.*

Invite one or two volunteers to share their thinking with the class.

**Students might say:**

“Some people think tag is dangerous and should be banned.”

“Some schools are banning tag because kids are getting hurt.”

Read the section “The Other Side.” Stop after:

**p. 477** “After all, the game of tag has been around for hundreds of years.”

Use “Think, Pair, Share” to discuss:

 **Q** *What do you think is the most important thing to understand and remember from the part we just read? [pause] Turn to your partner.*

In the same way, reread and discuss the important ideas in the sections “Different Types of Tag” and “Other Games.”

## **5** Share Opinions About Tag and Learn a Prompt for Explaining Ideas

Point out that people have different opinions about whether or not the game of tag should be banned in schools. Have the students quietly think to themselves about the following question:

**Q** *Do you think banning tag is a good idea? Why or why not?*

After a moment, write the following prompt where everyone can see it: *The reason I think this is \_\_\_\_\_*. Explain that you will ask the students to share their own opinions about banning tag and that you would like them to use the prompt to give reasons for their thinking. Point out that their reasons may include ideas from the article as well as their own experiences with tag.

 Have the students discuss in pairs their opinions about banning tag. Remind them to use the prompt to explain their thinking. After partners have had a chance to talk, invite a few volunteers to share their thinking with the class.

**Students might say:**

"I think it's a bad idea to ban tag. The reason I think this is that tag is a lot of fun and a good way to get exercise."

"I think banning tag is a good idea. The reason I think this is that I've had kids who were playing tag run into me because they weren't looking where they were going. I wasn't even playing and I got hurt."

Point out that people often have different opinions about the same thing and that this is OK. What is important is that they explain their thinking by giving reasons for it. Tell the students that they will continue to focus on giving reasons for their thinking in the coming lessons.

## INDIVIDUALIZED DAILY READING

### 6 Review and Practice Self-monitoring and "Fix-up" Strategies

Tell the students that they may read texts from any genre during IDR this week. Refer to the "Thinking About My Reading" chart and review the questions on it. Remind the students that it is important to stop, think about what they are reading, and use the questions on the chart to help them monitor their comprehension. If a student does not understand what she is reading, the student should use one or both of the "fix-up" strategies of rereading and reading ahead. If a student has tried both of the "fix-up" strategies and still does not understand the text, she can try the strategies listed on the "Reading Comprehension Strategies" chart. Alternatively, the student might ask you or a classmate for help.

Have the students get their texts and read silently for up to 25 minutes. Stop them twice during their reading to have them monitor their comprehension by thinking about the charted questions.

After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the texts they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

#### ELL Note

To support your English Language Learners, you may want to model reading a text and stopping periodically to ask yourself the self-monitoring questions listed on the chart. Discuss each question with your students to make sure they understand the process.

### Teacher Note

Provide time on a regular basis for the students to record the texts they have completed in their reading logs.

# Day 2

### Materials

- “Smile—You’ve Got Homework!” (see pages 478–479)
- *Student Response Book* pages 58–59
- “Reading Comprehension Strategies” chart
- Small self-stick notes for each student

Signal to let the students know when it is time to stop reading. Facilitate a brief discussion with the students about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you read?*
- Q *How do rereading and reading ahead help you make sense of the text?*
- Q *Which comprehension strategy do you find most helpful when you’re not understanding something you’re reading? Why?*

Have the students return to their desks and put away their texts.

## Read-aloud/ Guided Strategy Practice

### In this lesson, the students:

- Hear and discuss an opinion article
- Identify what they learn from the article
- Think about important ideas in the article
- Read independently for up to 25 minutes
- Give reasons for their thinking

### 1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that yesterday the students read a nonfiction article about banning tag and discussed important ideas in the article, or what they thought was most important to understand and remember. They also shared their own opinions about whether or not tag should be banned. Explain that today the students will hear a nonfiction article that gives information about a topic and also includes the author’s opinion about the topic. They will think about what they learn from the article and about important ideas in the article.

Write the following prompt where everyone can see it: *The reason I think this is \_\_\_\_\_*. Remind the students that yesterday they used the prompt to give reasons for their thinking. Point out that the students have been giving reasons for their thinking all year by answering questions like “Why do you think so?” and “What in the text makes you think that?” Explain that now you would like them to take responsibility for giving reasons for their thinking without waiting to be asked. Encourage them to use the prompt to help them do so.

## 2 Introduce “Smile—You’ve Got Homework!”

Have the students turn to *Student Response Book* pages 58–59, “Smile—You’ve Got Homework!” and tell them that this is the article they will read today. Explain that this type of article is called an *opinion article* and that in an opinion article the author gives his or her opinion about a topic and then tries to get the reader to agree with that opinion by giving *reasons*, or important ideas that support the opinion.

Explain that you will read the article twice and that you would like the students to follow along as you read. During the first reading, the students will think about what they are learning about homework and about the author’s opinion. During the second reading, they will think about the reasons the author gives to support that opinion.

## 3 Read Aloud

Read “Smile—You’ve Got Homework!” aloud slowly and clearly, stopping as described below.

### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**exhausted:** very tired (p. 478)

**benefit of:** good thing about (p. 478)

**more effectively:** better (p. 478)

**memorizing:** learning something well enough not to forget it (p. 479)

Stop after:

**p. 478** “With this information, teachers can decide whether to reteach a lesson or move on.”

Ask:

 **Q** *What have you learned so far? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Reread the last sentence before the stop and continue reading. Stop after:

**p. 479** “Skills like these are very important to academic success.”

Ask:

 **Q** *What did you learn in the part I just read? Turn to your partner.*

Have one or two volunteers share their thinking. Then reread the last sentence before the stop and continue reading to the end of the article.

#### 4 Reread the Article and Discuss Reasons That Support the Author's Opinion

Ask:

**Q** *What is this author's opinion of homework?*

If necessary, point out that the author's opinion is that homework is helpful. Tell the students that you will reread the article and that you would like them to think about the reasons the author gives to support that opinion.

Reread the title of the article and the first paragraph. Stop after:

**p. 478** "Here are some others."

Use "Think, Pair, Share" to discuss:

 **Q** *What is a reason the author gives to support the opinion that homework is helpful? [pause] Turn to your partner.*

Invite one or two volunteers to share their thinking with the class. If necessary, point out that one reason the author thinks homework is helpful is that a study showed that children who do homework do better on tests.

Reread the next section, "Practice Makes Perfect." Stop after:

**p. 478** "With this information, teachers can decide whether to reteach a lesson or move on."

Use "Think, Pair, Share" to discuss:

 **Q** *What is a reason in this section that supports the author's opinion? [pause] Turn to your partner.*

Have one or two volunteers share their thinking. If necessary, point out that in this section the author gives two reasons why homework is helpful. One reason is that homework provides time for students to practice what they learn in school. Another is that homework helps teachers teach more effectively.

Reread the next section, "Memorizing Facts." Stop after:

**p. 479** "Why waste the teacher's time with this type of schoolwork?"

Use "Think, Pair, Share" to discuss:

 **Q** *What is a reason in this section that supports the author's opinion? [pause] Turn to your partner.*

Invite one or two volunteers to share their thinking. If necessary, point out that in this section the author says that homework is a good opportunity for students to memorize facts they need to learn. Follow the same procedure to reread and discuss reasons in the sections "Organization and Planning" and "School and Home."

Tell the students that in an opinion article, the reasons an author gives to support an opinion are important to understand and remember. They are important ideas. Tell the students that they will hear and discuss another opinion article in the next lesson and think about the important ideas in the article.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Use Comprehension Strategies

Direct the students' attention to the "Reading Comprehension Strategies" chart and then remind the students that these are the comprehension strategies they have learned so far this year. Ask them to notice which strategies they use and where they use them during their reading today. Distribute the self-stick notes and explain that the students should use the self-stick notes to mark places in their texts where they use comprehension strategies and that they should write the names of the strategies on the notes. Tell the students that later you will ask some of them to share the strategies they used with the class. Ask the students to be prepared to talk about how the strategies helped them understand what they read.

Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the strategies they used with the class. Have each volunteer begin by telling the title of the text he read, the author's name, and what the text is about. Then ask him to name one comprehension strategy he used during the reading today and to describe how that strategy helped him make sense of the text.

Have the students return to their desks and put away their texts.

# Day 3

## Read-aloud/ Guided Strategy Practice

### Materials

- “Homework—Who Needs It?” (see pages 480–481)
- *Student Response Book* pages 60–61
- “Class Assessment Record” sheet (CA1)
- “Reading Comprehension Strategies” chart
- Small self-stick notes for each student

### In this lesson, the students:

- Hear and discuss an opinion article
- Identify what they learn from the article
- Think about important ideas in the article
- Read independently for up to 25 minutes
- Give reasons for their thinking

### 1 Get Ready to Work Together

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that yesterday the students heard and read an opinion article about homework and thought about the important ideas, or reasons, the author gives to support the opinion that homework is helpful. Explain that today they will do the same thing with another opinion article. Remind the students that in addition to identifying reasons authors give to support their opinions, they have also been working on giving reasons for their own thinking during partner and class discussions. Write the following prompt where everyone can see it: *The reason I think this is \_\_\_\_\_*. Remind the students to use the prompt in class discussions to explain their thinking.

### 2 Introduce “Homework—Who Needs It?”

Have the students turn to *Student Response Book* pages 60–61, “Homework—Who Needs It?” and explain that this is the article they will read today. Read the title aloud and point out that this article is also about homework. Tell the students that you will read the article twice and that you would like them to follow along as you read. During the first reading, they will think about what they are learning about homework and about the author’s opinion. During the second reading, they will think about the reasons the author gives to support that opinion.

### 3 Read Aloud

Read “Homework—Who Needs It?” aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

## Suggested Vocabulary

**debating:** arguing over (p. 480)

**impact:** effect (p. 480)

**a burden:** something that is difficult to deal with (p. 481)

**reluctant:** not eager to do something (p. 481)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**evidence:** proof (p. 480)

**unwind:** relax (p. 480)

**enjoyable:** fun (p. 481)

Stop after:

**p. 480** “So why should kids?”

Ask:



**Q** *What have you learned so far? Turn to your partner.*

Without discussing the question as a class, continue by reading the section “Let Families Be Families” aloud. Stop after:

**p. 481** “It’s important for families to spend the little time they have together talking, reading, and doing things they all enjoy.”

Ask:



**Q** *What did you learn from the part I just read? Turn to your partner.*

Without discussing the question as a class, continue reading to the end of the article.

## **4** Reread the Article and Determine Important Ideas

Ask:

**Q** *What is this author’s opinion of homework?*

If necessary, point out that the author of this article does not believe that homework is good for students or families. Explain that you will reread the article and that you would like the students to follow along and think about the reasons the author gives to support that opinion. Remind the students that reasons in an opinion article are important ideas to understand and remember. Explain that you will stop after each section to have partners discuss the reasons in that section.

Reread the title of the article and the first paragraph. Stop after:

**p. 480** “Let’s take a look at some others.”

Use “Think, Pair, Share” to discuss:



**Q** *What is a reason, or important idea, in this section that supports the author’s opinion that homework is not helpful? [pause] Turn to your partner.*

Invite one or two volunteers to share their thinking with the class. If necessary, point out that one reason the author thinks homework is not helpful is that a study showed that there is no significant relationship between time spent on homework and grades.

Reread the next section, “Let Kids Be Kids.” Stop after:

**p. 480** “So why should kids?”

Use “Think, Pair, Share” to discuss:



**Q** *What is a reason in this section that supports the author’s opinion? [pause] Turn to your partner.*

Invite one or two volunteers to share their thinking with the class. If necessary, point out that in this section the author says that when kids come home from school, they need time to unwind. Follow this procedure to reread and discuss the important ideas in the sections “Let Families Be Families” and “Who Likes Homework?”



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to determine the author’s opinion?
- Are they able to identify the reasons the author gives to support that opinion?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 119 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to determine the author’s opinion and the reasons the author gives to support it, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to determine the author’s opinion and the reasons the author gives to support it, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Resources for alternative texts are suggested in the “Grade 3 Alternative Texts” list. Visit the CCC Learning Hub ([cccllearninghub.org](http://cccllearninghub.org)) to view the list.

### Teacher Note

You might wish to use opinion articles that address topics such as whether school should be year-round, whether kids should help with chores around the house, or whether zoos are good or bad for animals.

Tell the students that in the next lesson they will revisit the two opinion articles they have read about homework and discuss their own opinions about the issue.

# INDIVIDUALIZED DAILY READING

## 5 Read Independently and Use Comprehension Strategies

Direct the students' attention to the "Reading Comprehension Strategies" chart and remind the students to use the comprehension strategies as they read independently today. Distribute the self-stick notes and explain that you would like the students to continue to use the notes to mark places in their texts where they use strategies. Explain that later each student will share with a partner a passage she marked and the comprehension strategy she used with it.

Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner a passage she marked and the strategy she used to make sense of it. Have each student begin by telling her partner the title of the text she read, the author's name, and what it is about so far.

**Materials**

- “Smile—You’ve Got Homework!” (see pages 478–479)
- “Homework—Who Needs It?” (see pages 480–481)
- *Student Response Book* pages 58–61
- “Reading Comprehension Strategies” chart
- Small self-stick notes for each student

**In this lesson, the students:**

- Revisit two opinion articles
- Think about important ideas in the articles
- Distinguish their own opinions from those of the authors of the articles
- Compare and contrast the articles
- Read independently for up to 25 minutes
- Give reasons for their thinking

**1** Review Opinion Articles

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that earlier they heard and read two opinion articles about homework. Ask and briefly discuss:

**Q** *What do you remember about opinion articles? What does an author try to do in an opinion article?*

**Students might say:**

“An opinion article gives the author’s opinion about a topic.”

“The author gives reasons that support his or her opinion.”

“In addition to what [Isaiah] said, the author tries to get the reader to agree with his or her opinion.”

If necessary, review that in an opinion article, the author states an opinion and then gives reasons that support the opinion. Remind the students that the author’s opinion and the reasons he or she gives to support it are important ideas to understand and remember. The author’s goal in an opinion article is to get readers to agree with his or her opinion.

Explain that today the students will revisit the opinion articles they read earlier and think about whether or not they agree with each author’s opinion. Write the following prompt where everyone can see it: *The reason I think this is \_\_\_\_\_*. Remind the students to use the prompt to give reasons for their thinking.

## 2 Revisit “Smile—You’ve Got Homework!”

Have the students turn to “Smile—You’ve Got Homework” on *Student Response Book* pages 58–59 and quietly review the article on their own. After a few moments, ask:

**Q** *What is the author’s opinion in this article? What reasons does the author give to support that opinion?*

**Students might say:**

“The author’s opinion is that homework is helpful. One reason the author thinks so is that it gives kids a chance to practice what they learn in class.”

“Another reason the author gives is that homework teaches students to organize and plan their time.”

“The author also says that homework gives parents a chance to get more involved in their children’s school lives.”

Use “Think, Pair, Share” to discuss the questions that follow. Remind the students to give reasons for their thinking, and explain that these reasons may include ideas from the article as well as thoughts from their own experiences with homework. Ask:



**Q** *Do you agree with this author’s opinion of homework? Why or why not?*  
[pause] *Turn to your partner.*

Invite a few volunteers to share their thinking with the class.

**Students might say:**

“I agree because there isn’t always time to memorize the stuff you need to know during school.”

“I disagree because I’m too tired when I get home from school to do more work.”

## 3 Revisit “Homework—Who Needs It?”

Have the students turn to “Homework—Who Needs It?” on *Student Response Book* pages 60–61 and quietly review the article on their own. After a few moments, ask:

**Q** *What is the author’s opinion in this article? What reasons does the author give to support that opinion?*

**Students might say:**

“The author’s opinion is that homework isn’t helpful.”

“One reason the author gives is that when students get home from school, they should have time to unwind.”

“The author also says that homework can cause kids to not like school.”

Use “Think, Pair, Share” to discuss the questions that follow. Remind the students to give reasons for their thinking, and explain that these reasons may include ideas from the article as well as thoughts from their own experiences with homework.



**Q** *Do you agree with this author’s opinion of homework? Why or why not?*  
[pause] *Turn to your partner.*

Invite a few volunteers to share their thinking with the class.

#### **4** Compare and Contrast the Articles

Remind the students that the purpose of an opinion article is to persuade, or convince, the reader to agree with the author’s opinion. Facilitate a class discussion about which article is more persuasive (convincing) using the questions that follow. Point out that the students may have different opinions about which article is more persuasive and that this is fine. What is important is that they give reasons for their opinions. Ask:

**Q** *Which article do you think is more persuasive?*

**Q** *What do you think is the most persuasive reason in that article?*

**Q** *Did either article change the way you think about homework? Tell us about it.*

#### **5** Reflect on Giving Reasons for Opinions

Facilitate a brief discussion about how the students did with using the prompt “The reason I think this is . . .” to give reasons for their opinions. Share your own observations and explain that you would like the students to continue to focus on giving reasons for their thinking in the coming days.

## INDIVIDUALIZED DAILY READING

#### **6** Read Independently and Use Comprehension Strategies

Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind the students that during IDR this week, they have been thinking about the comprehension strategies they use as they read independently. Explain that again today you would like the students to notice which comprehension strategies they are using and to mark with self-stick notes the places in their texts where they use strategies.

Distribute the self-stick notes and have the students read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Use “Think, Pair, Share” to discuss:



**Q** *Which strategy have you used the most during independent reading this week? How does that strategy help you understand what you are reading? [pause] Turn to your partner.*

Invite a few volunteers to share with the class. Then have the students return to their desks and put away their texts.

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## WRITING ABOUT READING

### Write Opinions About Homework

Remind the students that they have read two articles on the topic of homework. The first article, “Smile—You’ve Got Homework!” informed readers about the reasons why homework is good for students, and the second article, “Homework—Who Needs It?” informed readers about the reasons why homework is bad for students and families. Have the students turn to *Student Response Book* pages 58–59, “Smile—You’ve Got Homework,” and ask:

**Q** *What were some reasons the author gave to support the opinion that homework is good for students?*

As the students share, write their ideas under the heading “Reasons for Homework” where everyone can see them. Have the students turn to *Student Response Book* pages 60–61, “Homework—Who Needs It?” and ask:

**Q** *What were some reasons the author gave to support the opinion that homework is not good for students?*

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### Vocabulary Note

Next week you will revisit “Banning Tag,” “Smile—You’ve Got Homework!” and “Homework—Who Needs It?” to teach the Week 25 vocabulary lessons.

#### **ELPS 5.F.ii**

**Writing About Reading**  
(all, beginning on page 473  
and continuing on to page  
474)

### Materials

- “Smile—You’ve Got Homework!” (see pages 478–479)
- “Homework—Who Needs It?” (see pages 480–481)
- *Student Response Book* pages 58–61

**TEKS 6.E.iii**  
Student/Teacher Narrative  
Writing About Reading  
("You might say" section)

**TEKS 6.E.iii**  
Student/Teacher Activity  
Writing About Reading  
(third discussion  
question and last  
paragraph)



### Technology Tip

Alternatively, you might have the students use the questions to create a poll on a student-friendly social networking site and then ask family members to take the poll online. For more information, view the "Using Social Media" tutorial (AV46).



As the students share, write their ideas under the heading "Reasons Against Homework" where everyone can see them. Ask:

**Q** *After reading both of these articles, which side of the issue do you support? Do you think homework is good or bad for students? Why do you think that?*

Have a few volunteers share their thinking with the class. Tell the students that when they choose to support one side of an issue, they are forming their own opinion about the issue. Remind the students that people might have different opinions about the same thing and that is fine. What matters is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about the side of the issue you support and why you support it.

#### You might say:

"I agree with the author of the article 'Smile—You've Got Homework!' that homework helps kids learn. I'll write: *I agree with the author of 'Smile—You've Got Homework!' that homework helps students learn.* Now I'll give a reason why I agree with the author. I'll write: *I think that homework is helpful because students need more time to practice what they learn than is available during the school day.* Now I'll write another reason to explain my thinking. I'll write: *Also, students need to learn how to plan their time, and homework helps with that. Students need to think about how long each assignment will take and in which order they should do them. These are skills they will need later on in high school and college. I think that all teachers should assign homework.*"

Have the students choose one side of the issue to support and write about why they support it. Encourage the students to refer to the articles in their *Student Response Books* to support their thinking. If time permits, invite the students to share their writing with the class.



## TECHNOLOGY EXTENSION

### Take a Poll About Homework

Have the class generate lists of what they think are the most persuasive reasons for and against homework, and then post the lists on the class blog. Have the students discuss the lists on the blog with their families and then take a poll of their family members by asking questions such as:

- Q** *Do you think third-graders should have homework?*
- Q** *Did you have homework in third grade?*
- Q** *How old are you?*

Help the students compile and analyze the data from the poll. Facilitate a discussion about the results of the poll by asking questions such as:

- Q What can you learn from the data we collected from our poll?*
- Q How many people think third-graders [should/should not] have homework?*
- Q How many people [had/did not have] homework in third grade?*
- Q What do you notice about the ages of the people who were polled? What do you notice about how people of different ages answered each question?*



# Banning TAG

Imagine that you are being chased. You run as fast as you can, but you are not quick enough. You feel hands on your back, touching you. You trip, fall down, skinning your knee. Not again! You are tired of always being “it.”

Has this ever happened to you? If it has, you know that it does not feel very good. Some principals, teachers, and parents are worried that playing tag at recess is too dangerous. They argue that kids run into one another, fall down, and get hurt playing tag. They say that sometimes tag leads to hitting, pushing, and bullying. In response to these concerns, schools all over the country are banning the game of tag during recess.

## The Other Side

Some parents and kids think schools should not ban tag. A third-grader from the state of Washington even started a petition to get his principal to change the ban and let the kids play tag again at recess. There are a lot of good things about the game. It is easy to get started because you do not need anything to play except some friends. Also, while you run around, you are getting exercise and having fun at the same time. Many people are upset that recess has to be ruined for everyone just because a few children play too rough. After all, the game of tag has been around for hundreds of years.

## Different Types of Tag

There are many different versions of tag. You probably know how to play some of them. One of the most popular versions of tag is “freeze tag,” where instead of being “it” when you are caught, you have to stand still until another player touches you. There is also “tunnel tag,” which is like freeze tag except that your teammate must crawl through your legs before you can play again.

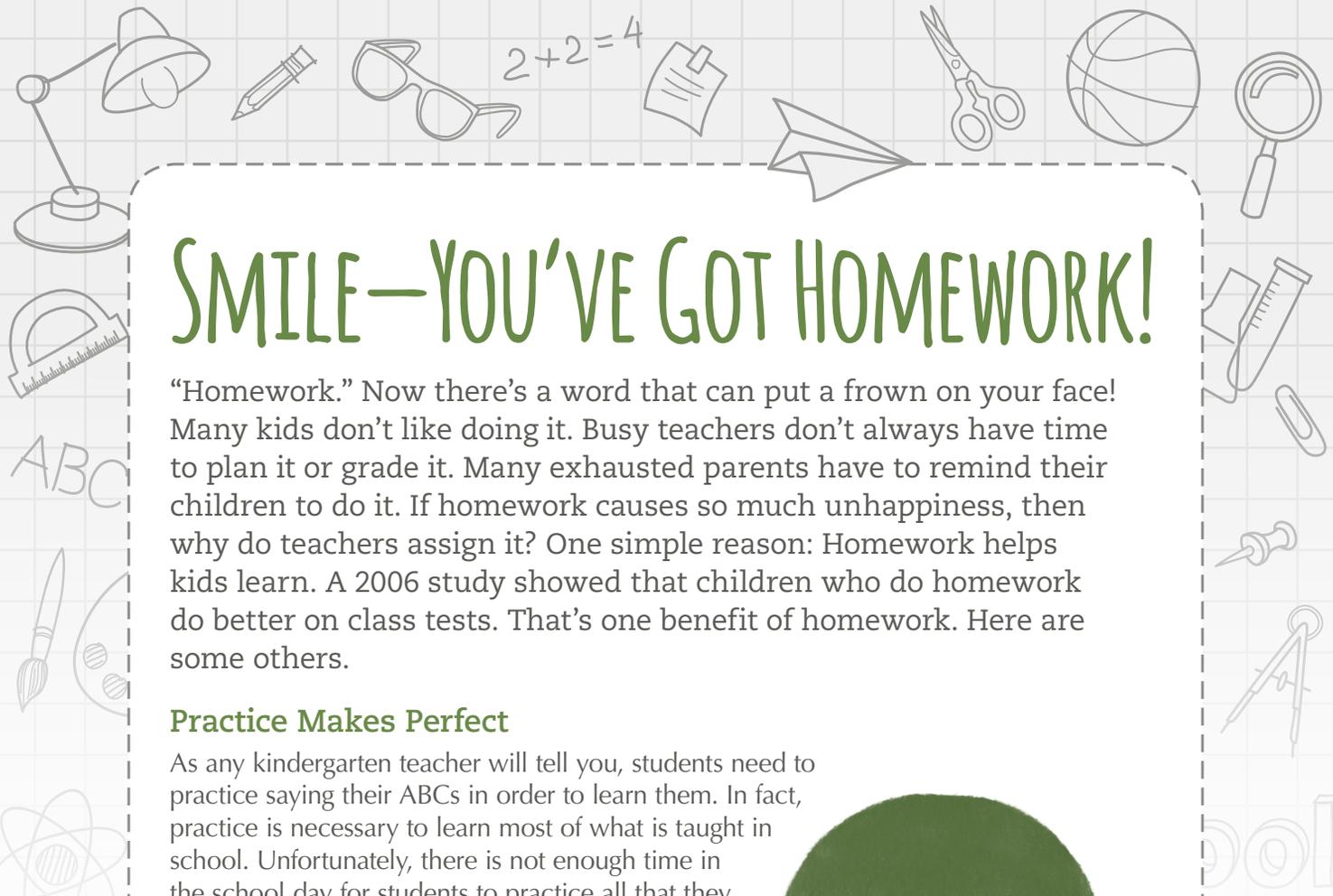
“Monster tag” starts with one person chasing all the others. As each player is tagged, he or she joins hands with “it” to help chase the others. In the end, there is a long chain of players who are all “it,” working together. With all the hands and feet, the chain reminds some people of a monster! That is how this kind of tag got its name.

## Other Games

If your school does not allow tag at recess, there are lots of other games you can play instead! If you have a ball, you can organize a game of kickball or four square. With a piece of chalk and a few pebbles, you can play hopscotch. You can probably think of many more fun things to do during recess.

Whatever you are allowed to do at recess, it is important that you play fair and are gentle with others. When everyone feels safe, everyone can have fun!





# SMILE—YOU'VE GOT HOMEWORK!

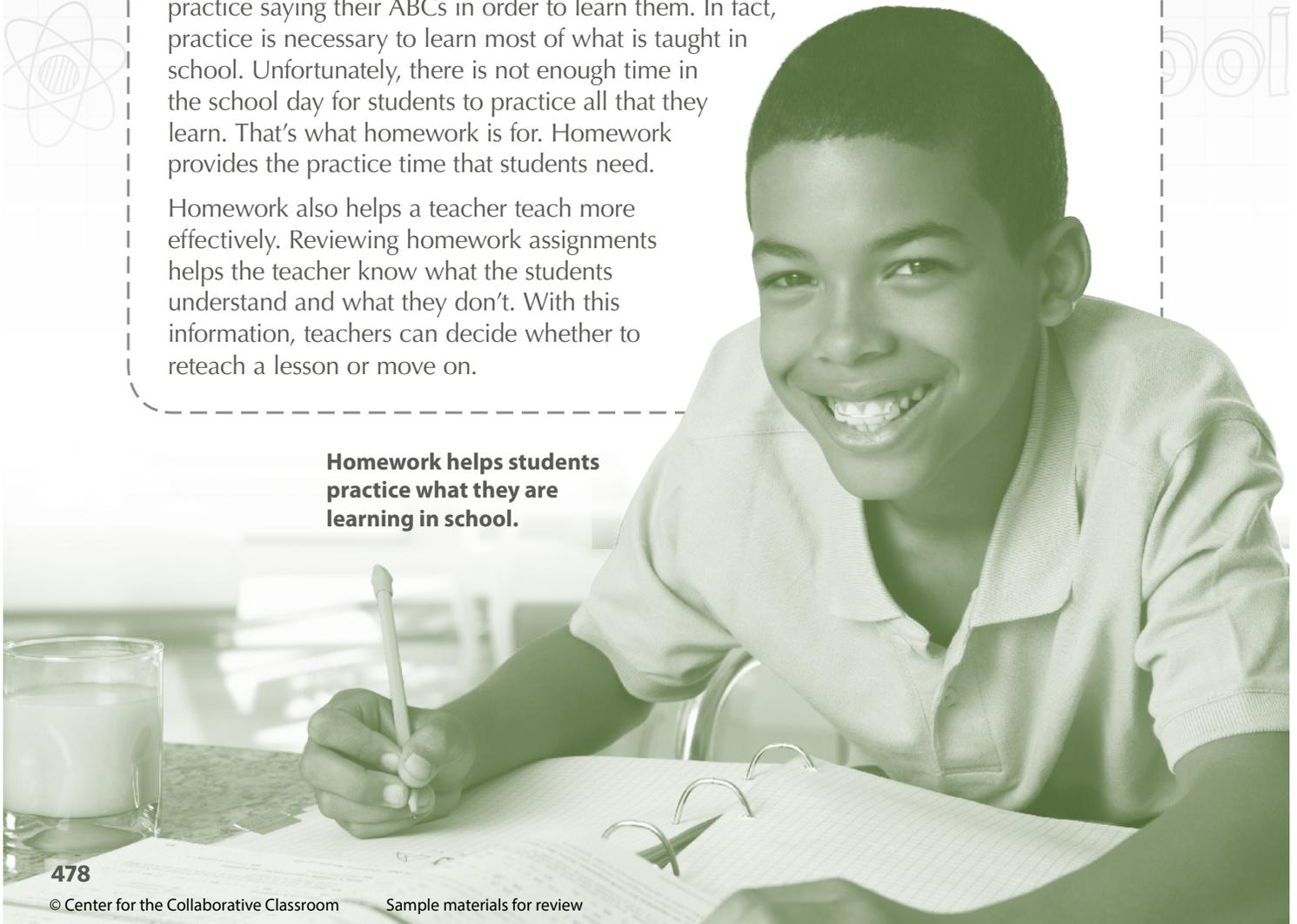
“Homework.” Now there’s a word that can put a frown on your face! Many kids don’t like doing it. Busy teachers don’t always have time to plan it or grade it. Many exhausted parents have to remind their children to do it. If homework causes so much unhappiness, then why do teachers assign it? One simple reason: Homework helps kids learn. A 2006 study showed that children who do homework do better on class tests. That’s one benefit of homework. Here are some others.

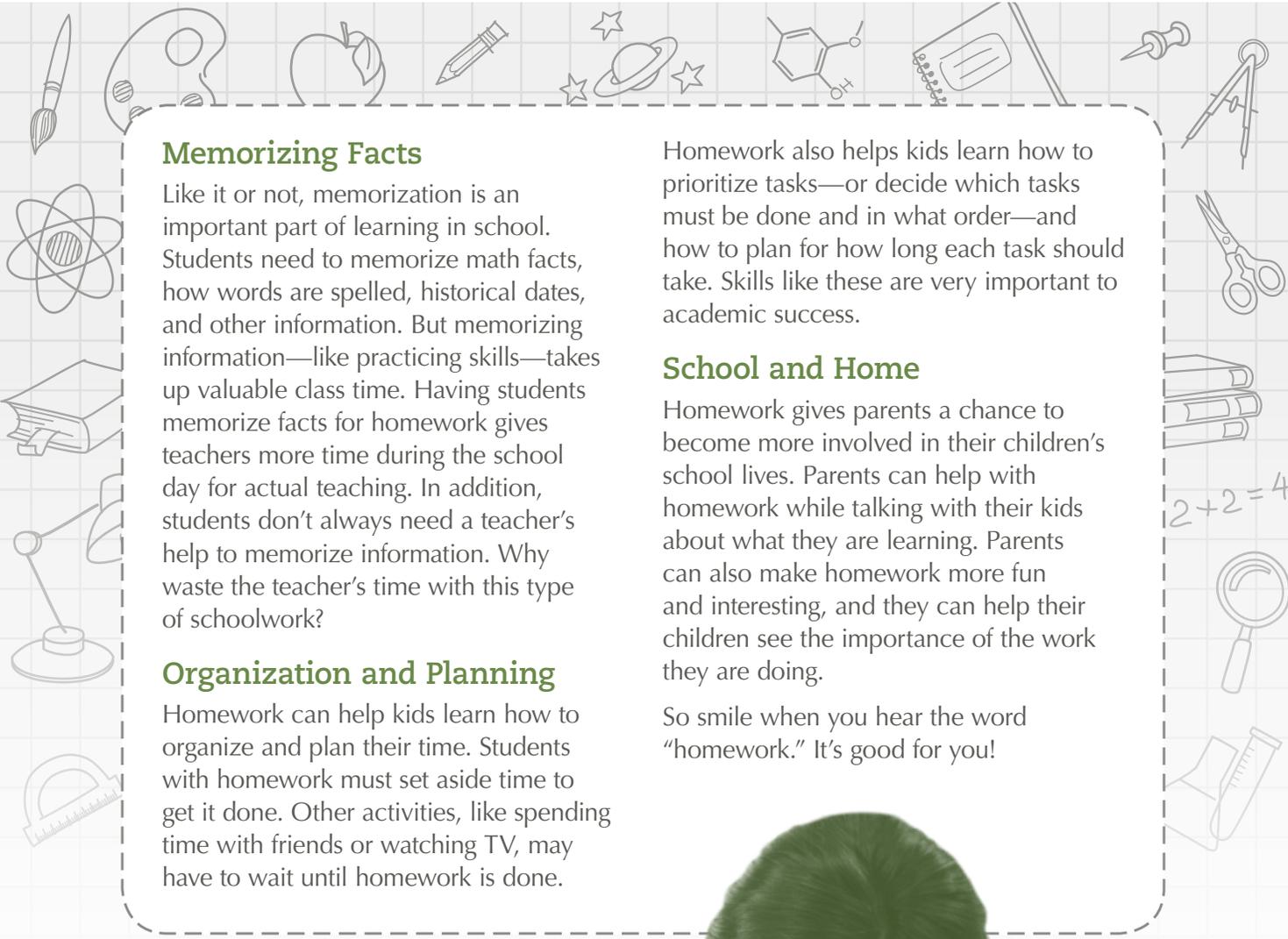
## Practice Makes Perfect

As any kindergarten teacher will tell you, students need to practice saying their ABCs in order to learn them. In fact, practice is necessary to learn most of what is taught in school. Unfortunately, there is not enough time in the school day for students to practice all that they learn. That’s what homework is for. Homework provides the practice time that students need.

Homework also helps a teacher teach more effectively. Reviewing homework assignments helps the teacher know what the students understand and what they don’t. With this information, teachers can decide whether to reteach a lesson or move on.

**Homework helps students practice what they are learning in school.**





## Memorizing Facts

Like it or not, memorization is an important part of learning in school. Students need to memorize math facts, how words are spelled, historical dates, and other information. But memorizing information—like practicing skills—takes up valuable class time. Having students memorize facts for homework gives teachers more time during the school day for actual teaching. In addition, students don't always need a teacher's help to memorize information. Why waste the teacher's time with this type of schoolwork?

## Organization and Planning

Homework can help kids learn how to organize and plan their time. Students with homework must set aside time to get it done. Other activities, like spending time with friends or watching TV, may have to wait until homework is done.

Homework also helps kids learn how to prioritize tasks—or decide which tasks must be done and in what order—and how to plan for how long each task should take. Skills like these are very important to academic success.

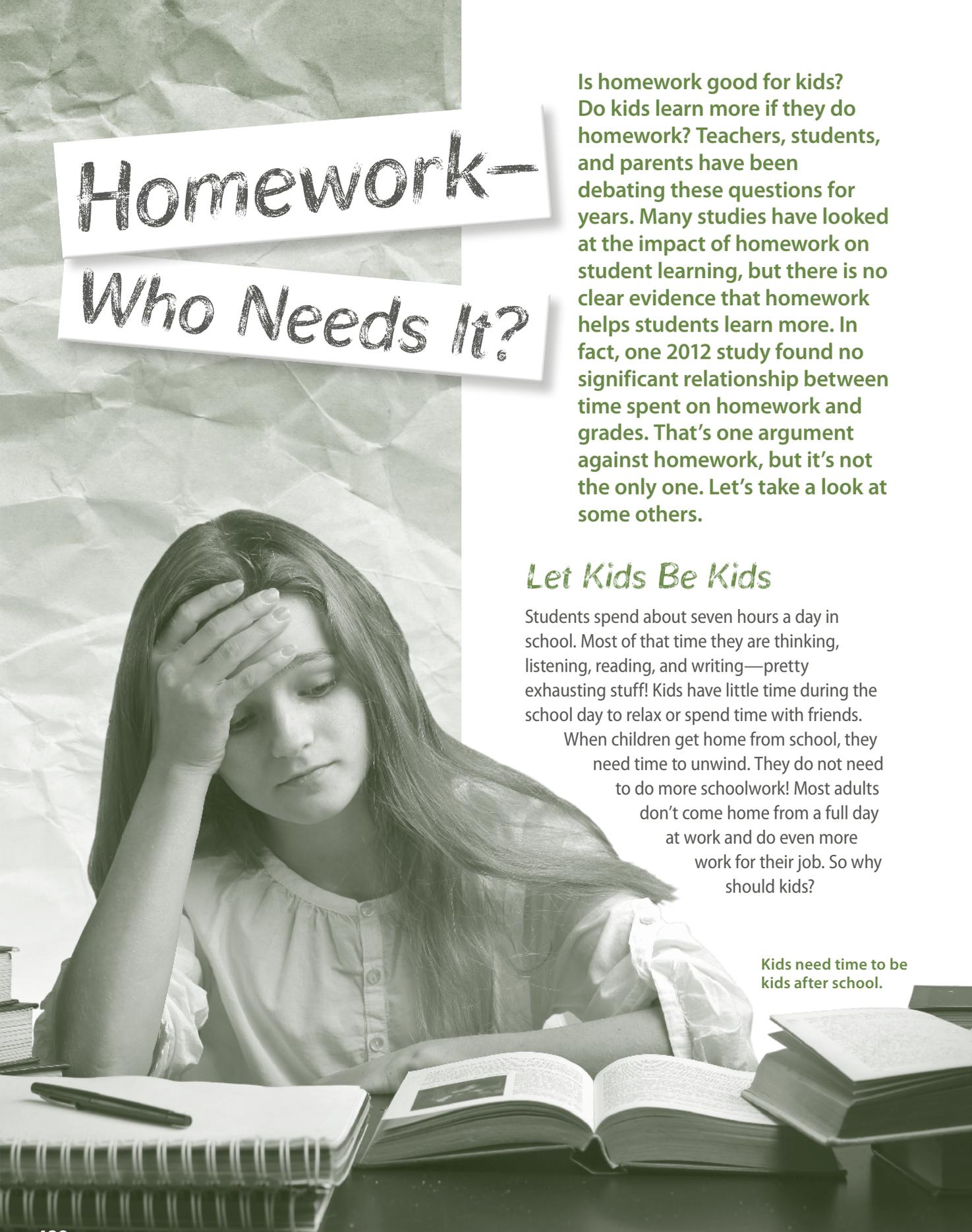
## School and Home

Homework gives parents a chance to become more involved in their children's school lives. Parents can help with homework while talking with their kids about what they are learning. Parents can also make homework more fun and interesting, and they can help their children see the importance of the work they are doing.

So smile when you hear the word "homework." It's good for you!

**Homework provides an opportunity for parents and kids to work together.**





# Homework—

# Who Needs It?

Is homework good for kids? Do kids learn more if they do homework? Teachers, students, and parents have been debating these questions for years. Many studies have looked at the impact of homework on student learning, but there is no clear evidence that homework helps students learn more. In fact, one 2012 study found no significant relationship between time spent on homework and grades. That's one argument against homework, but it's not the only one. Let's take a look at some others.

## *Let Kids Be Kids*

Students spend about seven hours a day in school. Most of that time they are thinking, listening, reading, and writing—pretty exhausting stuff! Kids have little time during the school day to relax or spend time with friends.

When children get home from school, they need time to unwind. They do not need to do more schoolwork! Most adults don't come home from a full day at work and do even more work for their job. So why should kids?

**Kids need time to be kids after school.**

## Let Families Be Families

Homework is a burden for kids, but it can be a burden for moms and dads, too. After a long day, parents are tired. The last thing they want to do is to keep reminding their reluctant children, "Do your homework!" Homework can be confusing or difficult, and parents don't always have time to help. This means that kids must sometimes struggle through hard homework assignments on their own—and moms and dads are left feeling guilty for not helping. This is stress that busy families don't need.

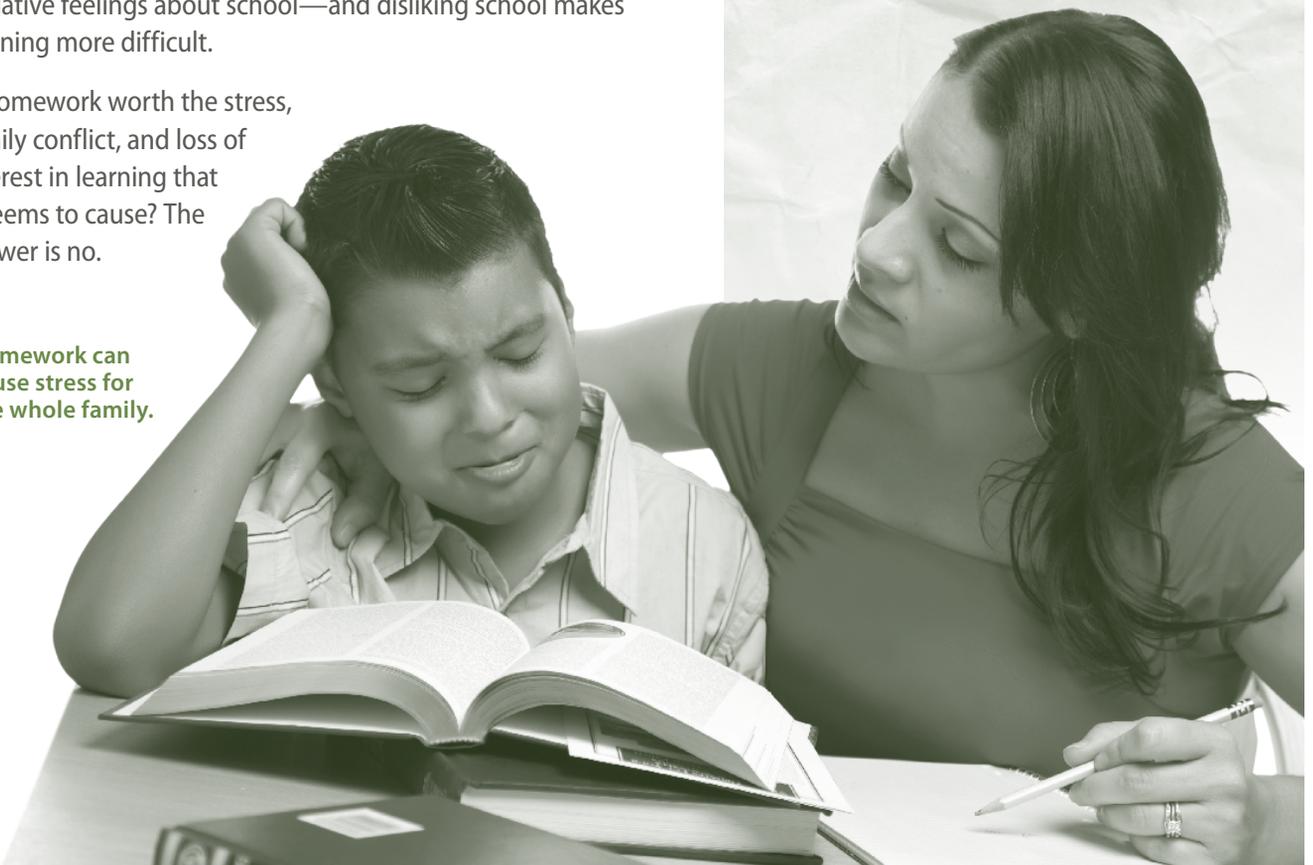
Families need time to do enjoyable things together. Many children and their parents say goodbye in the morning and often don't see each other again until after five o'clock. That leaves only a few hours for family time before going to bed. It's important for families to spend the little time they have together talking, reading, and doing things they all enjoy.

## Who Likes Homework?

If you ask students if they like homework, many will probably say they do not. Because students associate homework with school, negative feelings about homework can turn into negative feelings about school—and disliking school makes learning more difficult.

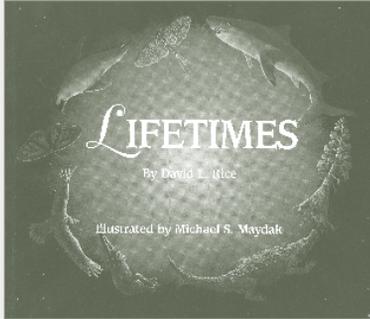
Is homework worth the stress, family conflict, and loss of interest in learning that it seems to cause? The answer is no.

**Homework can cause stress for the whole family.**



# Week 2

## OVERVIEW



### *Lifetimes*

by David L. Rice, illustrated by Michael S. Maydak

This book is a collection of short descriptions of the lifetimes of different species of plants and animals and the lessons we can learn from them. In this week's lessons, the students look at the lifetimes of an army ant, an elephant, a saguaro cactus, and a hermit crab.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Assessment Forms**

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

#### **Professional Development Media**

- "Using "Think, Pair, Write"" (AV10)

### Comprehension Focus

- Students identify what they learn from expository nonfiction texts.
- Students determine important ideas in expository nonfiction texts.
- Students make inferences to understand expository nonfiction texts.
- Students make text-to-self connections.
- Students read independently.

### Social Development Focus

- Students develop the skill of giving reasons for their thinking.
- Students listen respectfully to the thinking of others and share their own.

## Ⓜ DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2); see page 120 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 25 lessons this week.

**Materials**

- “A lifetime for an army ant is about three years” (*Lifetimes*, page 6)
- “Reading Comprehension Strategies” chart and a marker
- *Student Response Book* page 62

**In this lesson, the students:**

- Hear and discuss an expository nonfiction text
- Identify what they learn from the text
- Think about important ideas in the text
- Make text-to-self connections
- Read independently for up to 25 minutes
- Give reasons for their thinking

**1** Review Determining Important Ideas and Add to the “Reading Comprehension Strategies” Chart

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Explain that last week the students heard three opinion articles and discussed the important ideas in each article. Explain that determining, or identifying, important ideas in texts is a strategy that helps readers understand and remember what they read. Direct the students’ attention to the “Reading Comprehension Strategies” chart and add *determining important ideas* to the list of strategies the students have learned. Remind the students that the goal is for them to use the comprehension strategies when they read independently.

### Reading Comprehension Strategies

- visualizing
- making inferences about characters
- wondering/questioning
- using text features
- determining important ideas

**2** Introduce *Lifetimes* and the Topic of Ants

Show the cover of *Lifetimes* and read the names of the author and the illustrator aloud. Explain that a lifetime is how long an animal or a

plant is expected to live. (For example, a lifetime for a human being is about 85 years.) Show page 6 and explain that today you will read the page about army ants. Ask:

**Q** *What do you think you know about ants?*

Have a few volunteers share their thinking with the class.

**Students might say:**

"They always walk in a line."

"They're very small, and they like food."

"If you step on an anthill, all the ants swarm out."

Tell the students that you will read the passage about ants aloud twice and that during the first reading, you would like them to focus on what they are learning about army ants.

### 3 Read Aloud and Think About Information Learned

Read page 6 aloud, slowly and clearly, without reading the last sentence. Clarify vocabulary as you read.

#### Suggested Vocabulary

**cockroaches:** brown or black insects that live in warm, dark places

**pests:** creatures that bother or destroy other animals or plants

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**"ant bridge":** bridge made of ants that other ants can walk across (refer to the illustration)

**"ant balls":** groups of ants clinging together so they can float across water

Stop after:

**p. 6** "When they return their houses are completely free of rats, cockroaches, or other pests."

Ask:



**Q** *What interesting things have you learned about army ants? Turn to your partner.*

Have a few volunteers share their thinking with the class.

### 4 Reread and Discuss Important Ideas

Have the students turn to *Student Response Book* page 62, where the passage about army ants is reproduced. Tell the students that you will reread the passage and that you would like them to follow along and

#### Teacher Note

The purpose of not reading the last sentence is to allow the students to come up with their own ideas about what is important. You might choose not to show the page as you read so that students do not read this sentence on their own.



### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest, for example:

- "Say more about that."
- "Explain your thinking further."
- "You have an opinion that's [similar to/different from] what [Savitri] just said. How is it [similar/different]?"
- "Do you agree with [Stephan]? Why or why not?"
- "What questions do you have for [Stephan] about [his] thinking?"

think about what the author most wants readers to understand and remember from this passage.

Read the passage as the students follow along.

Facilitate a class discussion about important ideas in the passage. Write the following prompt where everyone can see it: *The reason I think this is \_\_\_\_\_*. Remind the students to use the prompt to give reasons for their thinking. Ask questions such as:

- Q *What do you think is most important to understand and remember in this passage?*
- Q *If you had to say what this passage is about in one sentence, what would you say?*

If the students struggle to answer the questions, model thinking aloud about an important idea.

#### You might say:

"What seems most important to understand and remember in this passage is the idea that army ants work together to do amazing things. The reason I think this is the most important idea is that the other ideas in the passage are all examples of ways that army ants work together."

## 5 Reflect on Teamwork and Cooperation in the Classroom Community

Point out that army ants survive through teamwork and cooperation. Ask the students to think quietly to themselves about ways they practice teamwork and cooperation in the classroom community. After a few moments, ask and briefly discuss:

- Q *What are some things we do in our classroom community that remind you of the way the ants live?*
- Q *What are some things we can do in our classroom community to be more like the ants?*

Tell the students that you will read more from *Lifetimes* in the next lesson.

## INDIVIDUALIZED DAILY READING

## 6 Read Independently and Share Reading with the Class

Tell the students that they may read texts from any genre during IDR this week. Remind the students to use the comprehension strategies they have learned as they read independently today. Encourage them to notice what they learn from their reading and to think about which ideas

in their texts seem important to understand and remember. Explain that later you will ask some of them to share things they learned or important ideas from their reading with the class.

Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the texts they are reading with the class. Have each volunteer tell the title of her text, the author’s name, what the text is about, and either something she learned or an idea she thinks is important from the part she read today. Ask follow-up questions such as:

- Q *Why do you think this idea seems important?*
- Q *What does that make you wonder?*
- Q *What questions do you have for [Noorah] about what she shared?*

Have the students return to their desks and put away their text.

# Day 2

## Read-aloud/ Guided Strategy Practice

### Materials

- “A lifetime for an elephant is about 65 years” (*Lifetimes*, page 19)
- *Student Response Book* pages 63–64

### Teacher Note

If your students are already familiar with the procedure for “Think, Pair, Write,” you do not need to explain it in detail here. Instead, remind the students of your expectations. To see an example, view “Using ‘Think, Pair, Write’” (AV10).



### ELL Note

Consider providing extra support to your English Language Learners during “Think, Pair, Write” throughout this unit. Students with limited English proficiency might benefit from drawing pictures rather than writing.

### In this lesson, the students:

- Learn the procedure for “Think, Pair, Write”
- Hear and discuss an expository nonfiction text
- Identify what they learn from the text
- Think about important ideas in the text
- Read independently for up to 25 minutes
- Give reasons for their thinking

**ELPS 2.I.v**  
Step 1 and Step 2  
(all, beginning on page 488 and continuing on to page 489)

## 1 Introduce “Think, Pair, Write”

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Explain that today you will teach the students a cooperative structure called “Think, Pair, Write.” As with “Think, Pair, Share,” you will ask a question and have the students think quietly for a moment. When you signal, they will turn to their partners to share their ideas, and then each student will write his ideas in his own *Student Response Book*. Ask:

- Q** *What have you learned about working with a partner during “Think, Pair, Share” that can help you during “Think, Pair, Write”?*

#### Students might say:

“I’ve learned that I am responsible for listening to my partner and for sharing my own ideas.”

“I need to listen carefully to my partner to understand what she’s thinking.”

“If I don’t understand my partner’s idea, I should ask a clarifying question to help me understand.”

Tell the students that the purpose of using “Think, Pair, Write” is to practice explaining their thinking before writing. At the end of the lesson, you will ask them to report how it went.

## 2 Review *Lifetimes* and Introduce the Topic of Elephants

Show the cover of *Lifetimes* and review that earlier the students heard and read the page about army ants. Ask and briefly discuss:

- Q** *What is something you learned about army ants from the book?*

Show the illustration on page 19 and explain that today you will read the page about elephants. Ask:

**Q** *What do you think you know about elephants?*

Have a few volunteers share their thinking

**Students might say:**

"They squirt water with their trunks."

"They're very big."

"I've seen them do tricks at the circus."

Explain that you will read the page aloud twice. During the first reading, the students will think about what they are learning about elephants. During the second reading, they will think about what seems most important to understand and remember from the passage. Then they will use "Think, Pair, Write" to think about what is most important, share their thinking in pairs, and then individually write their ideas in their own *Student Response Books*.

### 3 Read Aloud and Think About Information Learned

Read page 19 aloud slowly and clearly, without reading the last sentence. Clarify vocabulary as you read.

#### Suggested Vocabulary

**trumpeting sounds:** loud noises that sound like a horn

**injured:** hurt or harmed

**moaning:** making a sad, crying sound

Stop after:

**p. 19** "Without water these animals would die."

Ask:



**Q** *What interesting things have you learned about elephants? Turn to your partner.*

Have a few volunteers share what they learned with the class.

### 4 Reread and Write About an Important Idea

Have the students turn to *Student Response Book* page 63, where the passage about elephants is reproduced. Ask the students to follow along as you reread the passage and think about what seems most important to understand and remember.

#### Teacher Note

The purpose of not reading the last sentence is to allow the students to come up with their own ideas about what is important. You might choose to not show the page as you read so that students do not read this sentence on their own.

### Teacher Note

One important idea is that elephants have feelings like people do. Another is that elephants are gentle.

### Teacher Note

Students may have different ideas about what is important in a passage. Give them time to consider other opinions before giving your own. Encourage them to explain their thinking and to refer to the text to support their opinions.

Read the passage aloud without reading the last sentence. Use “Think, Pair, Share” to discuss the question that follows. Remind the students to use the prompt they have learned to give reasons for their thinking.



**Q** *What do you think is most important to understand and remember in this passage?* [pause] *Turn to your partner.*

Circulate as partners talk and notice whether they are able to identify important ideas in the passage. If the students have difficulty, reread the passage to individual students and ask questions such as:

**Q** *What is this passage mainly about?*

**Q** *If you had to tell what this passage is about in one sentence, what would you say?*

After partners have had a chance to talk, have the students individually record what they think is most important to understand or remember on *Student Response Book* page 64. Then have a few volunteers share what they wrote with the class.

#### Students might say:

“I think the most important idea is that elephants have feelings, just like we do. The reason I think this is that elephants cry when an elephant they love dies.”

“I think it’s important to remember that elephants are gentle. The reason I think this is that the author says that even though elephants are large, they don’t kill or bother other animals.”

Remind the students that thinking about which ideas are most important helps readers understand and remember what they read. Tell them that in the next lesson, they will hear another page from *Lifetimes* and continue to think about important ideas.

## 5 Reflect on “Think, Pair, Write”

Help the students reflect on their work together during “Think, Pair, Write.” Ask:

**Q** *What did you and your partner do to explain your thinking during “Think, Pair, Write”?*

#### Students might say:

“I wasn’t sure I understood my partner’s idea, so I asked him to explain his thinking.”

“We took turns saying our ideas.”

“I didn’t hear what my partner said, so I asked her to repeat it.”

# INDIVIDUALIZED DAILY READING

## 6 Read Independently and Share Reading with Partners

Remind the students to use the comprehension strategies they have learned as they read independently today. Encourage them to notice what they learn from their reading and to think about which ideas in their texts seem important to understand and remember. Explain that later they will share what they learned and the important ideas they noticed with partners.

Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of the text he is reading, the author’s name, what the text is about, and either something he learned or an idea that seems important from the part he read today.

Have the students return to their desks and put away their texts.

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## EXTENSION

### Learn More About Elephants

Gather a variety of reading materials about elephants for independent reading. Give the students time to read and share some important ideas about elephants with the class.

### Materials

- “A lifetime for a saguaro cactus is about 100 years” (*Lifetimes*, page 20)
- *Student Response Book* pages 65–66
- “Class Assessment Record” sheet (CA2)

### In this lesson, the students:

- Hear and discuss an expository nonfiction text
- Identify what they learn from the text
- Think and write about important ideas in the text
- Make inferences to understand the text
- Read independently for up to 25 minutes
- Give reasons for their thinking

## 1 Introduce the Topic of Cactuses

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Lifetimes* and remind the students that earlier they heard the sections about army ants and elephants and thought about what was important to understand and remember in each section. Show the illustration on page 20 and explain that the page you will read today is about a particular kind of cactus called the saguaro cactus. Ask:

**Q** *What do you think you know about cactuses?*

Have a few volunteers share their thinking

#### Students might say:

“They grow in the desert.”

“They don’t need much water to grow.”

“They have spikes that will prick you if touch them.”

Tell the students that you will read the page aloud twice and that during the first reading, you would like them to pay attention to what they are learning about saguaro cactuses.

## 2 Read Aloud and Think About Information Learned

Read page 20 aloud slowly and clearly, without reading the last sentence. Clarify vocabulary as you read.

## Suggested Vocabulary

**250 gallons:** about four bathtubs full

**thrives:** grows easily

Stop after:

**p. 20** “Native Americans who live in the desert use its juicy red fruit to make jam or syrup.”

Ask:



**Q** *What interesting things have you learned about saguaro cactuses? Turn to your partner.*

Have a few volunteers share their thinking with the class.

### 3 Reread and Write About an Important Idea

Have the students turn to *Student Response Book* page 65, where the passage about saguaro cactuses is reproduced. Ask the students to follow along as you reread the passage and think about what seems most important to understand and remember.

Read the passage aloud without reading the last sentence. Use “Think, Pair, Share” to discuss the question that follows. Remind the students to use the prompt they have learned to give reasons for their thinking.



**Q** *What do you think is most important to understand and remember in this passage? [pause] Turn to your partner.*

Circulate as partners talk and notice whether they are able to identify important ideas in the passage. If the students have difficulty, reread the passage to individual students and ask questions such as:

**Q** *What is this passage mainly about?*

**Q** *If you had to tell what this passage is about in one sentence, what would you say?*

After partners have had a chance to talk, have the students record what they think is most important to understand or remember on *Student Response Book* page 66. Then have a few volunteers share what they wrote with the class. Ask follow-up questions such as:

**Q** *Who has questions for [Veena] about what she wrote?*

**Q** *Who thought of a different important idea? Read us what you wrote.*

**ELPS 2.I.v**  
Step 3 (all)

#### Teacher Note

One important idea is that saguaro cactuses conserve their resources. Another is that saguaros provide food and water to people and animals that live in the desert.

#### Teacher Note

Students may have different ideas about what is important in a passage. Give them time to consider other opinions before giving your own. Encourage them to explain their thinking and to refer to the text when giving reasons for their ideas.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to determine important ideas in the passage?
- Are they able to explain why they think those ideas are important?
- Are they using the prompt they learned to help them explain their thinking?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 120 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** are able to determine important ideas in the passage and explain why they think those ideas are important, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to determine important ideas in the passage and explain why they think those ideas are important, proceed with the lesson and continue on to Day 4, but closely observe students who are struggling. Many students will need repeated experiences to learn this complex skill.
- If **only a few students** are able to determine important ideas in the passage and explain why they think those ideas are important, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Tell the students that you will read more from *Lifetimes* in the next lesson.

### 4 Reflect on Giving Reasons for Ideas

Facilitate a brief discussion about how the students are doing with remembering to give reasons for their thinking. Ask questions such as:

- Q *Have you been remembering to give reasons for your thinking when you share? If not, what might help you remember?*
- Q *Have you been using the prompt you learned to give reasons for your thinking? How does it help you?*

Without mentioning names, share some of your own observations. Remind the students that they are responsible for giving reasons for their thinking whether or not you ask them to do so.

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Share Reading with the Class

Remind the students to use the comprehension strategies they have learned as they read independently today. Encourage them to notice what they learn from their reading and to think about which ideas in their texts seem important to understand and remember. Explain that later you will ask some of them to share things they learned or important ideas from their reading with the class.

Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the texts they are reading with the class. Have each volunteer tell the title of her text, the author’s name, what the text is about, and either something she learned or an idea she thinks is important from the part she read today. Ask follow-up questions such as:

- Q *Why do you think this idea seems important?*
- Q *What does that make you wonder?*
- Q *What questions do you have for [Mei] about what she shared?*

Have the students return to their desks and put away their texts.

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## EXTENSION

### Analyze Paired Texts About Saguaro Cactuses

If the students enjoyed learning about saguaro cactuses, you might extend the exploration by reading aloud and discussing a fictional treatment of the subject. Fiction titles about saguaro cactuses include

### Teacher Note

You might have the students record what they learn about saguaro cactuses in a double-entry journal. You might title one column “What I Learned About Saguaro Cactuses from a Nonfiction Book” and the other column “What I Learned About Saguaro Cactuses from a Fiction Book.”

*Cactus Hotel* by Brenda Z. Guiberson, *The Seed and the Giant Saguaro* by Jennifer Ward, and *The Little Saguaro/El sahuarito* by Shannon Young.

Prior to reading the fiction book, have the students discuss facts they learned about saguaro cactuses from the nonfiction book *Lifetimes* and what they are wondering about saguaro cactuses now. Point out that fiction authors are free to mix facts with invention (things they have made up) in any way they wish, so works of fiction cannot always be relied on as sources of factually accurate information. However, fiction stories can help readers understand a topic by allowing them to visualize and imagine it.

Read aloud the fiction book you chose. After the reading, have the students discuss what they learned from hearing a fictional story about a saguaro cactus.

Encourage the students to compare the two texts and make text-to-text connections by asking questions such as:

- Q *What more did you learn from [Cactus Hotel] about saguaro cactuses?*
- Q *What was especially surprising or interesting about [Cactus Hotel]?*
- Q *How are the passages about saguaro cactuses in *Lifetimes* and [Cactus Hotel] the same? How are they different?*
- Q *Which text did you like better? Why?*

## Day 4

## Read-aloud/ Guided Strategy Practice

### Materials

- “A lifetime for a hermit crab is about five years” (*Lifetimes*, page 7)
- *Student Response Book* pages 67–68

### In this lesson, the students:

- Hear and discuss an expository nonfiction text
- Identify what they learn from the text
- Think and write about important ideas in the text
- Make inferences to understand the text
- Read independently for up to 25 minutes
- Give reasons for their ideas

### 1 Review the Week

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Show the cover of *Lifetimes* and remind the students that they have heard about army ants, elephants, and saguaro cactuses. Briefly review the sections by asking:

- Q *What is something important you learned about army ants?*

Q *What is something important you learned about elephants?*

Q *What is something important you learned about saguaro cactuses?*

Remind the students that thinking about important ideas in texts is a strategy that helps readers understand and remember what they read. Tell the students that today you will read another section of *Lifetimes* and ask the students to think about what is important to understand and remember.

## 2 Introduce the Topic of Hermit Crabs

Show the illustration on page 7 and tell the students that today you will read about hermit crabs. Ask:

Q *What do you think you know about hermit crabs?*

Have a few volunteers share their thinking

**Students might say:**

"My friend has one as a pet."

"Sometimes hermit crabs change their shells."

"They live on land, not in water."

Tell the students that you will read the page aloud twice and that during the first reading, you would like them to think about what they are learning about hermit crabs.

## 3 Read Aloud and Think About Information Learned

Read page 7 aloud slowly and clearly, without reading the last sentence. Clarify vocabulary as you read.

### Suggested Vocabulary

**"motor homes":** vehicles that you can live in and drive around

**sea anemone:** sea creature that looks like a flower and has poisonous tentacles around its mouth (refer to the illustration)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**recycle:** use again

**"piggy-backing":** getting a ride on someone else's back

Stop after:

p. 7 "... special treat that allows them to find food as the crab moves along."

**TEKS 6.G.i**  
Student/Teacher Narrative  
Step 4 (all)

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

**TEKS 6.G.i**  
**TEKS 6.H.i**  
Student/Teacher Activity  
Step 5 (all)

Ask:



**Q** *What have you learned about hermit crabs? Turn to your partner.*

Have a few volunteers share their thinking with the class.

## 4 Reread and Write About Important Ideas

Have the students turn to *Student Response Book* page 67, where the passage about hermit crabs is reproduced. Ask the students to follow along as you reread the passage and think about what is most important to understand and remember about hermit crabs.

Reread the passage without reading the last sentence. Then have the students turn to *Student Response Book* page 68 and individually think and then write about the question:

**Q** *What do you think is most important to understand and remember from the passage about hermit crabs?*

## 5 Discuss Important Ideas as a Class

Facilitate a discussion about important ideas in the passage by inviting a few students to read what they wrote. Ask follow-up questions such as:

**Q** *Who has questions for [Shawn] about what he wrote?*

**Q** *Who thought of a different important idea? Read us what you wrote.*

**Q** *What do you think people can learn from the lives of hermit crabs?*

## 6 Review Determining Important Ideas in Nonfiction

Remind the students that during the past two weeks, they have been reading and discussing nonfiction texts and determining, or identifying, the important ideas in those texts—the ideas and information that are important to understand and remember. Tell the students that they will continue to think about important ideas in the coming days.

# INDIVIDUALIZED DAILY READING

## 7 Read Independently and Share Reading with Partners

Remind the students to use the comprehension strategies they have learned as they read independently today. Encourage them to notice what they learn from their reading and to think about which ideas in their texts seem important to understand and remember. Explain that later they will share what they learned and the important ideas they noticed with partners.

Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of the text he is reading, the author’s name, what the text is about, and either something he learned or an idea that seems important from the part he read today.

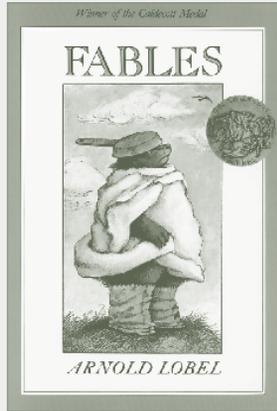
Have the students return to their desks and put away their texts.

### Vocabulary Note

Next week you will revisit *Lifetimes* to teach the Week 26 vocabulary lessons.

# Week 3

## OVERVIEW



### **Fables**

by Arnold Lobel

This book is a collection of fables. The fables used in this week's lessons are "Madame Rhinoceros and Her Dress," "The Young Rooster," "The Mouse at the Seashore," and "The Camel Dances."



### **Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA1

#### **Assessment Forms**

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

### Comprehension Focus

- Students visualize to understand and enjoy stories.
- Students think about themes in stories.
- Students make text-to-text and text-to-self connections.
- Students read independently.

### Social Development Focus

- Students develop the skill of giving reasons for their thinking.
- Students listen respectfully to the thinking of others and share their own.

## 🕒 DO AHEAD

- ✓ Prior to Day 1, make available fiction books at a variety of levels for the students to read independently during IDR for the rest of the unit.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA3); see page 121 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 26 lessons this week.

**Materials**

- “Madame Rhinoceros and Her Dress” (*Fables*, pages 26–27)

TEKS 6.E.i  
 TEKS 6.H.i  
 TEKS 8.A.i  
 TEKS 9.A.i  
 TEKS 10.A.ii  
 Student/Teacher Narrative  
 Step 2 (all)

**In this lesson, the students:**

- Hear and discuss a story
- Visualize to understand and enjoy the story
- Think about themes in the story
- Read independently for up to 25 minutes
- Give reasons for their thinking

**ABOUT TEACHING THEME**

Beginning this week, the students discuss important ideas in stories and drama with a particular focus in Week 3 on theme. *Theme* is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. Themes are often messages or lessons about life that an author wants readers to consider or apply to their own lives. Themes might also focus more broadly on such fundamental conflicts in human existence as good versus evil, self-interest versus community, or change versus tradition.

In grade 3 of the *Making Meaning* program, the students explore theme by thinking about the lessons learned by characters and the messages sent by authors in stories they read and hear. These experiences lay the foundation for further work with theme in future grades.

**1 Get Ready to Work Together**

Gather the class with partners sitting together, facing you. Remind the students that they have been working on taking responsibility for explaining their thinking without being asked, and tell them that you would like them to continue to work on this skill in the coming days. Write the following prompt where everyone can see it: *The reason I think this is \_\_\_\_\_*. Remind the students to use the prompt to help them explain their thinking.

**2 Introduce *Fables***

Review that the students have spent the past several lessons thinking about important ideas in nonfiction texts. Tell them that this week, they will be hearing and discussing fiction stories. Show the cover of *Fables* and read the title and the author’s name aloud. Explain that a *fable* is a “special type of story with animals as characters and with an important theme, or lesson about life.” Show the table of contents on page 3 and point out that there are many fables in the collection. Tell the students that they will hear four of the fables this week.

### 3 Introduce “Madame Rhinoceros and Her Dress”

Tell the students that the fable they will hear today is about a lady rhinoceros who goes shopping for a new dress. Show the illustration on page 27 and read the title on page 26 aloud. Explain that you will read the fable twice. During the first reading, you will ask the students to close their eyes and visualize the story. During the second reading, you will ask them to think about the themes, or lessons, in the fable.

### 4 Read Aloud and Visualize

Ask the students to close their eyes and visualize what is happening in the story. Read “Madame Rhinoceros and Her Dress” aloud slowly and clearly, clarifying vocabulary and stopping as described below. Do not read the moral at the bottom of page 26.

#### Suggested Vocabulary

**adorned:** decorated

**alluring:** attractive; charming

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**glamorous:** stylish

**envy:** jealousy

**You have my word:** I promise

Stop after:

**p. 26** “I will buy the dress, and I will wear it now.”

Have the students open their eyes and ask:

 **Q** *What has happened in the story so far? Turn to your partner.*

Without discussing the question as a class, ask the students to close their eyes and continue visualizing the story. Then reread the last sentence before the stop and continue reading to the end of the fable.

Stop after:

**p. 26** “Madame Rhinoceros felt more glamorous and alluring with every step.

 First in pairs, and then as a class, have the students talk about what they pictured as they listened to the story. Ask questions such as:

**Q** *What did you picture happening in the story?*

**Q** *How did you picture Madame Rhinoceros?*

#### TEKS 9.A.i

Student/Teacher Activity

Steps 4–6 (all, beginning on page 503 and continuing on to page 504)

#### Teacher Note

The reason for not reading the moral is to allow the students to come up with their own ideas about the story's theme or lesson.

TEKS 6.E.i  
TEKS 6.H.i  
TEKS 8.A.i  
TEKS 10.A.ii  
Student/Teacher Activity  
Step 5 and Step 6 (all)



### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses.

### Teacher Note

Encourage the students to express different ideas about lessons in the story. As necessary, remind them to explain their thinking and to refer to the text to support their ideas.

## 5 Reread and Think About Theme

Remind the students that fables contain important *themes*, or lessons or messages about life. Explain that you will reread the fable and that this time you would like the students to think about what they can learn from the rhinoceros in the story. Reread “Madame Rhinoceros and Her Dress” aloud without reading the moral at the end.

## 6 Discuss Themes as a Class

Use “Think, Pair, Share” to discuss:



**Q** *What lesson do you think people can learn from the rhinoceros in this story?* [pause] *Turn to your partner.*

Have a few students share their thinking with the class.

### Students might say:

“I think the lesson is that you should trust your own thinking.

The reason I think this is that Madame Rhinoceros knows the dress looks silly on her, but then the salesperson convinces her that it looks good.”

“In addition to what [Diego] said, another lesson is that you shouldn't always believe people who are trying to sell you something. The salesperson told Madame Rhinoceros something that wasn't true so she would buy the dress.”

Remind the students that when they talk about the message or lesson in a story, they are talking about the story's theme. Point out that many stories have more than one theme, or lesson, that readers can learn from. Tell the students that they will continue to think about theme in the coming days as they hear and discuss more fables by Arnold Lobel.

## INDIVIDUALIZED DAILY READING

## 7 Transition to Fiction and Visualize

Tell the students that for the next three weeks, they will be reading fiction during IDR. If necessary, give the students a few minutes to select fiction books to read. Explain that students who are in the middle of nonfiction texts should work on finishing those books today and begin reading fiction tomorrow.

Encourage the students to visualize as they read independently today. Explain that later you will ask for volunteers to share what they visualized with the class. Have the students read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers who visualized as they were reading to share with the class. Have each volunteer begin by telling the title of her book, the author’s name, and what the book is about. Then ask her to read aloud the passage she visualized and describe what she pictured in her mind as she read that passage. Have the students return to their desks and put away their books.

## Read-aloud/ Guided Strategy Practice

## Day 2

### In this lesson, the students:

- Hear and discuss a story
- Visualize to understand and enjoy the story
- Think about themes in the story
- Read independently for up to 25 minutes
- Give reasons for their thinking
- Show respect for the thinking of others

### 1 Discuss Showing Respect for the Thinking of Others

Have the students bring their *Student Response Books* and pencils and sit at desks with partners together. Review that in the previous lesson, the students heard the fable “Madame Rhinoceros and Her Dress” and talked about themes, or important messages or lessons, in the story. Tell the students that readers can have different opinions about themes in stories and that this is OK. What is important is that they explain their

### Materials

- “The Young Rooster” (*Fables*, pages 36–37)
- *Student Response Book* pages 69–70

### Teacher Note

In the *Making Meaning* program, showing respect for a range of opinions and ideas is an important part of developing reading comprehension. It allows the students to discuss their reading and their use of comprehension strategies safely and openly, both in pairs and with the class.

thinking and show respect for the thinking of others, even when it is different from their own. Ask:

**Q** *Why is it important that we show respect for others' thinking?*

**Q** *How can you show someone you respect his or her thinking?*

Have a few volunteers share their thinking.

**Students might say:**

"It's important to show respect so people are comfortable sharing."

"I can show respect by not laughing at their ideas or saying that their opinions are wrong."

"I can ask a clarifying question if I don't understand someone's opinion."

That shows the person I want to understand her idea."

Encourage the students to keep these ideas in mind during the lesson today.

## **2** Introduce "The Young Rooster"

Tell the students that the fable they will hear today is about a young rooster who has a new job. Show the illustration on page 36 and read the title on page 37 aloud. Explain that you will read the fable twice. During the first reading, you will ask the students to close their eyes and visualize the story. During the second reading, you will ask them to follow along in their *Student Response Books* and think about themes, or lessons, in the fable. Then they will use "Think, Pair, Write" to talk and write about the themes.

## **3** Read Aloud and Visualize

Have the students close their eyes. Read "The Young Rooster" aloud slowly and clearly, clarifying vocabulary and stopping as described on the next page. Do not read the moral at the end.

### **Teacher Note**

The reason for not reading the moral is to allow the students to come up with their own ideas about the story's theme or lesson.

### **Suggested Vocabulary**

**summoned:** called

**aged:** old

### **ELL Vocabulary**

English Language Learners may benefit from hearing additional vocabulary defined, including:

**drizzle:** light rain

Stop after:

**p. 37** “‘We need our sunshine!’ shouted a Sheep.”

Ask:



**Q** *What has happened in the story so far? Turn to your partner.*

Have one or two students share their thinking. Then reread the last sentence before the stop and continue reading to the end of the fable. Remember to not read the moral.



First in pairs, and then as a class, have the students talk about what they pictured as they listened to the story. Ask questions such as:

**Q** *What did you picture happening in the story?*

**Q** *How did you picture the rooster?*

#### **4** Reread and Write About Themes

Have the students open to *Student Response Book* page 69, where “The Young Rooster” is reproduced. Ask the students to follow along as you reread the fable and think about the themes, or lessons, in the story. Reread “The Young Rooster” aloud without reading the moral.

Use “Think, Pair, Share” to discuss:



**Q** *What do you think is a theme, or lesson, in this fable? What in the story makes you think that? [pause] Turn to your partner.*

After partners have had a chance to talk, have the students individually record their ideas on *Student Response Book* page 70. Circulate and observe as they talk and write.

#### **5** Discuss Themes as a Class

Facilitate a class discussion about themes in the fable by inviting a few students to share what they wrote. Remind the students to give reasons for their thinking and to show respect for the thinking of others. Remind the students that they may have different opinions about the themes in the fable and that this is OK. What is important is that they give reasons for their thinking and show respect for the thinking of others.

##### **Students might say:**

“I think the lesson is that it’s more important to please yourself than to please other people. The reason I think this is that the rooster is proud of himself even though the other animals are annoyed with him.”

“I think the story teaches us that it’s OK not to be good at something the first time you try it. The rooster doesn’t get the sun to come out on the first day, but he does on the second day.”

“I think the lesson is about not giving up when things aren’t going well. The reason I think this is that the rooster doesn’t give up after the first day.”

**TEKS 6.H.i**

**TEKS 9.A.i**

Student/Teacher Activity

Step 4 and Step 5

(all, beginning on page 507 and continuing on to page 508)

**TEKS 10.A.ii**

Student/Teacher Activity

Step 5 (all, beginning on page

507 and continuing on to page 508)

Encourage the students to build on one another's thinking by asking questions such as:

**Q** *Do you agree or disagree with [Peter]? Why?*

**Q** *What question do you want to ask [Peter] to better understand his thinking?*

## **6** Reflect on Showing Respect

Help the students reflect on showing respect by asking questions such as:

**Q** *How did you show respect for someone else's thinking today?*

**Q** *Did you feel like your classmates showed respect for the ideas you shared? What made you feel this way?*

Without mentioning names, share your own observations of how students treated one another with respect.

# INDIVIDUALIZED DAILY READING

## **7** Read Independently and Think About Themes

Remind the students that they should be reading fiction books during IDR. Ask the students to think as they read about what might be themes, or lessons, in their stories. Explain that sometimes the themes of a story do not become clear until the end of the story, but that the students might be able to guess what the themes might be from what they have read so far. Tell them that at the end of IDR, you will ask some of them to share what they noticed about their stories' themes with the class.

Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share the stories they are reading with the class. Have each volunteer begin by telling the title of his book, the author's name,

and what the story is about so far. Then facilitate a discussion of theme by asking questions such as:

- Q *What do you think might be a theme, or lesson, in this story? What in the story makes you think that?*
- Q *What do you think the author wants readers to learn or realize from this story? What in the story makes you think that?*

Have the students return to their desks and put away their books.

**TEKS 10.A.ii**  
Student/Teacher Activity  
Step 7 (discussion questions at end of step on page 509)

## Read-aloud/ Guided Strategy Practice

# Day 3

### In this lesson, the students:

- Hear and discuss a story
- Visualize to understand and enjoy the story
- Think about themes in the story
- Make text-to-text and text-to-self connections
- Read independently for up to 25 minutes
- Give reasons for their thinking and show respect for the thinking of others

### Materials

- “The Mouse at the Seashore” (*Fables*, pages 40–41)
- *Student Response Book* page 71
- “Class Assessment Record” sheet (CA3)
- *Wilma Unlimited* from Unit 5

## 1 Introduce “The Mouse at the Seashore”

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Show the cover of *Fables* and explain that today you will read another fable from the collection by Arnold Lobel. Show the illustration on page 41 and read the title on page 40 aloud. Tell the students that this fable is about a mouse that goes on an adventure. Explain that you will read the fable aloud twice and that during the first reading you would like the students to close their eyes and visualize the story.

## 2 Read Aloud and Visualize

Ask the students to close their eyes. Read “The Mouse at the Seashore” aloud, slowly and clearly, clarifying vocabulary and stopping as described on the next page. Do not read the moral.

### Suggested Vocabulary

**contentment:** feeling of being satisfied or happy

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**alarmed:** frightened

**terrors:** very frightening things

**came to know trouble and fear:** had a difficult, scary time

Stop after:

**p. 40** “He was tired and frightened.”

Ask:

 **Q** *What has happened in the story so far? Turn to your partner.*

Then ask:

**Q** *What do you think will happen to the mouse?*

Have a few volunteers share their thinking. Reread the last sentence before the stop and continue reading to the end of the fable. Stop after:

**p. 40** “He was overwhelmed by a feeling of deep peace and contentment.”

 First in pairs, and then as a class, have the students talk about what they pictured as they listened to the story. Ask questions such as:

**Q** *What did you picture happening in the story?*

**Q** *How did you picture the mouse at the end?*

## **3** Reread and Think About Theme

Have the students open to *Student Response Book* page 71, where “The Mouse at the Seashore” is reproduced. Ask the students to follow along as you reread the fable and think about what people can learn from the mouse in the story.

Reread the fable without reading the moral.

## **4** Discuss Themes in the Fable

Use “Think, Pair, Share” to discuss the question that follows. Remind the students to give reasons for their thinking and to show respect for the thinking of others. Use “Think, Pair, Share” to discuss:

 **Q** *What is a theme, or lesson, in this fable? What in the story makes you think that? [pause] Turn to your partner.*

**Students might say:**

"I think one lesson in the story is to not give up on your dreams when things get hard. The reason I think this is that the mouse keeps trying to reach the seashore even after he is attacked by birds and dogs."

"Another theme is that sometimes you have to struggle to get what you want."

"I think the lesson is that you shouldn't be afraid. The reason I think this is that the mouse got to see the seashore because he was brave, but his mother and father didn't because they were afraid."



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify themes in the fable?
- Do they give reasons from the text to support their thinking?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 121 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If **all or most students** are able to identify themes in the fable and give reasons from the text to support their thinking, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to identify themes in the fable and give reasons from the text to support their thinking, proceed with the lesson but consider giving the class additional instruction by repeating Days 1, 2, and 3 of this week using other fables from the collection before continuing on to Day 4.

## 5 Make Connections

Show the students the cover of *Wilma Unlimited* and remind them that when they read this book, they talked about what they could learn from Wilma Rudolph's life. Ask:

**Q** *What were some things we learned from Wilma Rudolph's life that we could use in our own lives?*

Have a few students share their thinking with the class.

**Students might say:**

"She showed us that it's possible to achieve anything if you work really hard."

"We learned about not giving up when things get in your way."

**TEKS 6.E.ii**  
Student/Teacher Activity  
Step 5 (first discussion  
question on page 512)

Ask:

**Q** *How does the story “The Mouse and the Seashore” remind you of the story of Wilma Rudolph?*

**Students might say:**

“Both stories are about following dreams.”

“I think the lessons in the stories are the same: you shouldn’t give up when things get hard.”

“Another theme is that you can accomplish great things even if you’re small or sick.”

Ask and briefly discuss:

**Q** *Have you ever worked really hard to accomplish or finish something and felt very happy when you were done? Explain what happened.*

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Think About Themes

Remind the students that they are reading fiction during IDR. Ask the students to think as they read about what they notice about the themes, or lessons, in their stories. Tell them that at the end of IDR, you will ask them to share what they noticed with partners.

Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students briefly share with partners what they noticed about their stories’ themes. Explain that if a student has not yet noticed a theme in her story, she may share something that seems important from the part she read today. Remind each student to begin sharing by telling the title of the book she read, the author’s name, and what the book is about so far.

Have the students return to their desks and put away their books.

## EXTENSION

### Read About Arnold Lobel

The book *Meet the Authors and Illustrators (Volume One)*, by Deborah Kovacs and James Preller, includes a brief biography of Arnold Lobel. Read the biography aloud and have the students discuss some of the important ideas in the passage. You may also want to read other books by Arnold Lobel.

## Read-aloud/ Guided Strategy Practice

## Day 4

### In this lesson, the students:

- Hear and discuss a story
- Visualize to understand and enjoy the story
- Think about themes in the story
- Make text-to-text connections
- Read independently for up to 25 minutes and write in their reading journals
- Give reasons for their thinking and show respect for the thinking of others

### 1 Introduce “The Camel Dances”

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Show the cover of *Fables* and tell the students that today you will read another fable from the collection. Show the illustration on page 23 and read the title on page 22 aloud. Explain that the main character in this fable is a camel that loves ballet dancing. Explain that you will read the fable. During the first reading, the students will close their eyes and visualize the story. During the second reading, they will think about themes in the story.

### 2 Read Aloud and Visualize

Read “The Camel Dances” aloud slowly and clearly, clarifying vocabulary and stopping as described on the next page. Do not read the moral at the bottom of page 22.

### Materials

- “The Camel Dances” (*Fables*, pages 22–23)
- *Student Response Book* page 72
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA1)

## Suggested Vocabulary

**pirouettes, relevés, arabesques:** types of ballet movements

**fatigue:** great tiredness

**recital:** performance by musicians or dancers

**critics:** people who have the job of judging all kinds of performances

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**had her heart set on becoming a ballet dancer:** wanted very much to be a ballet dancer

**thing of grace:** smooth and easy movement

**splendid:** excellent

Stop after:

**p. 22** “There was no applause.”

Ask:



**Q** *What do you picture happening in the story so far? Turn to your partner.*

Without sharing as a class, reread the last sentence before the stop and continue reading to the end of the fable. Remember to not read the moral.



First in pairs, and then as a class, have the students talk about what they pictured as they listened to the story. Ask questions such as:

**Q** *What did you picture happening in the story?*

**Q** *How did you picture the camel?*

## **3** Reread and Think About Themes

Have the students open to *Student Response Book* page 72, where “The Camel Dances” is reproduced. Ask the students to follow along as you reread the fable and to think about the themes, or lessons, in the story. Read the fable without reading the moral.

## **4** Discuss Themes in the Fable and Make Connections

Use “Think, Pair, Share” to discuss:



**Q** *What do you think is a theme, or lesson, in this fable? What in the story makes you think that? [pause] Turn to your partner.*

Have a few students share their ideas with the class.

**Students might say:**

"I think a theme is that you should do what makes you happy. The reason I think this is that the camel keeps dancing even though the other camels tell her she isn't good."

"In addition to what [Sethary] said, I think the lesson is that it's more important to make yourself happy than to try and make other people happy."

"I think a theme is that you should feel proud whenever you work hard at something. The reason I think this is that the camel decides she is a splendid dancer because she worked hard at it."

Ask and briefly discuss:

**Q** *Do the themes in this fable remind you of the themes in any of the other fables you heard this week? Explain your thinking.*

**Students might say:**

"This fable reminds me of the fable about the mouse. Both stories are about following a dream."

"The camel in this fable doesn't care what other people think of her dancing because it makes her happy. That's like the rooster who is proud of his crowing even though the other animals don't like it."

## 5 Discuss the Author's Message About a Theme

Explain that the author, Arnold Lobel, included a message about a theme in "The Camel Dances." Read the sentence at the bottom of page 22 aloud and write it where everyone can see it: *Satisfaction will come to those who please themselves.*

As a class, discuss:

**Q** *What does it mean to be satisfied? What do you think the sentence "Satisfaction will come to those who please themselves" means?*

Point out that the students may have identified other themes in the fable and that this is OK. Many stories have more than one theme, or lesson, that readers can learn from.

## 6 Reflect on Giving Reasons for Ideas

Facilitate a brief discussion of how the students are doing with giving reasons for their ideas. Explain that they will have more opportunities to practice this skill in the coming weeks.

### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

### Teacher Note

If the students struggle to write, you might use a book they are familiar with to model writing a journal entry about a theme. For example, you might write: *I am reading A Day's Work by Eve Bunting. This story is about a boy named Francisco and his grandfather, Abuelo, who get a day job gardening. I think a theme, or lesson, in this story is that people should be honest. The reason I think this is that Francisco tells a lie in the story that gets him and his grandfather into trouble at their job. They end up having to do twice as much work because Francisco wasn't honest.*

### Vocabulary Note

Next week you will revisit *Fables* to teach the Week 27 vocabulary lessons.

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Write in Reading Journals

Remind the students that they are reading fiction during IDR. Ask the students to think as they read about what they notice about the themes, or the lessons, in their stories. Explain that at the end of IDR, you will ask each student to write a journal entry about a theme or an important idea in his story.

Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have them return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA1) and explain that each student will write a journal entry. Also explain your expectations for what the journal entry should include.

WA1

### Journal Entry

Write a journal entry about the book you are reading.

Please include:

- The title and the author's name
- What the story is about
- A theme or lesson in the story and an example from the story that supports that theme, or
- An important idea in the part you read today and a sentence explaining why you think it is important



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write. Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.



## TECHNOLOGY EXTENSION

### Explore a Genre: Fables

Remind the students that earlier they heard and discussed four fables by Arnold Lobel. Review that a *fable* is a “special type of story that has animals as characters and a central theme, or lesson about life.” Ask:

**Q** *What other fables have you heard?*

Have the students watch or listen to the fables you located. After each fable, briefly discuss questions such as:

**Q** *What do you think is a theme, or lesson, in this fable?*

**Q** *How can this lesson help you in your own life?*

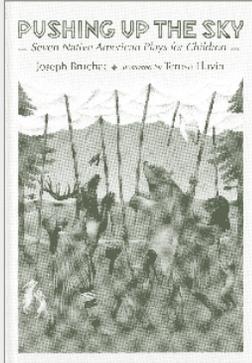


### Technology Tip

There are many fables available online as text, audiobooks, or videos. Prior to doing this activity, go online and locate one or two age-appropriate fables. Try to choose at least one that is an audiobook or video. You can search for fables online using the keywords “fables for children,” “fables for kids video,” or “fables audiobook.” You might wish to bookmark any student-friendly sites you discover on classroom computers for the students to visit later.

# Week 4

## OVERVIEW



### *Possum's Tail from Pushing Up the Sky: Seven Native American Plays for Children*

by Joseph Bruchac, illustrated by Teresa Flavin

This play is based on a tale from the Cherokee people that explains how the possum got its unusual tail.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Assessment Forms

- “Class Assessment Record” sheet (CA4)
- “IDR Conference Notes” record sheet (CN1)

### Comprehension Focus

- Students explore the differences between drama and prose.
- Students use wondering/questioning to make sense of a play.
- Students think about elements of narrative text structure in a play, including character, setting, and theme.
- Students make inferences to understand characters.
- Students read independently.

### Social Development Focus

- Students develop the skill of giving reasons for their thinking.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

## ⌚ DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA4); see page 122 of the *Assessment Resource Book*.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 27 lessons this week.

**Materials**

- *Possum's Tail (Pushing Up the Sky*, pages 37–46)
- *Student Response Book* pages 73–82

**In this lesson, the students:**

- Hear and discuss a play
- Use wondering/questioning to make sense of the play
- Explore the differences between plays (drama) and prose
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own

**ABOUT READING DRAMA AT GRADE 3**

This week the students are introduced to a new genre, drama. The central focus of the week is on introducing the students to the unique features of plays and on exploring the differences between plays and prose. The students hear a play read aloud by the teacher, reread the same play on their own, and do a dramatic reading of the play as a class. As they discuss narrative elements of the play, including character, setting, and theme, the students have opportunities to practice many of the comprehension strategies they have learned, including wondering/questioning, making inferences, and determining important ideas.

**1 Get Ready to Work Together**

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that during the past few weeks, they have been working with their partners to discuss important ideas and themes in fiction and nonfiction texts. Ask:

**Q** *What has been working well during your partner conversations?*

**Q** *What can you do to let your partner know that you respect his or her thinking?*

Ask the students to keep what they talked about in mind as they work with their partners this week.

**2 Review Fables and Introduce Plays**

Remind the students that last week they heard and discussed four fables by Arnold Lobel. Review that a fable is a story with animal characters that teaches a lesson. Tell the students that this week they will hear and read another story with animal characters that teaches a lesson, but that this story is told in a very different way.

Show the cover of *Pushing Up the Sky* and read the title and the names of the author and the illustrator aloud. Tell the students that this book

includes seven stories from different Native American tribes and that the author retells each story as a play. Explain that a *play* is a “story that is written to be acted out, usually on a stage.”

### 3 Compare Plays and Other Fiction Stories

Show pages 38–39 of the book and explain that plays are written differently and look different from other kinds of fiction stories. Have the students turn to *Student Response Book* pages 73–82, where the same pages are reproduced. Ask the students to look carefully at these pages. After a few moments, ask:

- Q *What do you notice about how the play is written?*
- Q *How does the play look different from other stories you’ve read?*

**Students might say:**

“The play gives the name of a character and then tells what the character says. Other stories that we’ve read don’t do that.”

“There are instructions about how to act out the play.”

“In addition to what [Nir] said, the instructions also tell you more about the setting.”

Show page 39 of the book and point to “Scene I” near the top of the page. Tell the students that each section of a play is called a *scene* and that a scene in a play is like a chapter in a book. Point to the italicized text below “Scene I” and explain that the italicized words are called *stage directions* and that those directions let the actors know what they should do or how they should move. Point to a few of the characters’ names and explain that the words in bold type are the names of the characters and the words that follow the characters’ names are the *dialogue*, or what the characters say.

### 4 Read Aloud and Ask Questions

Show page 37 of the book and explain that the play the students will hear and read this week is called *Possum’s Tail*.

Ask the students to turn to *Student Response Book* page 73, and review that this is Scene I of the play, which is where you will begin reading today. Ask the students to follow along as you read the play aloud. Remind the students that good readers ask themselves questions as they read, and explain that you will give them an opportunity to share any questions that come to mind about the play as they listen today. Read the play aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

**TEKS 9.C.i**  
Student/Teacher Activity  
Step 3 (two discussion questions)

#### Teacher Note

If the students struggle to answer the questions, show them a few pages of a fiction book and point out some ways in which the book is different from the play. For example, you might point out that the text is written in paragraph form in the book, and it is written as a dialogue in the play. Also, quotation marks are used to show when a character is speaking in the book, and quotation marks are not used in the play.

**TEKS 9.C.i**  
Student/Teacher Narrative  
Step 3 (last paragraph)

#### Teacher Note

You might explain that the play is based on a Native American myth and that a *myth* is a “make-believe story that takes place long, long ago.” Often myths explain why something happens in nature—such as why there is lightning or how the stars came to be. This myth explains how the possum got its unusual tail.

#### Teacher Note

When reading the play aloud, read all of the text on each page including the stage directions and the characters’ names.

## Suggested Vocabulary

**turban:** long piece of cloth wrapped around someone's head (p. 38)

**improvise:** make something up as you go along (p. 40)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**stubby:** very short (p. 40)

**moss:** soft plant that grows in the shade (p. 41)

Stop after the last sentence of Scene I:

**p. 43** **"BEAR:** Don't worry. Rabbit has a plan."

Ask:



**Q** *What happened in the scene you just heard? Turn to your partner.*

**Q** *What questions do you have about what you just heard? Turn to your partner.*

Without sharing as a class, reread the last sentence before the stop and continue reading to the end of the next scene. Follow the same procedure at each of the following stops:

**p. 45** "Do not take it off until you are at the meeting."

**p. 46** "And Possum no longer brags about his tail!"



### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses.

## 5 Discuss the Play

Discuss the questions that follow as a class. Be ready to reread parts of the play aloud to help the students recall what they heard.

**Q** *What happens in this play?*

**Q** *What questions did you have as you listened to the play? Were your questions answered? How?*

Tell the students that tomorrow they will hear and read the play again and can listen for answers to any questions they still have.

## 6 Reflect on Working Together

Facilitate a class discussion about how partners worked together. Ask:

**Q** *What did you do to make sure you worked well with your partner today? What would you like to do [the same way/differently] the next time you work together?*

# INDIVIDUALIZED DAILY READING

## 7 Read Independently and Ask Questions

Remind the students that they are reading fiction during IDR. Ask the students to notice what questions come to mind as they read today and to think about whether the questions are answered directly, indirectly, or not at all. Tell the students that at the end of IDR, you will ask for volunteers to share their questions with the class.

Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask for a few volunteers to share their reading with the class. Have each volunteer tell the class the title of the book she read, the author’s name, what the book is about, a question that came to mind as she was reading today, and what, if anything, she found out about the question.

Have the students return to their desks and put away their books.

**Materials**

- *Possum's Tail (Pushing Up the Sky*, pages 37–46)
- *Student Response Book* pages 73–82
- “Class Assessment Record” sheet (CA4)

**TEKS 7.C.i**

Student/Teacher Narrative Step 3 (all, beginning on page 524 and continuing on to page 525), Class Assessment Note (on page 525), and Step 4 (all, beginning on page 525 and continuing on to page 526)

**In this lesson, the students:**

- Hear a play again
- Discuss character, setting, and theme in the play
- Make inferences about characters in the play
- Read independently for up to 25 minutes
- Give reasons for their thinking
- Listen respectfully to the thinking of others and share their own

**1 Review Using a Prompt to Explain Ideas**

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Remind the students that they have been focusing on using the prompt “The reason I think this is . . .” in both partner conversations and class discussions to explain their thinking. Ask and briefly discuss:

**Q** *How has using the prompt helped you explain your thinking?*

Remind the students that they are responsible for giving reasons for their thinking, and encourage them to use the prompt to help them do so.

**2 Review Character, Setting, and Theme**

Remind the students that earlier in the year they learned about some elements that are common to most fiction stories, including character and setting. They made inferences about characters in stories and the problems they face, and they thought about how some characters change over time. They also thought about setting, or where a story takes place, and how that can affect what happens in the story. Last week they learned about another element of story: theme, or the lesson in a story.

Tell the students that today they will hear and read *Possum's Tail* again and discuss the characters, setting, and themes in the play.

**3 Reread *Possum's Tail* and Make Inferences**

Have the students turn to *Student Response Book* page 73, Scene I of *Possum's Tail*, and ask the students to follow along as you read the play aloud. Read the play aloud slowly and clearly, stopping as described below.

Stop after the last sentence of Scene I:

**p. 43** “**BEAR:** Don’t worry. Rabbit has a plan.”

Ask:



**Q** *How do the other animals feel about Rabbit? How do you know? Turn to your partner.*

As pairs talk, notice whether they are using the prompt to explain their thinking and whether they are using evidence from the play to support their ideas.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students referring to the play to explain their thinking?

Record your observations on the “Class Assessment Record” sheet (CA4); see page 122 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** or **about half of the students** are referring to the play to explain their thinking, proceed with the lesson and continue on to Day 3. You may wish to check in during IDR with students who are having difficulty.
- If **only a few students** are referring to the play to explain their thinking, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative play before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Reread the last sentence before the stop and continue reading to the end of Scene II. Stop after:

**p. 45** “Do not take it off until you are at the meeting.”

Ask:



**Q** *Why do you think Possum lets Cricket put the medicine on his tail? Turn to your partner.*

Have a few volunteers share their thinking. Reread the last sentence before the stop and continue reading to the end of the play. Ask:



**Q** *How do you think Possum feels when he discovers what has happened to his tail? What in the play makes you think so? Turn to your partner.*

Have a few volunteers share their thinking.

## 4 Discuss Characters, Settings, and Themes

Facilitate a discussion of the play using the questions that follow. Be ready to reread from the play to help the students recall what they heard.

- Q** *Who are the main characters in this play?*
- Q** *What kind of character is Possum? What in the play makes you think so?*
- Q** *What kind of character is Rabbit? What in the play makes you think so?*

**TEKS 8.A.i**  
**TEKS 8.B.i**  
**TEKS 9.A.i**  
**TEKS 9.C.i**  
Student/Teacher Activity  
Step 4 (all, beginning on  
page 525 and continuing  
on to page 526)

**TEKS 8.D.i**  
Student/Teacher Activity  
Step 4 (first discussion  
question on page 526)

**Students might say:**

"The main characters in the play are Possum, Cricket, and Rabbit."

"I think Possum is self-centered. The reason I think this is that the only thing he wants to do is talk about his tail."

"I think Possum is greedy. The reason I think this is that he thinks his tail is really great but he wants it to be even better."

"I think Rabbit is clever because he tricks Possum."

"I think Rabbit is mean. The reason I think this is that he ruins Possum's tail forever."

**Q** *What do we know about the setting of this play?*

**Students might say:**

"The setting is the forest, where the animals live."

"The setting changes when the scene changes. The animals are in different parts of the forest in each scene."

Use "Think, Pair, Share" to discuss:



**Q** *What do you think is a theme, or lesson, in this play? What in the play makes you think so? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

**Students might say:**

"I think the lesson is that you shouldn't brag. The reason I think this is that Possum's tail gets ruined because he brags about it too much."

"In addition to what [Camila] said, I think another theme is that you should be satisfied with what you have and not want more. The reason I think this is that if Possum had been satisfied with his tail the way it was, he wouldn't have let Cricket put the medicine on it."

Tell the students that during the next two lessons, they will work to perform the play as a class.

## **5** Reflect on Using the Prompt

Facilitate a brief discussion of how the students did with using the prompt to explain their thinking. Remind the students that the goal is for them to give reasons for their thinking without you having to ask them to do so.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Think About Characters, Settings, and Themes

Remind the students that they are reading fiction during IDR. Ask the students to think as they read about what they notice about the characters, settings, and themes in their stories. Tell them that at the end of IDR, you will ask them to share what they noticed with the class.

Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few students to share what they noticed about the characters, settings, and themes of their stories with the class. Have each volunteer begin by telling the title of his book, the author’s name, and what the story is about so far. Then ask questions such as:

- Q *Who are the main characters in the story? What do you know about them so far?*
- Q *What is the setting of the story? Why is that important?*
- Q *What do you think is a theme, or lesson, in the story? What in the story makes you think that?*

Have the students return to their desks and put away their books.

**TEKS 7.C.i**  
Student/Teacher Activity  
Step 6  
(discussion questions at end of step)

**Materials**

- *Possum's Tail* (*Pushing Up the Sky*, pages 37–46)
- *Student Response Book* pages 73–82
- Scratch paper and a pencil

**Teacher Note**

On Day 4, the students read the play aloud together as a class. If time allows, you might have the students act out the play using the stage directions and props. Have the students use some of the suggestions on pages 38–39 of *Pushing Up the Sky* or ideas of their own to create props and scenery.

**In this lesson, the students:**

- Explore the differences between plays (drama) and prose
- Choose parts to read aloud
- Read the play independently
- Read fiction books independently for up to 25 minutes
- Work in a responsible way

**1 Review Plays**

Have the students bring their *Student Response Books* and gather with partners sitting together, facing you. Review that in the previous lessons, they heard and discussed the play *Possum's Tail*. Remind the students that plays are written so that people can act them out.

Show pages 38–39 and explain that these pages provide information that readers can use to help them act out the play. Point out the list of the characters in the play, the suggestions for how to make props and scenery, and the suggestions for costumes the characters might wear.

Ask and briefly discuss:



**Q** *How do these sections make a play different from other stories you have heard and read, such as the fables from last week? Turn to your partner.*

Have a few volunteers share their thinking with the class.

**Students might say:**

"Other stories don't have a list of the characters in the front."

"In addition to what [Dana] said, most stories don't explain what the characters would wear."

"Plays are different because you are supposed to create the setting by using props and making scenery. In stories you imagine the setting."

Explain that tomorrow the students will read the play aloud as a class, with volunteers reading the parts of different characters. Today the students will have a chance to choose the characters they want to be.

**2 Choose Parts**

Have the students open to *Student Response Book* pages 73–82 and direct their attention to the section titled "Characters." Point out that the play *Possum's Tail* has eight characters with speaking roles, and read

the names of the characters aloud. Have each student look at the list of characters and think quietly about which part he or she might like to read aloud. Ask:



**Q** *Which part might you like to read aloud? Why? Turn to your partner.*

Without discussing the question as a class, tell the students that they may not all get to read the parts they want, but there are opportunities for everyone to have a speaking part. Ask and briefly discuss:

**Q** *If you don't get chosen to read the part you want, what can you do to act in a responsible way?*

**Students might say:**

"If I don't get to read the part I want, that's OK. There are a lot of parts to read."

"I can volunteer to read a different part."

"I'll be happy reading whichever part I get chosen for."

Tell the students that now they have an opportunity to choose a part to read aloud. For each part, read the name of the character and ask for a volunteer to read the part. As you assign each part, jot down the name of the character and the name of the student who will read the part on a sheet of scratch paper. Tell the students that you will be reading the scene descriptions and the stage directions (the italicized text).

### 3 Read the Play Independently

Have the students turn to *Student Response Book* pages 73–82. Explain that today they will read the play silently to themselves, paying careful attention to their own parts (if they have parts). Have the students read the play silently to themselves.

After 10–15 minutes, signal to let the students know that it is time to stop reading. Tell the students that in the next lesson, they will read the play aloud as a class.

### 4 Reflect on Acting in a Responsible Way

Facilitate a brief discussion about how the students did with taking responsibility for themselves during today's lesson. Ask questions such as:

**Q** *What did you do to take responsibility for yourself when we assigned parts today?*

**Q** *How does taking responsibility for yourself help build the reading community?*

#### Teacher Note

Note that more than eight students can volunteer for speaking roles. To allow more students to participate, you might also assign the roles of the Narrator, Possum, Rabbit, and Bear by scene (for example, you might choose three students to read Possum's lines—one student can read in Scene I, another can read in Scene II, and still another in Scene III). Some students may not wish to volunteer for a speaking role, and that is OK. Simply have those students follow along as the play is read aloud.

#### Teacher Note

Save the list of parts for Day 4.

#### Teacher Note

Encourage the students to think about how they might read their lines expressively. For support with helping the students read with expression, you might teach IDR Mini-lesson 4, "Reading with Expression."

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Think About Characters, Settings, and Themes

Remind the students that they are reading fiction during IDR. Ask the students to think as they read about what they notice about the characters, settings, and themes in their stories. Tell them that at the end of IDR, you will ask them to share what they noticed with partners.

Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students briefly share with partners the things they noticed about the characters, settings, and themes in their stories. After partners have had a chance to share, invite a few volunteers to share what they noticed with the class. Ask questions such as:

- Q *Who are the main characters in the story? What do you know about them so far?*
- Q *What is the setting of the story? Why is that important?*
- Q *What do you think is a theme, or lesson, in the story? What in the story makes you think that?*

Have the students return to their desks and put away their books.

**TEKS 7.C.i**  
Student/Teacher Activity  
Step 5  
(discussion questions at end  
of step)

## In this lesson, the students:

- Read a play aloud as a class
- Read independently for up to 25 minutes
- Work in a responsible way

## 1 Review the Assigned Parts in *Possum's Tail*

Have the students bring their *Student Response Books* and gather in a circle, with partners sitting together. Remind the students that today they will read the play *Possum's Tail* together. Review that yesterday the students chose parts to read from the play. Refer to the list of parts from Day 3 and read the name of each character and the name of the student who will read that part.

## 2 Discuss Reading the Play Aloud and Taking Responsibility

Before having the students read the play aloud, facilitate a discussion about how the students will act, both when they read their parts aloud and when they are listening to others read their parts. Ask:



**Q** *Why is it important to speak in a loud, clear voice when you're reading your lines aloud? Turn to your partner.*

**Q** *If you can't hear someone who is reading, how can you politely let that person know? Turn to your partner.*

Have a few volunteers share their thinking.

### Students might say:

"It's important to speak in a loud voice so that everyone can hear. If you talk too quietly, the next person might not know that it's her turn to speak."

"It's important to speak clearly so that people can understand what you say. If they don't understand you, they won't understand what is happening in the play."

"If you can't hear someone, you could say, 'Can you read your lines a little louder next time?'"

Ask and briefly discuss:

**Q** *Why is it important to follow along as the play is being read aloud and to be attentive and quiet as others are reading?*

## Materials

- *Possum's Tail (Pushing Up the Sky, pages 37–46)*
- List of parts from Day 3
- *Student Response Book* pages 73–82

If necessary, explain that it is important for students who have speaking roles to be attentive during the read-aloud so that each student knows when it is his turn to read his lines. In addition, it is always respectful and polite to listen when others are speaking or reading aloud. Tell the students that you will check in with them later to see how they did.

### 3 Read the Play Aloud

Have the students open to *Student Response Book* page 73. Give the students a few minutes to review their parts. Before you begin reading the play as a class, encourage the students to read their lines with expression in order to make the play more fun and enjoyable to hear. Remind them that you will be reading the scene descriptions and the stage directions, and begin by reading the Scene I description and the first stage direction aloud. Then signal for the narrator to begin reading, and have the students read the entire play aloud.

### 4 Reflect on Reading the Play as a Class

After the reading, facilitate a discussion about the differences between reading the play on paper and reading it aloud as a class. Ask and briefly discuss:

- Q *What did you notice when you heard the play read aloud by several people?*
- Q *How did hearing your classmates read the play aloud help you better understand it?*

#### Students might say:

"I noticed that [Nadia] changed her voice when she was speaking as Possum. That helped me imagine the character better."

"Having different people read the voice of each character made it easier for me to tell the difference between characters."

"[Omar] read his lines with a lot of expression and sometimes he even made faces to match the words. That helped me imagine what Rabbit was thinking."

- Q *Which did you enjoy more—hearing the play read aloud by several people or reading it silently to yourself? Why?*

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Think About Characters, Settings, and Themes

Remind the students that they are reading fiction during IDR. Ask the students to think as they read about what they notice about the characters, settings, and themes in their stories. Tell them that at the end of IDR, you will ask them to share what they noticed with partners.

Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Have the students briefly share with partners the things they noticed about the characters, settings, and themes in their stories. After partners have had a chance to share, invite a few volunteers to share what they noticed with the class. Ask questions such as:

- Q *Who are the main characters in the story? What do you know about them so far?*
- Q *What is the setting of the story? Why is that important?*
- Q *What do you think is a theme, or lesson, in the story? What in the story makes you think that?*

Have the students return to their desks and put away their books.

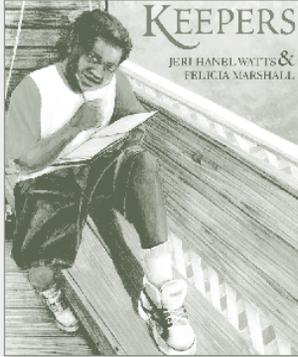
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### Vocabulary Note

Next week you will revisit *Possum’s Tail* from *Pushing Up the Sky* to teach the Week 28 vocabulary lessons.

# Week 5

## OVERVIEW



### **Keepers**

by Jeri Hanel Watts, illustrated by Felicia Marshall

After Kenyon regrets spending the money he had saved for his grandmother's birthday present, he comes up with a more interesting idea for a gift.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA2

#### **Assessment Forms**

- "Class Assessment Record" sheet (CA5)
- "IDR Conference Notes" record sheets (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

#### **Reproducible**

- Unit 8 family letter (BLM1)

### Comprehension Focus

- Students wonder about a story.
- Students make inferences to understand a story.
- Students determine important ideas in a story.
- Students think about themes in a story.
- Students read independently.

### Social Development Focus

- Students develop the skill of giving reasons for their thinking.
- Students develop the skill of asking clarifying questions.
- Students listen respectfully to the thinking of others and share their own.

## 🕒 DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA5); see page 123 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 28 lessons this week.

### Materials

- *Keepers* (pages 1–13)
- Small self-stick notes for each student

### In this lesson, the students:

- Hear and discuss part of a story
- Wonder about the story
- Think about important ideas in the story
- Make inferences about characters in the story
- Read independently for up to 25 minutes
- Give reasons for their thinking and show respect for the thinking of others

## 1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that for the past few weeks, they have been working on taking responsibility for explaining their thinking without being asked and on showing respect for the thinking of others, even when it is different from their own. Briefly discuss:

- Q *What helps you remember to explain your thinking when you share?*
- Q *Why is it important to show respect for other people's thinking?*

#### Students might say:

"I can use the prompt we learned to give reasons for my thinking."

"It's important to show respect for other people's thinking because we want them to be comfortable sharing."

"You should show respect for other people's thinking because it can help you think about things in a new way."

Encourage the students to keep these ideas in mind during the lesson today.

## 2 Introduce *Keepers*

Show the cover of *Keepers* and read the title and the names of the author and the illustrator aloud. Explain that this is a fiction story about a boy, Kenyon, and his grandmother, Little Dolly. Ask:

-  Q *What do you wonder about this story? Turn to your partner.*

Invite a few volunteers to share with the class.

#### Students might say:

"I wonder if that's Kenyon on the cover."

"I wonder what he's writing."

"I wonder what the title *Keepers* means."

### 3 Read the First Part of *Keepers* Aloud

Explain that today you will read the first part of the book. Ask the students to listen carefully and to think about what things seem important to understand and remember in the first part of the story.

Read pages 1–13 of *Keepers* aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

**familiar:** well known (p. 4)

**stroke:** sudden lack of oxygen to the brain caused by the blocking or breaking of a blood vessel (p. 4)

**reminder:** something that helps a person remember (p. 6)

**wallop-bat day:** (made-up word) a great day—a good day for hitting baseballs (p. 9)

**clenched:** squeezed (p. 11; refer to the illustration)

**tribe:** group of people who share the same ancestors, customs, and laws (p. 13)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**snoring:** breathing noisily while sleeping (p. 4)

**tip-toed:** walked quietly on his toes (p. 6)

**muttering:** speaking in a low, unclear way with the mouth nearly closed (p. 9)

**clean out of the park:** completely out of the park, most likely over the fence (p. 9)

**park diamond:** baseball field (p. 11)

**weaves the tale:** tells the story (p. 13)

**legends:** stories about the past that might be true (p. 13)

Stop after:

**p. 9** “She was a big-boned woman with great big hands and a great big voice and a great lot of words.”

Ask:

 **Q** *What has happened in the story so far? Turn to your partner.*

Have a few students share their thinking with the class. Reread the last sentence before the stop and continue reading to the next stop:

**p. 13** “You cain’t be a Keeper if you a boy.”

#### Teacher Note

Be prepared to help the students with the dialect in the story, if necessary.

### Facilitation Tip

Reflect on your experience over the past few weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to use this practice and to reflect on students' responses as you facilitate class discussions in the future.

**TEKS 7.G.i**  
Student/Teacher Activity  
Step 5  
(all, beginning on page 538 and continuing on to page 539)

Ask:



**Q** *What have you learned about the meaning of the title Keepers? Turn to your partner.*

Have a few students share with the class.

## **4** Discuss the Reading

Facilitate a class discussion about the reading using the questions that follow. Remind the students to use the prompts they have learned to explain their thinking and to build on one another's thinking.

- Q** *What seems important in the story so far?*
- Q** *What do you know about Kenyon? What do you know about Little Dolly?*
- Q** *Were any of the things you were wondering explained in the reading today? How were they explained?*
- Q** *What are you wondering about the story now?*

### Students might say:

"I think it's important that Little Dolly thinks only girls can be Keepers. The reason I think this is that Kenyon is a boy and he likes his grandmother's stories."

"I know that Kenyon loves Little Dolly, even though she makes him do his homework. The reason I think this is that he doesn't like it when people say mean things about her."

"I wonder if Little Dolly will change her mind about only girls being Keepers."

Tell the students that they will hear more of the story tomorrow.

## INDIVIDUALIZED DAILY READING

### **5** Read Independently and Think About Important Ideas

Remind the students that they are reading fiction during IDR. Explain that as they read today, you would like them to think about what things are happening in their stories that seem important to understand and remember. Tell the students that they will read silently for 15 minutes. After 15 minutes, you will stop them and ask them to reread, thinking about what is important in the parts they read. Distribute the self-stick notes and explain that the students will use the notes to mark the important ideas as they reread.

Have the students get their books and put self-stick notes where they begin reading. Have them read silently for 15 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

After 15 minutes, signal to let the students know to stop reading. Ask them to watch as you model thinking aloud and marking an important idea in the first part of *Keepers*.

**You might say:**

“I think an important idea in this part of the story is that Kenyon wants to be a Keeper. I think this is important because *Keepers* is the title of the book, and Kenyon is the main character. I’m going to put a self-stick note on page 13 where it says, ‘Kenyon stopped the swing and he knelt beside her. “Little Dolly, I’ll be the Keeper. I love your stories.””

Explain that each student will now reread, beginning at the self-stick note, and will use additional notes to mark places in the story where something important is happening or where there is something that seems important to understand and remember. Have the students reread silently for 10 minutes.

Signal to let the students know when it is time to stop reading. Have a few volunteers share important ideas they found in their reading with the class. Have each student begin by telling the title of the book he read, the author’s name, and what the book is about. After each volunteer shares an important idea from his reading, ask questions such as:

**Q** *Why do you think the idea you marked is important?*

**Q** *What other ideas might be important in this part of the story?*

Have the students return to their desks and put away their books.

**TEKS 7.G.i**  
Student/Teacher Narrative  
Step 5 (“You might say”  
section on pae 539)

# Day 2

## Read-aloud/ Guided Strategy Practice

### Materials

- *Keepers* (pages 14–25)
- Small self-stick notes for each student

### Teacher Note

If the students have trouble recalling clarifying questions, give examples such as:

- “Can you tell me more about that?”
- “What did you mean when you said . . . ?”
- “Can you give me an example of what you mean?”

### Teacher Note

If necessary, remind the students to use the prompt “The reason I think this is . . .” to explain why they think those things are important.

### In this lesson, the students:

- Hear and discuss part of a story
- Think about important ideas in the story
- Make inferences about characters in the story
- Read independently for up to 25 minutes
- Ask clarifying questions
- Give reasons for their thinking

## 1 Review Asking Clarifying Questions

Gather the class with partners sitting together, facing you. Remind the students that one way to show respect for the thinking of others is to ask clarifying questions when they do not understand an idea someone shares. Ask:

**Q** *If you don’t understand someone’s thinking, what are some questions you can ask to help you understand it better?*

Have a few students share their thinking with the class. Encourage the students to use clarifying questions to better understand one another’s ideas.

## 2 Review Important Ideas in the First Part of *Keepers*

Show the cover of *Keepers* and remind the students that they heard the first part of the book earlier. Slowly leaf through pages 1–13 and show the illustrations. Use “Think, Pair, Share” to discuss:



**Q** *What are the important things to remember from the part you heard yesterday? [pause] Turn to your partner.*

Have a few students share their thinking with the class.

Explain that you will continue reading the story today and that you will finish reading it tomorrow. Ask the students to listen carefully and to notice what things seem important to understand and remember in the part they hear today.

## 3 Read the Second Part of *Keepers* Aloud

Read pages 14–25 of *Keepers* aloud, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

## Suggested Vocabulary

**antique store:** store selling old objects, such as furniture, dishes, and jewelry (p. 19)

**rich aroma:** very good smell (p. 20)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**headed out:** went out (p. 15)

**tourists:** people who travel for pleasure (p. 19)

**storefronts:** sides of stores facing the street (p. 20)

Stop after:

**p. 19** "... where she and Kenyon helped the caretaker decorate with flags on holidays."

Ask:



**Q** *What is happening in the story? Turn to your partner.*

Reread the last sentence on page 19 and continue reading. Stop after:

**p. 23** "Mrs. Montgomery looked at that ball glove and he knew she'd figured it out."

Ask:

**Q** *What has happened?*

Have one or two students share their thinking. Then use "Think, Pair, Share" to discuss:



**Q** *How does Kenyon feel at this point in the story? How do you know?*  
[pause] *Turn to your partner.*

Reread the last sentence on page 23 and continue reading. Stop after:

**p. 24** "Can only go forward."

Use "Think, Pair, Share" to discuss:



**Q** *What do you think Kenyon's father means when he says, "You can't go back. Can only go forward"?* [pause] *Turn to your partner.*

## 4 Discuss Important Ideas

Facilitate a class discussion about the reading using the questions that follow. Be ready to reread parts of the story to help the students recall what they heard.

**Q** *What do you think is important to understand and remember in the part of the story you heard today?*

**Q** *What do you think will happen next?*

Ask the students to keep their predictions in mind, and tell them that they will hear the rest of the story tomorrow.

**TEKS 6.C.iii**  
Student/Teacher Activity  
Step 4 (all)

## INDIVIDUALIZED DAILY READING

### 5 Read Independently and Think About Important Ideas

Remind the students that they are reading fiction during IDR. Explain that again today you would like them to think about ideas in their stories that seem important to understand and remember. Explain that the students will read silently for 15 minutes. After 15 minutes, you will stop them and ask them to reread, thinking about what the important ideas are in the parts they read. Distribute the self-stick notes and remind the students that they will use the notes to mark the ideas they think are important as they reread.

Have the students get their books and put self-stick notes where they begin reading. Have them read silently for 15 minutes. After they have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

After 15 minutes, signal to let the students know to stop reading. Ask each student to reread, beginning at the self-stick note, and use additional notes to mark places in the story where something important is happening or where there is something that seems important to understand and remember. Have the students reread silently for 10 minutes.



Signal to let the students know when it is time to stop reading. Have each student share with a partner the title of the book she is reading, the author’s name, what the book is about, and one important idea she found in the part she read today. Remind the students to explain why they think the ideas they share are important.

Have the students return to their desks and put away their books.

## EXTENSION

### Share a Personal Story

Review that in this book *Keepers* are people who know and keep stories about their families, traditions, or cultures and pass them on orally from one generation to the next. Have each student think about a story about his family that he would like to share. Explain that the story can be one that he has heard from a relative or a friend or one from his own experience. Model by sharing a story about your own family. Have the students share their stories.

## Read-aloud/ Guided Strategy Practice

## Day 3

### In this lesson, the students:

- Hear and discuss the end of a story
- Think about a problem in the story
- Make inferences about characters in the story
- Make text-to-self connections
- Read independently for up to 25 minutes
- Write in their reading journals

### Materials

- *Keepers* (pages 26–32)
- Small self-stick notes for each student
- *Student Response Book*, Reading Journal section
- “Journal Entry” chart (WA2)

### 1 Discuss the Problem in *Keepers*

Gather the class with partners sitting together, facing you. Show the cover of *Keepers* and remind the students that in the part of the story they heard yesterday, the main character, Kenyon, has a problem. Leaf through pages 14–25 and show the illustrations. Ask:

**Q** *What is Kenyon’s problem?*

#### Students might say:

“He wanted to buy Little Dolly a special gift for her birthday but he bought himself a baseball glove instead.”

“In addition to what [Helena] said, now Kenyon doesn’t have a gift to give Little Dolly on her birthday and he doesn’t have money to buy one.”

“I think Kenyon’s problem is that he is sorry about what he did and he doesn’t know how to fix it.”

**Q** *How do you think the problem will be solved? What do you think will happen?*

Tell the students that you will read the end of the story aloud today. Ask them to listen carefully to find out if Kenyon's problem gets solved.

## 2 Read the End of *Keepers* Aloud

Read pages 26–32 of *Keepers* aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**a box of assorted chocolates:** a box with a variety of chocolate candies (p. 28)

**delicately:** gently and carefully (p. 30)

**bind:** put the pages of a book together between covers (p. 30)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**the porch spilled over with people:** there were a lot of people on the porch (p. 28)

**don't that beat all:** (dialect) isn't that amazing (p. 30)

Stop after:

**p. 28** "The cake was delicious and everyone had a good time."

Ask:



**Q** *What has happened? Turn to your partner.*

Have one or two volunteers share their thinking. Then ask:

**Q** *Why do you think all the townspeople come to Little Dolly's party?*

Reread the last sentence on page 28 and continue reading to the end of the story.

## 3 Discuss the Story

Facilitate a class discussion using the questions that follow. Be ready to reread parts of the story to help the students recall what they heard. Ask:

**Q** *What important things happen at the end of the story?*

**Q** *How is Kenyon's problem solved?*

**Q** *How does Kenyon feel at the end of the story? How do you know?*

**Q** *How does Little Dolly feel? How do you know?*

**Students might say:**

"Little Dolly has a party and all the people from the town come to it."

"Kenyon gives Little Dolly a book of her stories and she really likes it."

"Kenyon solves his problem by making a present instead of buying one."

"I think Kenyon feels happy. The reason I think this is that he thinks it's a 'wallop-bat' day, which means a really good day."

"Little Dolly is happy too. I know because Kenyon's present makes her so happy she cries."

#### 4 Make Text-to-self Connections

Remind the students that in the story, *Keepers* are people who know the stories about their families, traditions, or cultures and keep the stories alive by telling them to others. Use "Think, Pair, Share" to discuss:



**Q** *Who is a Keeper in your family? What is a story you like to hear that person tell?* [pause] *Turn to your partner.*

Have a few students share with the class. Briefly discuss:

**Q** *Would you like to be a Keeper of your family stories? Why or why not?*

Tell the students that they will revisit *Keepers* in the next lesson and think about themes, or lessons, in the story.

## INDIVIDUALIZED DAILY READING

#### 5 Read Independently and Write in Reading Journals

Remind the students that they are reading fiction during IDR. Explain that again today you would like them to think about ideas in their stories that seem important to understand and remember. Explain that the students will read silently for 15 minutes. After 15 minutes, you will stop them and ask them to reread, thinking about what the important ideas are in the parts they read. Then each student will write a journal entry about an important idea he noticed.

Distribute the self-stick notes and remind the students that as they reread, they will use the notes to mark the ideas they think are important. Have the students get their books and put self-stick notes where they begin reading. Have them read silently for 15 minutes. After they have settled into their reading, confer with individual students.

**TEKS 6.E.i**

**TEKS 7.A.i**

**Student/Teacher Activity**

**Step 4 (all)**

#### Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

#### Teacher Note

In Unit 9, the individual student conferences focus on the students' reading habits and feelings about reading. If you have not met with all of your students to discuss the books they are reading during IDR, you may want to do so before beginning the next unit.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

After 15 minutes, signal to let the students know to stop reading. Ask each student to reread, beginning at the self-stick note, and to use additional notes to mark places in the story where something important is happening or where there is something that seems important to understand and remember. Have the students reread silently for 10 minutes.

Signal to let the students know when it is time to stop reading. Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Then display the “Journal Entry” chart (WA2) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA2

### Journal Entry

Write a journal entry about the book you are reading.

Please include:

- The title and the author’s name
- What the book is about
- An important idea you marked in your reading
- The reason you think it is important

### ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

### Teacher Note

If the students struggle to write, you might use a book they are familiar with to model writing a journal entry about an important idea. For example, you might write: *I am reading Keepers by Jeri Hanel Watts. This story is about a boy named Kenyon and his grandmother, Little Dolly. Today I read the end of the story. What seems most important in this part is that Little Dolly decides that Kenyon can be a Keeper even though he’s a boy. The reason I think this is important is that Kenyon has wanted to be a Keeper throughout the whole story, but Little Dolly had told him that only girls could be Keepers.*



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

## In this lesson, the students:

- Make inferences about the characters in a story
- Think about themes in the story
- Read independently for up to 25 minutes
- Give reasons for their thinking

## 1 Review the Week

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Direct the students' attention to the "Reading Comprehension Strategies" chart and review that this week the students used strategies from the chart to think about and discuss the story *Keepers*. They wondered and asked questions about the story, thought about the important ideas in different parts of the story, and made inferences to understand the main characters, Kenyon and Little Dolly. Tell the students that today they will think and talk about the lessons Kenyon and Little Dolly learn and also about what they, as readers, can learn from the story.

## 2 Review *Keepers* and Discuss Character Change

Review the story by paging through the book and showing the illustrations. Pause on each spread and ask for a student volunteer to retell what is happening in that part of the story. If necessary, reread parts of the story to help the students recall it.

Remind the students that the main characters in a story often change because of things they come to learn or realize between the beginning of the story and the end. Use "Think, Pair, Share" to discuss the questions that follow. Remind the students to give reasons from the story to support their thinking.



**Q** How does Kenyon change between the beginning of the story and the end? What does he learn or realize that causes him to change? [pause] Turn to your partner.

**Q** How does Little Dolly change? What does she come to learn or realize? [pause] Turn to your partner.

## Materials

- *Keepers*
- "Reading Comprehension Strategies" chart
- *Student Response Book* page 83
- "Class Assessment Record" sheet (CA5)

**TEKS 7.D.i**  
**TEKS 8.C.i Student/**  
**Teacher Activity**  
**Step 2**  
(all, beginning on page  
547 and continuing on  
to page 548)

### Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

**TEKS 7.B.i**  
Student/Teacher  
Narrative  
Step 3 (all)

### Teacher Note

If necessary, remind the students that they may have different opinions about the themes in the story and that this is OK. What is important is that they have reasons from the story to support their ideas and that they show respect for the thinking of others, even when it is different from their own.

#### Students might say:

"In the beginning of the story, Kenyon thinks he needs to spend a lot of money to get Little Dolly a good gift. But then he learns that the best gifts are the ones you make yourself."

"I think Kenyon learns to be more responsible with his money. The reason I think this is that he really feels sorry that he bought the baseball glove."

"In the beginning, Little Dolly thinks that only girls can be Keepers, but when Kenyon gives her the book, she realizes that boys can be Keepers, too."

### 3 Think and Write About a Theme in *Keepers*

Remind the students that in addition to the lessons learned by characters, stories also contain themes, or important messages or lessons that readers can use in their own lives. Point out that the lessons characters learn are usually connected to the story's themes. Have the students turn to *Student Response Book* page 83, "Think and Write About a Theme in *Keepers*." Ask the students to think quietly to themselves about the following questions:

**Q** *What do you think is a theme, or message or lesson, in this story? What in the story makes you think that?*

After a moment or two, have the students individually record their answers on *Student Response Book* page 83.

### 4 Discuss Themes as a Class

Facilitate a class discussion about the themes in the story by inviting students to share what they wrote. Ask follow-up questions such as the ones below, and encourage the students to ask clarifying questions if they do not understand an idea someone shares.

#### Students might say:

"I think one theme is that boys and girls can do the same things. The reason I think this is that Kenyon proves he can be a Keeper even though he's a boy."

"I think another theme is that buying things won't make you happy. Kenyon doesn't feel happy after he buys the baseball glove."

"I think the message is that you feel happy when you make the people you love happy. The reason I think this is that Kenyon feels really happy when Little Dolly likes his present."

**Q** *How might you use this lesson in your own life?*

**Q** *Does this theme remind you of themes in other stories you have read? Which ones?*

**Q** *Who wrote about a different theme? Read us what you wrote.*



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify themes in the story?
- Can they connect those themes back to the text?
- Do they give reasons for their thinking without being asked?

Record your observations on the “Class Assessment Record” sheet (CA5); see page 123 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If **all or most students** or **about half of the students** are able to identify themes in the story, proceed with the lesson and continue on to Unit 9. You may wish to check in during IDR with students who are having difficulty.
- If **only a few students** are able to identify themes in the story, you may wish to repeat this week using an alternative text before continuing on to Unit 9. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## 5 Reflect on the Unit

Refer to the “Reading Comprehension Strategies” chart and remind the students that they have spent the past several weeks thinking about important ideas and themes in different kinds of texts. Review that thinking about important ideas and themes helps readers understand and remember what they read and connect it to their own lives. Encourage the students to continue to think about important ideas and themes as they read independently.

Facilitate a brief discussion about how partners worked together over the past few weeks. Tell the students that they will continue to work with the same partners next week.

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Think About Themes

Remind the students that they are reading fiction during IDR. Ask the students to think as they read about what they notice about the themes, or the lessons, in their stories. Tell them that at the end of IDR, you will ask some of them to share what they noticed about their stories’ themes with the class.

Have the students get their books and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (*Assessment Resource Book* page 124) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 127 of the *Assessment Resource Book*.

### Vocabulary Note

Next week, you will revisit *Keepers* to teach the Week 29 vocabulary lessons.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on the next page.

#### ELPS 5.F.iii

Writing About Reading  
(all, beginning on page 550  
and continuing on to page  
551)

### Materials

- *Keepers*

Signal to let the students know when it is time to stop reading. Have a few volunteers share what they noticed about themes with the class. Have each volunteer begin by telling the title of her book, the author’s name, and what the story is about so far. Discuss the themes in the story by asking questions such as:

- Q *What do you think is a theme, or lesson, in this story? What in the story makes you think that?*
- Q *What do you think the author wants readers to learn or realize from this story? What in the story makes you think that?*

Have the students return to their desks and put away their books.

## WRITING ABOUT READING

### Make Inferences About the Character Little Dolly in *Keepers*

Show the cover of *Keepers* and remind the students that they heard this story earlier. Ask:

- Q *What happens in this story?*

Explain that today you will reread parts of the story and ask the students to think about what kind of person Little Dolly is. Remind the students that they can figure out a lot about a character like Little Dolly by paying attention to clues such as how the character acts and what she says and does. Review that this is called *making inferences* about the character.

Ask the students to listen carefully as you read for clues they can use to make inferences about Little Dolly. Then reread pages 1–13 and 28–32 aloud.

After reading, ask:

- Q *What kind of person is Little Dolly? What in the story makes you think so?*

**Students might say:**

"Little Dolly is a good grandmother. The reason I think this is that she tells Kenyon stories and makes sure he does his homework."

"She's smart. I know this because she's the Keeper of a lot of stories and she has to be smart to remember them all."

"In addition to what [Noriko and Junio] said, she's sharp even though she's 90 years old. When Kenyon tries to sneak out of the house to play baseball, she catches him and tells him he has to do his homework first."

"Little Dolly is popular. I know because all the people from town show up to celebrate her birthday."

Ask the students to watch as you think aloud and model writing a paragraph about Little Dolly's personality.

**You might say:**

"I think that the things Little Dolly says and does show that she is a smart lady and a loving grandmother. I'll start by writing: *I think that the character Little Dolly in Keepers by Jeri Hanel Watts is a smart person and a loving grandmother to the main character, Kenyon.* Now I need to give reasons from the story to explain why I think that. I'll write: *I know Little Dolly is smart because she remembers her family's entire history and can tell interesting stories about it.* Now I'll write about how I know Little Dolly is a loving grandmother: *I know Little Dolly loves Kenyon because she takes care of him and makes sure he does his homework so he'll do well in school. At the end of the story, she tells Kenyon that he can be the next Keeper of the family stories even though he's a boy, which shows that she thinks he's very special.*"

Explain that the students will now write their own paragraphs about the kind of person they think Little Dolly is, using the inferences they made from clues in the story. Remind them to include the title of the book and the author's name in their paragraphs as well as the clues in the story that helped them make their inferences. If time permits, invite volunteers to share what they wrote with the class.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 8. Partners will stay together for Unit 9.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

### Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 128 of the *Assessment Resource Book*.

**TEKS 8.B.i**  
Student/Teacher Narrative  
Writing About Reading ("You  
might say" note on page 551)



# Unit 9

## Revisiting The Reading Community

During this unit, the students review the books they have read this year and select favorite books to recommend to their classmates for summer reading. They write and share book recommendations, and they generate summer reading lists based on others' recommendations. They also review the reading comprehension strategies they have learned this year and discuss how the strategies help them make sense of what they read. During IDR, the students read texts of their choice and share and discuss what they are reading with the class. Socially, they act in fair and caring ways, and they listen to the thinking of others and respectfully share their own. They also discuss their growth as readers and as members of a classroom community.

# Unit 9

## Revisiting the Reading Community

### RESOURCES



#### Technology Mini-lesson

- Mini-lesson 3: “Showing Respect Online”



#### Technology Extensions

- “Explore the Community Library Online”
- “Use Online Book Recommendations to Add to Summer Reading Lists”

#### Extensions

- “Revisit Read-alouds”
- “Review the Summer Reading Lists”
- “Host an End-of-year Summer Reading Fair”

#### Assessment Resource Book

- Unit 9 assessments

#### Student Response Book

- “Thoughts About My Reading Life”
- “Book Recommendation”
- “Summer Reading List”
- Reading Log
- Reading Journal

#### Vocabulary Teaching Guide

- Week 29 (*Keepers*)



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA3

#### Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)

#### Reproducible

- Unit 9 family letter (BLM1)

#### Professional Development Media

- “Using Blogs in the Classroom” tutorial (AV45)
- “Using Social Media” tutorial (AV46)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week 1	<p><b>Selecting Favorite Books and Reflecting</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reviewing books they have read this year</li> <li>▪ Discussing favorite books with partners</li> <li>▪ Selecting books to recommend for summer reading</li> <li>▪ Reflecting on their reading lives and their growth as readers</li> </ul>	<p><b>Preparing Book Recommendations</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing and discussing a book recommendation</li> <li>▪ Writing book recommendations</li> <li>▪ Sharing book recommendations with partners</li> </ul>	<p><b>Sharing Book Recommendations and Reflecting</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Beginning summer reading lists</li> <li>▪ Sharing book recommendations with the class</li> <li>▪ Identifying books they want to read</li> </ul>	<p><b>Read-aloud and Reflection:</b> Student-selected book</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Hearing and discussing a student-selected book</li> <li>▪ Planning their summer reading</li> <li>▪ Reflecting on the comprehension strategies they are using</li> <li>▪ Writing in their reading journals</li> <li>▪ Reflecting on their contributions to the reading community and how they have benefited from the reading community</li> </ul>

# Week 1

## OVERVIEW

### Comprehension Focus

- Students share book recommendations and plan their summer reading.
- Students reflect on their use of reading comprehension strategies.
- Students reflect on their growth as readers.
- Students read independently.

### Social Development Focus

- Students act in fair and caring ways.
- Students listen to the thinking of others and respectfully share their own.
- Students analyze the effect of their behavior on others and on the group work.
- Students reflect on the reading community.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA1–WA3

#### Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)

#### Reproducible

- Unit 9 family letter (BLM1)

#### Professional Development Media

- “Using Blogs in the Classroom” tutorial (AV45)
- “Using Social Media” tutorial (AV46)

## DO AHEAD

- ✓ If you used the “IDR Conference Notes” record sheet (CN1) from Unit 2 as a survey of the students’ reading goals and interests, you might review the students’ responses to those questions prior to beginning your IDR conferences this week. For more information, see “IDR Conferences” in the Assessment Overview of the *Assessment Resource Book*.
- ✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 139 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make sure that each student has selected a book to recommend and has located a copy of the book.
- ✓ Prior to Day 2, select a book to model writing a book recommendation about (see Step 2). Be prepared to say what the book is about, explain what you like about the book, and identify an exciting or interesting passage to read aloud. The book you choose for modeling could be a *Making Meaning* book, another popular book you have read aloud, a book on the “Grade 3 Alternative Texts” list, or a book the students have not heard before.
- ✓ Prior to Day 4, collect five read-aloud books that your students might enjoy hearing (see Step 2). The books you select could include *Making Meaning* books the students liked when you read them earlier this year, other popular books you have read aloud, books on the “Grade 3 Alternative Texts” list, or books the students have not heard before.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1); see page 138 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([cclearninghub.org](http://cclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

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### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 29 lessons this week.

# Day 1

## Selecting Favorite Books and Reflecting

### Materials

- *Student Response Book*, Reading Log section
- “Reflecting on Our Reading Lives” chart (WA1)
- *Student Response Book* page 84
- Class set of “IDR Conference Notes” record sheets (CN1)

### Teacher Note

You will not assign new partners this week. Have the students work with their Unit 8 partners.

### Teacher Note

We suggest the students limit their summer reading recommendations to books and not consider other types of texts—such as poems, articles, or functional texts—that may appear in their reading logs.

### In this lesson, the students:

- Review the books they have read this the year
- Discuss favorite books with partners
- Select books to recommend for summer reading
- Reflect and write about their reading lives
- Reflect on their growth as readers
- Read independently for up to 25 minutes

### 1 Get Ready to Work Together

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Explain that during this last week of the program the students will reflect on the books they have read this year and will choose a book they especially liked to recommend to their classmates for summer reading. They will also review the comprehension strategies they have learned and will think about how they have grown as readers and as members of a community.

Tell the students that at the end of the week, you will ask them to discuss some things they enjoyed about working with partners this year. Encourage them to focus during the coming week on enjoying their partner work and on using the skills they have learned to help them in their work together.

### 2 Review Reading Logs

Remind the students that they have been keeping track of the texts they read independently in their reading logs. Have them open their *Student Response Books* to the Reading Log section. Explain that you would like each student to read the entries in his reading log and put a star next to any book he especially enjoyed. Give the students a few minutes to review and mark their logs.

### 3 Share Favorite Books and Select Books to Recommend



When most students have finished, signal for their attention. Have partners take turns sharing the entries they marked and explaining what they especially liked about those books. After a few minutes, signal for the students’ attention and invite a few volunteers to briefly share

their favorite books with the class. After volunteers have shared, point out that good readers often recommend books they especially enjoyed to other readers. Use “Think, Pair, Share” to discuss:



**Q** Which of your favorite books do you think other students would most enjoy reading during the summer? Why? [pause] Turn to your partner.

After a few moments, signal for the students’ attention and invite a few volunteers to share with the class.

**Students might say:**

“One of my favorite books is *How Droofus the Dragon Lost His Head* by Bill Peet. I think other students might enjoy reading it because it’s exciting and the ending is surprising.”

“I loved reading *Lilly’s Purple Plastic Purse* by Kevin Henkes. I would recommend it to other students because Lilly is so funny.”

Explain that tomorrow each student will write a recommendation of a favorite book to share with the class. Ask each student to quietly decide which book she will recommend and circle it in her reading log.

## 4 Write About Reading Lives

Explain that the students will now have a chance to think about how they have grown and changed as readers over the year. Remind them that they started the year thinking about their reading lives, and tell them that they will think about this again now that they are nearing the end of the year.

Display the “Reflecting on Our Reading Lives” chart (WA1) and explain that the students will first think, and then write, about the questions on the chart. Read the questions aloud, pausing after each question to give the students time to think.

### Reflecting on Our Reading Lives

- What are some of your favorite books now? Why?
- Where is your favorite place to read?
- What does the word *reading* mean to you?
- When you don’t understand something you are reading, what do you do?
- What kinds of books did you read for the first time this year? What topics did you read about for the first time?

WA1

Have the students turn to *Student Response Book* page 84, “Thoughts About My Reading Life,” and record their answers to the questions.

### Teacher Note

Allow time before the next lesson for the students to locate copies of the books they will recommend.

### Teacher Note

Use "Turn to Your Partner" as needed during this discussion to increase accountability and participation.

## 5 Discuss Growth as Readers

Give the students a few minutes to review and reflect on what they wrote. Ask them to spend a few quiet moments thinking about how they have changed and grown as readers over the year. Facilitate a discussion about the students' growth as readers using questions such as:

- Q *How do you think you have changed or grown as a reader? What makes you think that?*
- Q *What questions do you want to ask [Lionel] about what he said?*
- Q *Do others think they have changed or grown in a similar way? Why do you think so?*

#### Students might say:

"My favorite books used to be the Flat Stanley books. I still like those books, but my new favorite books are mysteries."

"At the beginning of the year when I didn't understand something I was reading, I just skipped over it. Now I use strategies to try and figure it out."

"I used to think reading meant reading words. Now I think reading means thinking about a story."

You might want to share some of your general observations about ways your students have changed or grown as readers over the year.

#### You might say:

"I notice that you are more thoughtful now than you were at the beginning of the year about choosing books that are at the right levels for you. I also notice that you are monitoring your own reading comprehension and trading out books you decide are too hard or too easy. Many of you are also more comfortable talking about the books you have read than you were at the beginning of the year."

## INDIVIDUALIZED DAILY READING

### 6 Read Independently and Discuss Summer Reading Plans

Tell the students that they can read fiction, nonfiction, poetry, or plays during IDR this week. Ask the students to think as they read about whether they would recommend the texts they are reading to others. Tell them that later they will share with the class what they have read. Have the students get their texts and read silently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

You may wish to confer a final time with individual students during this unit. In each conference, ask the student to tell you about the text she is reading and discuss how her reading habits have changed, how she feels about herself as a reader, and what she is interested in reading.

Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share briefly about whether they would recommend the texts they are reading to the class. Remind each student to begin by telling the title of the text, the author’s name, and what the text is about so far.

After a few volunteers have had a chance to share, facilitate a discussion about the students’ summer reading plans by asking questions such as:

- Q *What are you interested in reading this summer?*
- Q *Why is it important for you to keep reading this summer?*
- Q *What habits can you create for yourself to make sure you keep reading this summer?*

Have the students return to their desks and put away their texts.



## SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the program, assess the students’ social skill development using the “Social Skills Assessment Record” sheet (SS1); see page 144 of the *Assessment Resource Book*. Compare your notes from the fall, winter, and spring, and evaluate each student’s social skill development over the course of the year.

## EXTENSION

### Revisit Read-alouds

Have the books in the *Making Meaning* program and other books you have read aloud during the year available for the students to browse and revisit. Give each pair time to sit with a book, read it or retell it to each other, and talk about it. Each day, allow time for a few pairs to briefly share their books with the class or for pairs to share their books with other pairs.

### Teacher Note

As you confer, you might compare the student’s responses to the questions on the “IDR Conference Notes” record sheet (CN1) from Unit 2 with her responses to the questions on the “IDR Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.

### Teacher Note

Provide time for the students to record the texts they have completed in their reading logs.

### Teacher Note

You might use the information you collected about your students’ social skill development over the course of the year to help you plan for next year. Ask yourself questions such as:

- What was challenging for my students this year in terms of their social development?
- How might I help next year’s students grow socially?
- What skills should I emphasize with the students next year to help them build a safe and caring reading community?



## TECHNOLOGY EXTENSION

### Explore the Community Library Online

Take some time to explore the community library’s website (you might search the site for topics like “children’s services” and “children’s e-books”). Many libraries offer access to collections of e-books, music, and audiobooks through downloads to personal computers, tablets, and other mobile devices. You might ask your school librarian or a librarian from the community library to come to your classroom and introduce your students to a few of the online services available to them.

# Day 2

## Preparing Book Recommendations

### Materials

- “Book Recommendation” chart (WA2)
- Book for modeling a book recommendation, selected ahead
- *Student Response Book* page 85
- Student-selected books to recommend
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart

**TEKS 7.D.i**  
**TEKS 7.D.iii**  
Student/Teacher Narrative  
Step 2  
(all, beginning on page 562  
and continuing on to page  
563)

### In this lesson, the students:

- Hear and discuss a book recommendation
- Write book recommendations
- Share recommendations with partners
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own
- Give feedback in a caring way

### 1 Get Ready to Work Together

Have the students bring their *Student Response Books*, pencils, and the books they have chosen to recommend and gather with partners sitting together, facing you. Remind the students that yesterday they reviewed their reading logs and thought about which books they especially enjoyed. Each student also chose one book to recommend to others for summer reading.

Explain that today each student will write a recommendation for the book she chose and identify an interesting part of the book to read aloud when she shares her recommendation with the class.

### 2 Model Writing a Book Recommendation

Display the “Book Recommendation” chart (WA2) and ask the students to watch and listen as you model writing a book recommendation. Begin by showing the cover of the book and reading the title and the author’s name aloud. Then think aloud as you complete each section of the chart.

**You might say:**

"The book I want to recommend for your summer reading is *Stuart Little* by E. B. White." (Write the title and the author's name on the chart.) "Now I will write a few sentences that tell what the book is about. I'll write: *It's a story about a mouse named Stuart who leaves home to find his best friend, Margalo, a bird who has disappeared from her nest. Stuart has exciting adventures as he looks for Margalo.* Next, I'll explain why I like this book. I'll write: *I like this book because Stuart is a funny character and he goes from one wild adventure to another.* Finally, I will think of a particularly exciting or interesting part of the book to read aloud. The part about the sailboat race is very interesting, so I'll make a note to remind myself to read that part and write the page numbers that go with it: *An exciting part that I can read aloud is the part about the sailboat race (pages 36–38).*"

After you have written your recommendation, ask the students to listen as you read the passage you selected aloud.

### 3 Discuss Book Recommendations

Ask the students to think quietly about the book recommendation you made and the recommendations they will write. After a few moments, facilitate a class discussion using the following questions:

- Q *Does this recommendation make you want to read [Stuart Little]? Why or why not?*
- Q *What do you notice about my description of what the book is about? What information did I include in my description?*
- Q *What did you notice about the passage I chose to read aloud?*

**Students might say:**

"I want to read *Stuart Little* because I like stories about friendship and it sounds funny."

"You told who the characters in the story are, but not how the story ends."

"The passage wasn't from the very end of the book. It didn't give anything important away."

"It was easy to visualize what was happening in the passage."

If necessary, point out that you shared some important information about the book, but you did not retell the whole story or give away the ending. You included just enough information to make readers want to read the whole text.

### Teacher Note

Support struggling students by asking questions such as:

- Q *What did you enjoy most about this book?*
- Q *What is a part you remember well?*
- Q *What is a part that made you wonder and ask questions?*
- Q *What is a part that was easy to visualize, or picture in your mind?*

## 4 Write Book Recommendations

Ask the students to open to *Student Response Book* page 85, “Book Recommendation.” Have each student spend a few minutes reviewing the book he chose and thinking about what information to include in his recommendation. Remind the students that the goal is to make others want to read the book without giving away too much information about it. After a few minutes, signal for the students’ attention and have them write their recommendations. Circulate and observe the students as they write, and provide assistance as needed.

## 5 Share Book Recommendations with Partners



Have partners share their recommendations and passages with each other and discuss the following questions. Write the questions where everyone can see them:

- *Does the recommendation give just enough information?*
- *Does the recommendation make you want to read the book?*
- *Does listening to the passage make you curious about the book?*

Allow time before the next lesson for the students to revise their recommendations based on partner feedback.

## 6 Discuss Working with Partners

After partners have discussed their book recommendations, call for the students’ attention and briefly discuss:

- Q *How was talking with your partner helpful?*
- Q *How did you and your partner give each other feedback in a caring way?*

Explain that the students will have opportunities in the coming days to share their book recommendations with the class.

# INDIVIDUALIZED DAILY READING

## 7 Review and Discuss Self-monitoring and “Fix-up” Strategies

Remind the students that this year they learned techniques they can use to monitor their comprehension, or make sure they understand what they are reading. Direct their attention to the “Thinking About My Reading” chart and review that they learned to stop and think about what they are reading by asking themselves the questions on the chart. They learned that if they do not understand what they are reading, they can use the “fix-up” strategies of rereading and reading ahead. If they still do not understand what they are reading, they can also try the strategies listed on the “Reading Comprehension Strategies” chart or they can ask you or a classmate for help.

Have the students get their texts and read silently for up to 25 minutes. Stop them twice during their reading and have them monitor their comprehension by thinking about the questions on the “Thinking About My Reading” chart. After the students have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students. For each conference, ask the student to tell you about the text he is reading and discuss how his reading habits have changed, how he feels about himself as a reader, and what he is interested in reading.

Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief class discussion about using the questions on the “Thinking About My Reading” chart to track their reading comprehension. Ask and briefly discuss questions such as:

- Q *Why is it important to stop as you are reading and ask yourself if you understand what you have read?*
- Q *How do rereading and reading ahead help you make sense of text?*
- Q *Which comprehension strategy do you find the most helpful when you're not understanding something you're reading? Why?*

Have the students return to their desks and put away their texts.

## Teacher Note

As you confer, you might compare the student's responses to the questions on the “IDR Conference Notes” record sheet (CN1) from Unit 2 with his responses to the questions on the “IDR Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

# Day 3

## Sharing Book Recommendations and Reflecting

### Materials

- *Student Response Book* pages 85–86
- “Book Recommendation” chart (WA2) from Day 2
- Student-selected books to recommend



### Facilitation Tip

Reflect on your experience over the past year using the Facilitation Tips included in the *Making Meaning* program. Did using the facilitation techniques feel natural to you? Have you integrated them into your class discussions throughout the school day? What effect did using the facilitation techniques have on your students? We encourage you to continue to use the facilitation techniques and to reflect on the students’ responses as you facilitate class discussions in the future.

### Teacher Note

You might consider taking your students on a short field trip to the community library.

### In this lesson, the students:

- Begin their summer reading lists
- Share book recommendations with the class
- Identify books they want to read
- Read independently for up to 25 minutes
- Listen respectfully to the thinking of others and share their own

## 1 Introduce the Summer Reading List

Have the students bring their *Student Response Books*, pencils, and the books they are sharing for their book recommendations and gather with partners sitting together, facing you. Tell the students that today they will take turns sharing their book recommendations for summer reading with the class. Have the students turn to *Student Response Book* page 86, “Summer Reading List.” Explain that as they hear recommendations for books they might want to read this summer, they will add these titles to the “Summer Reading List.” Point out that the page has space to write the title of each book, the author’s name, and a few words to remind them what the book is about.

Display the “Book Recommendation” chart (WA2) from Day 2 and remind the students that yesterday you modeled making a book recommendation. Invite the students to add the book you recommended to their summer reading lists if they wish.

Ask and briefly discuss:

- Q** *If you hear about a book you are interested in reading, how might you find that book this summer?*

#### Students might say:

“I might find the book at the public library.”

“If a friend has the book, I could borrow it.”

“I might look for it at the bookstore or on the Internet.”

Facilitate a brief discussion about how the students will interact in a kind and respectful way during the sharing. Ask:

- Q** *How do you want your classmates to respond to your book recommendation, whether they would choose to read your book or not? Why?*
- Q** *How can you let your classmates know that you are interested in the book they are sharing and that you appreciate the work they’ve done to share it with you?*

**Students might say:**

"I want people to listen carefully when I read my recommendation. I would also like them to ask me questions about my book."

"After someone shares a recommendation with the class, we can thank them."

"We can ask them to tell us more about why they liked the book."

"We can tell them what we liked about the passage they read."

## 2 Share Book Recommendations

Call on a volunteer to share her book recommendation with the class. Remind the student to show the cover and read the title and the author's name aloud before reading her recommendation and the selected passage. When the student has finished sharing, ask:

**Q** *[Daria], why did you choose that passage?*

Facilitate a brief class discussion using questions such as:

**Q** *What questions do you want to ask [Daria] about the book she shared?*

**Q** *What did you hear about this book or in the passage that [Daria] read aloud that got you interested in or made you curious about the book?*

**Q** *Do you have enough information to decide whether you want to add this book to your summer reading list? If not, what else do you want to know?*

Ask the student who shared the book to write the title of the book and the author's name clearly where everyone can see them. Have the students copy this information onto their summer reading lists if they are interested in reading the book over the summer.

Have several more students share their book recommendations with the class. After each student shares, allow time for questions and discussion and for interested students to add to their reading lists.

## 3 Discuss Working Together

Have the students who shared their recommendations today talk briefly about how they felt the class treated them while they were sharing. Ask:

**Q** *What made you feel like your classmates were interested in what you were sharing?*

**Q** *If you weren't sure that your classmates were interested, what made you unsure?*

Remind the students of your expectation that they will do their part to help create a safe, caring community in the class. Assure the students that if they did not share their book recommendations today, they will have time to share them later.

### Technology Tip

You might create a space on the class blog for the students to post their recommendations for summer reading. Over the summer, the students can view their classmates' recommendations for summer reading, post summaries of books they have read, and write comments and questions about recommended books. For more information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45). Prior to allowing the students to post comments on the class blog, you might teach Technology Mini-lesson 3, "Showing Respect Online."



### Teacher Note

If not all of the students are able to share their book recommendations, make time later in the day or on another day for them to share before proceeding with the Day 4 lesson.

## INDIVIDUALIZED DAILY READING

### 4 Read Independently and Share Interesting or Surprising Things with the Class

Ask the students to think as they read independently today about interesting or surprising things in their texts. Explain that later you will ask some of them to share interesting or surprising things in their texts with the class. Have the students get their texts and read independently for up to 25 minutes. After they have settled into their reading, confer with individual students.

#### Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with her responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students. For each conference, ask the student to tell you about the text she is reading and to discuss how her reading habits have changed, how she feels about herself as a reader, and what she is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share interesting or surprising things in their texts with the class. Remind each student to begin by telling the title of the text, the author's name, and what the text is about.

Have the students return to their desks and put away their texts.



## TECHNOLOGY EXTENSION

### Use Online Book Recommendations to Add to Summer Reading Lists

Review that the students have been creating summer reading lists. Tell the students that today they will explore websites that recommend books for summer reading to find more titles they might be interested in adding to their lists.

Display your browser page and go to one of the websites you previewed. Model navigating the website and read aloud some of the book recommendations. Afterward, discuss questions such as:

- Q *What did you learn about the book? What else would you like to find out about it?*
- Q *Are you interested in reading this book? Why or why not?*

Allow time for interested students to add the books to their summer reading lists.

#### Technology Tip

Prior to doing this activity, locate and preview age-appropriate websites about summer reading recommendations using the keywords "grade 3 summer reading lists" or "grade 3 book recommendations."

## In this lesson, the students:

- Hear and discuss a student-selected book
- Plan their summer reading
- Reflect on the comprehension strategies they are using
- Read independently for up to 25 minutes and write in their reading journals
- Reflect on their contributions to the reading community
- Reflect on how they have benefited from the reading community

## 1 Reflect on Partner Work

Have the students bring their pencils and gather with partners sitting together, facing you. Remind the students that over the course of the year, they have worked with many partners. Ask a few volunteers to share some of their favorite things about working with partners this year. Facilitate a class discussion using questions such as:

- Q *Think about how you worked with your first partner this year and how you work with partners now. How have you grown as a partner?*
- Q *What are three things that you liked most about working with partners this year?*

### Students might say:

"At first it was hard, but we got better and better at it."

"I think the more we got to know each other, the more we were a community."

"I agree with [Kevin]. Being in this community has helped me because I used to be too shy to say anything to the class. I don't feel that way anymore."

"In addition to what [Elena] said, I liked working with a partner. I liked having someone to talk to, not having to be quiet all the time, and getting to work with different partners."

Ask and briefly discuss:

- Q *What is one thing you learned about working well with a partner that you want to take with you next year?*

You might want to share some of your general observations about ways your students have changed or grown when working with partners over the year.

## Materials

- Five read-aloud books, selected ahead
- Sheet of scratch paper for each student
- *Student Response Book* page 86
- "Reading Comprehension Strategies" chart
- "Class Assessment Record" sheet (CA1)
- Self-stick notes for each student
- "Journal Entry" chart (WA3)
- *Student Response Book*, Reading Journal section
- Copy of this unit's family letter (BLM1) for each student

**You might say:**

"I remember how some students didn't want to work with assigned partners at the beginning of the year. Now you are much better at working with any partner. I also noticed that you relied much more heavily on me at the beginning of the year to help you solve your problems. Now you are able to solve many problems by yourselves."

Tell the students that today they will have another opportunity to share their thinking with their partners.

## 2 Choose a Read-aloud Book

Write the titles of the five read-aloud books you selected where everyone can see them. Show the students the books, and explain that the class will choose one of these books to hear read aloud today. Tell them that you selected books you thought they would enjoy hearing (or hearing again). Give a brief synopsis of each book that is new to the students and, if necessary, briefly review the books from earlier in the year.

Explain that you would like each student to choose the three books he is most interested in hearing and to write these three titles on a sheet of scratch paper. The title with the most votes is the one you will read aloud today. Before having the students vote, ask:

- Q *How will you decide which three books to choose? What will you think about?*
- Q *Why is it important to make your choices based on what you are really interested in hearing rather than on what other people are choosing?*

Distribute a sheet of scratch paper to each student. Have the students write their three book choices, and collect the votes. Have the students turn to *Student Response Book* page 86, "Summer Reading List," and add the titles of any of these five books that they might want to read or reread this summer. While they are doing this, tally the votes. After you have tallied the votes, tell the class which book was chosen for today's read-aloud.

## 3 Review the "Reading Comprehension Strategies" Chart

Direct the students' attention to the "Reading Comprehension Strategies" chart and review that the students learned and practiced each of these strategies this year. Review that the goal of learning comprehension strategies is to help them actively think about what they are reading in order to make sense of it. Ask:

- Q *Which strategies do you find yourself using regularly? How do those strategies help you make sense of what you're reading?*
- Q *When might it make sense to use [making inferences]? How might this strategy help you read?*

### Technology Tip

Alternatively, you might use a web-based polling system to have the students submit their votes. Search online using the keywords "online polling system" or "online polling tool." For more information, view the "Using Social Media" tutorial (AV46).



Remind the students to think about the comprehension strategies they are using as they listen to today’s read-aloud, and explain that you will ask them to discuss their thinking after the reading.

#### 4 Introduce the Book and Read Aloud

Introduce the book by showing the cover, reading aloud the information on the cover (for example, the title and the names of the author and the illustrator) and providing any necessary background information.



Read the book aloud, showing the illustrations. Stop periodically to have partners discuss what they have heard so far.

#### 5 Discuss the Reading as a Class

Facilitate a discussion of the book using the questions that follow. Be ready to reread passages to help the students recall what they heard.

- Q *What is this [story] about?*
- Q *What do you want to add to what [Lawrence] said?*
- Q *Which comprehension strategy or strategies did you use as you listened to this [story]? How did that help you understand the [story]?*

#### 6 Reflect on the Reading Community

Remind the students that yesterday they reflected on their reading lives and growth as readers. Explain that the students will now have a chance to think about how they did with creating a safe and caring community this year and how they personally have changed as members of the community.

Use “Think, Pair, Share” to discuss:



- Q *What have we done to create a safe and caring community this year? [pause] Turn to your partner.*
- Q *What have you done to contribute to the reading community this year? [pause] Turn to your partner.*
- Q *How has it felt to be part of the reading community? How has it helped you? [pause] Turn to your partner.*

After a few moments, signal for the students’ attention and invite a few volunteers to share.

#### Teacher Note

Use “Turn to Your Partner” as appropriate to encourage thinking and participation.

**Students might say:**

"I think we did a good job creating a caring and safe reading community. Whenever we had problems, we talked about them so we could get along better."

"I agree with [Lily] because the more we got to know each other, the more comfortable we felt talking to each other and sharing our ideas."

"I contributed to the reading community by listening respectfully to my classmates."

"Being a part of the reading community has helped me feel confident about reading."

"I used to be too shy to talk to my partner, but now I can talk to any partner I have."

Encourage the students to become caring members of their classroom reading community next year and to enjoy their summer reading.



## CLASS ASSESSMENT NOTE

Take this opportunity to reflect on your students' growth over the year by asking yourself questions such as:

- Are the students using the comprehension strategies successfully? Which strategies seem to be the most challenging for the students?
- Has the students' enjoyment of reading grown? What evidence do I notice?
- How might I help next year's students grow as readers?
- What was challenging for my students this year in terms of their social development?
- How might I help next year's students grow socially?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 138 of the *Assessment Resource Book*.

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Write in Reading Journals

Distribute self-stick notes to each student. Tell the students to use the self-stick notes to mark places where they notice they are using reading comprehension strategies in their texts. Have the students get their texts and read independently for up to 25 minutes. After they have settled into their reading, confer with individual students.



## IDR CONFERENCE NOTE

Continue to confer individually with the students. For each conference, ask the student to tell you about the text he is reading and discuss how his reading habits have changed, how he feels about himself as a reader, and what he is interested in reading.

Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 139 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Display the “Journal Entry” chart (WA3) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

### Journal Entry

Write a journal entry about a comprehension strategy you used. Please include:

- The title of the text and the author’s name
- What the text is about
- A comprehension strategy you used
- How the strategy helped you understand the text

WA3



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

## EXTENSIONS

### Review the Summer Reading Lists

Have the students review the books on their summer reading lists. Ask and briefly discuss:

- Q** *What kinds of books did you choose for summer reading? Does that surprise you? Why or why not?*

### Teacher Note

As you confer, you might compare the student’s responses to the questions on the “IDR Conference Notes” record sheet (CN1) from Unit 2 with his responses to the questions on the “IDR Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

### Vocabulary Note

Next week you will teach the Week 30 vocabulary lessons. In Week 30, the students review words they have learned this year.

### Teacher Note

For information on wrapping up this unit, see “End-of-unit Considerations” on the next page.

You might ask the students to put stars next to the books they want to read first. Encourage them to read as many of the books on their lists as they can this summer. Also encourage them to talk with family members and friends about the books they are reading and to add books that seem interesting to their reading lists.

## Host an End-of-year Summer Reading Fair

Have the students invite other classes to a “Summer Reading Fair.” Have the students read aloud their book recommendations and passages from their books to small groups of students. The invited students will have an opportunity to hear book recommendations, preview the books, and get a glimpse into the reading lives of the students. Students might also make posters to advertise their favorite books. If there is a school library or librarian available, you might want to involve the library or librarian in the activity.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 9 and the *Making Meaning* program. Send each student home with his or her *Student Response Book* and a copy of this unit’s family letter (BLM1). Encourage the students to share their reading logs, reading journals, and summer reading lists with their families.

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# Appendix A

## IDR MINI-LESSONS

### Mini-lesson 1

## Selecting Appropriately Leveled Texts

### 🕒 DO AHEAD

- ✓ During this lesson, the students will sit in small groups as they browse through book bins and select appropriately leveled texts (see Step 3). Prior to beginning the lesson, decide how you will group the students. We recommend groups of three or four students.
- ✓ Create one book bin with 15–20 books for each group. In every bin, be sure to include fiction and nonfiction books at a variety of levels. Determine where in your classroom you will place each bin (for example, at a table or other location around the room).
- ✓ Select three books to use to model selecting an appropriately leveled text: one book at an appropriate independent reading level, one “too-easy” book, and one “too-difficult” book. Be ready to describe the front and back covers of each book and to explain why each book interests you. Also, be ready to read a few pages of each book aloud and to point out and count any unfamiliar words in a passage. Place the books in one of the book bins you have prepared. See Step 2.
- ✓ Prepare a sheet of chart paper titled “Choosing a Book at the Right Level.” See Step 2.

### Materials

- Three books for modeling, prepared ahead
- “Choosing a Book at the Right Level” chart, prepared ahead, and a marker
- Collection of fiction and nonfiction books in book bins, prepared ahead

### In this lesson, the students:

- Review what they know about selecting appropriately leveled texts
- Discuss the importance of selecting appropriately leveled texts for IDR
- Review a procedure for selecting books at their independent reading levels
- Practice choosing books at their independent reading levels
- Share their book choices and reflect

## ABOUT SELECTING APPROPRIATELY LEVELED TEXTS

In order for the students to grow as readers, they need to spend time reading texts they can comprehend and read fluently with few miscues (accuracy errors). For that reason, during IDR they read books at their independent reading levels. This lesson supplements the instruction in IDR by giving the students guidance in identifying and selecting books that are at their independent reading levels. For more information, see “Reading Appropriately Leveled Texts” in the Introduction.

### 1 Review and Discuss Selecting Appropriately Leveled Texts

Have the class gather with partners sitting together, facing you. Remind the students that during IDR it is very important that they read books at the right levels. Review that a book that is at the right level is not too difficult and not too easy; it has words the students can read and understand and a story or topic that is interesting to them. Remind the students that reading books at the right levels will help them to become stronger readers.

Ask and briefly discuss:

**Q** *What do you think about when you are choosing a book at the right level for you?*

#### Students might say:

“First I look for a book that’s interesting to me.”

“When I find a book that looks interesting, I open it to any page and read a little bit.”

“As I read, I keep track of how many words I don’t know on the page.”

“If the book seems too easy or too hard to read on my own, I put it back in the library.”

Review that a book is at the right level for a student to read during IDR if the student likes it, is interested in it, and can read and understand most of the words. Explain that today the students will talk about why it is important to read books at the right levels during IDR.

Ask and briefly discuss:



**Q** *How do you know if a book is too easy? Turn to your partner.*

**Q** *How do you know if a book is too difficult? Turn to your partner.*

Have a few volunteers share their thinking.

#### Teacher Note

At other times during the day, you might provide the students with opportunities to read books that are above or below their independent reading levels.

**Students might say:**

"A book that's too easy might have only a few words on each page."

"If a book is too easy, it could mean that I know every single word and can read the book really fast."

"A book might be too difficult if it has a lot of words I don't know."

"If a book is too difficult, it could mean that I can't understand what it's about."

If necessary, explain that reading books that are too easy will not help the students become stronger readers since they might not have the opportunity to practice reading new words or to think about new ideas. If they read books that are too difficult, they might skip important parts of the book and they might not understand what they read. Then ask:

**Q** *Why is it important to read books that are at the right level for you during IDR?*

**Students might say:**

"When you read a book that's at the right level for you, it's more fun to read."

"It's important because if a book is at the right level, you'll understand it better."

"When you read a book at the right level, you learn more."

"It's important because reading books at the right level helps us get better at reading."

Tell the students that today you will model choosing a book at the right level for IDR by checking to see if you know most of the words in the book. Explain that later in the lesson each student will have a chance to practice choosing his own books at the right level.

## **2** Model and Introduce the "Choosing a Book at the Right Level" Chart

Ask the students to watch and listen as you model choosing a book at the right level. Ask the students to notice what you do and think about when you select the book.

Take the "too-easy" book you selected (see "Do Ahead") out of the book bin. Briefly model looking through the book, reading a few pages aloud, and thinking aloud about whether the book interests you and whether it is at the right level for you. Explain that normally we read silently when we read independently, but that you will read aloud so that the students can hear what is happening in the book.

**You might say:**

"First, I'll look at the front and back covers of the book. The title is *The Barn Owls*, and the author's name is Tony Johnston. This book looks interesting to me. I like the topic, barn owls, and the illustration on the front cover caught my attention. Next, I'll read a few pages to see if this book is at the right level for me. As I read, I'll count any words I don't know, using my fingers. [Read a few pages aloud.] I know all of the words on these pages, and they're easy words. Also, I notice that there are only a few words on each page. This book seems too easy for me, so I'll put it back in the bin and pick another book."

Put back the first book and take the "too-difficult" book you selected earlier out of the bin. Again, briefly model looking through this book, reading a few pages aloud, and thinking aloud about whether the book interests you and whether it is at the right level for you.

**You might say:**

"The title of this book is *The Birthday Swap*, and the author's name is Loretta Lopez. The title makes me curious to find out what a 'birthday swap' is, and I like the colorful cover. Now I'll read a few pages to see if I can understand this book. Just like I did with the first book, I'll pay attention to how many words I don't know, and I'll count those words using my fingers. [Read a few pages aloud.] I counted five words on this page that I don't know: *curio*, *trinkets*, *ceramic*, *marionettes*, and *sequins*. If I skip them, I don't really understand what is happening in the story. I might put this book back for now and try reading it again some other time, or maybe I'll ask someone to read it with me."

Put back the "too-difficult" book and take the appropriately leveled book you selected earlier out of the book bin. Model looking through this book, reading a few pages aloud, and thinking aloud about whether the book interests you and whether it is at the right level for you.

**You might say:**

"This book is *Those Shoes* by Maribeth Boelts. Looking at the cover, I think it's about a boy who really wants a special pair of shoes. I think I'd enjoy this story. I'll read a few pages, and as I read, I'll count any words that I don't know. [Read a few pages aloud.] I see some long words in the second sentence: *guidance counselor*. But I know what that means—a *guidance counselor* is a teacher at school who helps kids and gives them advice. Here's an unfamiliar word farther down the page: *thrift*. I don't know what that means, so I'll count that as one word I don't know. Here's a second word I don't know: *limp*. I'll count that, too. I've reached the end of the page, and there are only two words I don't know. Now I'll ask myself if I understood most of what I read. Yes, I did. That means this is probably a book at the right level for me."

Ask:



**Q** *What did you see me do when I was choosing a book at the right level for me? Turn to your partner.*

Have a few volunteers share their thinking with the class.

**Students might say:**

"I saw you read the title and look at the front and back covers. You thought about whether the book looked interesting."

"Also, you opened the book and read some pages."

"You read a page and counted all the words you didn't know."

"You thought about what you read and asked yourself if you understood it."

Direct the students' attention to the "Choosing a Book at the Right Level" chart and read the title aloud. As volunteers share, record their responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram below.

### Choosing a Book at the Right Level

1. Look at and read the front and back covers.
2. Read a few pages.
3. Count words you do not know.
4. Check to see if you understand what you read.

#### Teacher Note

You might post the "Choosing a Book at the Right Level" chart in your classroom library for the students to refer to when choosing books during IDR.

Tell the students that you will post the "Choosing a Book at the Right Level" chart where everyone can see it. Explain that the students can refer to it any time they need help choosing a book at the right level to read during IDR.

### **3** Practice Selecting Appropriately Leveled Texts

Organize the students into small groups. Have them bring their current IDR books and sit with their groups. Tell the students that they will now have a few minutes to look through the books they chose earlier and to think about whether these books are at the right levels for them to read independently. Explain that if they decide any books are not right for them, they should put them to the side. In a few minutes, they will have a chance to return these books and choose new books at the right levels.

Give the students a few minutes to look through their books and decide if they are at the right levels. Circulate and provide assistance as needed.

When the students have finished looking through their books, signal for their attention. Distribute one book bin to each group. Have the students return any books they set aside to the bins. Explain that now they will browse quietly through the bins to choose two or three new books at the right levels for them. Remind the students to handle and share the books in a responsible way.

Ask and briefly discuss:

**Q** *What can you do to give each person in your group a chance to choose books from the bin?*

**Students might say:**

"I can take just one book at a time to look at."

"After I take a book, I'll move so that someone else can browse."

"I can put any book that I'm not interested in reading back where I found it."

**Q** *What will you do if someone else is looking at a book that you want to look at?*

**Students might say:**

"I can wait a moment to see if the person puts the book down. Then I can look at it."

"I can look at a different book."

"I can say, 'It's okay. I'll look at that book another time.'"

Have the students browse through the bins and choose two or three books at the right levels for reading independently.

Tell the students that once they have chosen their books, they should begin reading one of them independently. Circulate and observe, helping students as needed.

## **4** Share Books and Reflect

Signal to let the students know when it is time to stop reading. Describe some responsible behaviors you noticed as the students were selecting and reading their books. Tell the students that they will have many opportunities to practice selecting and reading books that are at the right levels for them to read during IDR.

Ask and briefly discuss:

**Q** *What book did you choose? Why is it at the right level for you?*

Invite several volunteers to share their books with the class. Encourage them to say more about how they decided that their books were at the right levels for them.

### **ELL Note**

You might provide the prompt "I chose this book because . . ." to your English Language Learners to help them verbalize their answers to this question.

## Mini-lesson 2

# Self-monitoring and Using “Fix-up” Strategies

**ELPS 4.F.i**  
**ELPS 4.F.ii**  
IDR Mini-lesson 2  
Steps 1–7 (all instruction including Teachers Notes, beginning on page 528 and continuing on to page 587)

### Materials

- “Thinking About My Reading” chart
- One book for modeling, prepared ahead
- “Fix-up’ Strategies” chart, prepared ahead, and a marker

### Teacher Note

You might teach this lesson in multiple sessions, modeling one “fix-up” strategy and then allowing the students to practice it during the first session. Repeat the procedure to teach additional “fix-up” strategies at other times.

## DO AHEAD

- ✓ Select an appropriately leveled book to use for modeling “fix-up” strategies (see Step 2 and Step 4). Identify in advance passages that you can use to model the strategies, and think about what you will say. For more information, see “About Self-monitoring and Using ‘Fix-up’ Strategies” below.
- ✓ Prepare a sheet of chart paper titled “‘Fix-up’ Strategies” (see Step 3).
- ✓ Be ready to review the “Thinking About My Reading” chart from Unit 1.

### In this lesson, the students:

- Review self-monitoring during IDR
- Learn “fix-up” strategies to help them understand what they read
- Practice using “fix-up” strategies with IDR books
- Reflect on using “fix-up” strategies

### ABOUT SELF-MONITORING AND USING “FIX-UP” STRATEGIES

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading the words of a text but are not thinking about and comprehending it. In Unit 1, the students learn questions they can ask themselves to monitor their comprehension as they read. In this mini-lesson, the students review self-monitoring and learn strategies they can use to repair, or “fix,” their comprehension when they do not understand what they have read. These “fix-up” strategies include going back and rereading the text slowly and carefully, reading on to see if there is information that helps them better understand the text, using context clues to figure out the meaning of unfamiliar words or phrases, employing a comprehension strategy such as visualizing or looking at text features, and asking for help.

## 1 Review Self-monitoring and Introduce “Fix-up” Strategies

Gather the class with partners sitting together, facing you. Remind the students that reading books at the right levels helps them become stronger readers. Direct the students’ attention to the “Thinking About My Reading” chart. Review that one way strong readers know if they are

reading books that are right for them is by pausing while they read to ask themselves questions about what they have read and how well they understand it.

## Thinking About My Reading

What is happening in my book?

Do I understand what I am reading?

Do I know what most of the words mean?

Is this book interesting and fun to read?

Tell the students that there might be times when they ask themselves these questions and realize that they do not understand what they have read. Tell the students that today they will learn some “fix-up” strategies—tools that they can use to “fix” their understanding when they realize they do not understand what they have read.

## 2 Model Rereading and Reading Ahead

Explain that one strategy the students can use when they realize they do not understand what they read is to reread and read ahead. Show the front and back covers of the book you have chosen. Read the title and the names of the author and the illustrator aloud. Ask the students to watch and listen as you model reading, pausing to check your understanding, and then rereading and reading ahead to help you understand what you read. Explain that normally we read silently when we read independently, but that you will read this book aloud so that the students can hear what is happening in the book.

### You might say:

“My book is *Sunken Treasure* by Gail Gibbons. [Read a passage aloud and then pause.] I’ll ask myself: Do I understand what I’ve read so far? Do I know what most of the words mean? Although I understand most of what I read, I’m not sure what the word *wreck* means. I’ll go back and reread the passage slowly and carefully. As I reread, I’ll look for clues to help me figure out the meaning of this word. [Reread the passage aloud, slowly and carefully.] After reading the passage again, I notice that the second sentence describes the ‘rotting hull of a ship’ on the ocean floor. I think that’s a clue. The word *wreck* might be another way of talking about a sunken ship. I think that makes sense, but to be sure, I’ll read ahead to look for more clues that might help me. [Read a few sentences ahead.] Yes, the next sentence talks about ‘the sinking of a ship.’ Now I feel sure that a *wreck* is a sunken ship. I understand what I’ve read, so I’ll continue reading.”

### 3 Discuss What the Students Noticed and Introduce the “‘Fix-up’ Strategies” Chart

Ask and briefly discuss:

- Q *What did I do when I reread the passage?*
- Q *What did I do when I read ahead?*

**Students might say:**

“When you realized that you didn’t understand something, you went back and reread the passage.”

“You reread the passage really slowly and carefully.”

“You looked for clues in the story to help you understand a word you didn’t know.”

“When you read ahead in the book, you looked to see if there were more clues that might help you.”

As the students share, record their responses on the “‘Fix-up’ Strategies” chart. Be ready to rephrase their responses so that your chart is similar to the example in the diagram below.

#### “Fix-up” Strategies

When you don’t understand what you are reading:

- *Go back and reread slowly and carefully.*
- *Look for clues in the text.*
- *Read ahead to look for more clues or information.*

Direct the students’ attention to the “‘Fix-up’ Strategies” chart and briefly review the strategies. Remind the students that these are some strategies they can use when they realize that they do not understand what they have read.

### 4 Model Using a Reading Comprehension Strategy and Add to the Chart

Tell the students that another “fix-up” strategy they can use when they do not understand what they read is to use one of the comprehension strategies they have learned.

#### Teacher Note

If you are teaching this mini-lesson during Unit 1, prior to the introduction of the “Reading Comprehension Strategies” chart, you might skip Step 4 and wait until a later unit to teach this strategy.

Ask the students to watch and listen as you continue reading from your book and model using a comprehension strategy to help you understand what you read.

**You might say:**

"I'll continue reading my book. [Read a passage aloud and then pause.] I'll ask myself: Do I understand what I've read? Do I know what most of the words mean? I understand most of what I read, but I'm confused about how the Spanish galleon the *Atocha* sank. I know it sank during a bad storm, but I don't understand exactly how it happened. How can I help myself understand what I read? I'll try visualizing as I reread the passage. [Reread the passage aloud.] When I reread the passage, I pictured what was happening in my mind. I imagined an ocean storm with strong winds and big waves. I pictured a huge wave lifting the *Atocha* and bashing it against a rocky reef. Then I pictured the wooden part of the ship breaking, with pieces of wood floating in the water. Finally, I imagined the ship sinking underwater. By visualizing this passage, I understand better how the *Atocha* sank. Now I understand what I've read, so I'll keep reading."

Ask and briefly discuss:

**Q** *What did I do when I didn't understand what I read?*

**Students might say:**

"You [pictured what was happening in the story] to help you understand what you read."

"You [visualized to help you understand exactly how the ship sank]."

"You [reread the passage and tried to picture what was happening in your mind]."

As the students share, record their responses on the "Fix-up" Strategies chart. Be ready to rephrase their responses so that your chart is similar to the example in the diagram below.

### "Fix-up" Strategies

When you don't understand what you are reading:

- Go back and reread slowly and carefully.  
Look for clues in the text.
- Read ahead to look for more clues or information.
- Use a reading comprehension strategy.

### Teacher Note

Model using a comprehension strategy that the students have learned and that is appropriate for the book you have chosen.

## 5 Add “Ask for Help” to the Chart and Prepare to Read Independently

Briefly review the “Fix-up’ Strategies” chart. Tell the students that if they try using these “fix-up” strategies but are still confused about what they are reading, they can ask for help. Add *Ask for help* to the chart.

Explain that if none of these strategies work, the students should consider selecting a different book.

### “Fix-up” Strategies

*When you don’t understand what you are reading:*

- *Go back and reread slowly and carefully. Look for clues in the text.*
- *Read ahead to look for more clues or information.*
- *Use a reading comprehension strategy.*
- *Ask for help.*

Ask the students to get their IDR books and find places to sit. Explain to the students that they will read their books silently, pausing to ask themselves the questions on the “Thinking About My Reading” chart. If they realize that they do not understand what they are reading, they will practice using the “fix-up” strategies. Tell them that later they will share their experiences with the class.

## 6 Read Independently and Practice Using “Fix-up” Strategies

Have the students read silently for a few minutes. Remind them to ask themselves the questions on the “Thinking About My Reading” chart and to use “fix-up” strategies as needed. Circulate and observe, assisting students as needed. After a few minutes, signal to let the students know when it is time to stop reading.

## 7 Reflect on Self-monitoring and Using “Fix-up” Strategies

Ask and briefly discuss:

- Q *What did you notice as you checked your understanding while reading? What questions did you ask yourself?*
- Q *What did you do when you realized that you didn’t understand what you read?*

Review that strong readers pause while reading to check their understanding and use “fix-up” strategies when they realize that they do not understand something they have read. Tell the students that they can refer to the “Thinking About My Reading” chart and the “Fix-up Strategies” chart during IDR or any time they are reading.

# Introducing IDR Conferences

# Mini-lesson 3

## DO AHEAD

- ✓ During this lesson, you will model conferring with a student about a book he is reading independently as the rest of the class observes (see Step 4). Think in advance about the questions you will ask.
- ✓ Make two copies of the “IDR Conference Notes” record sheet for the unit you are currently teaching.

### In this lesson, the students:

- Review procedures and expectations for IDR
- Discuss the importance of IDR conferences
- Learn what happens during an IDR conference
- Practice reading independently
- Reflect on acting responsibly during IDR

### ABOUT IDR CONFERENCES

IDR conferences provide you with opportunities to get to know each student as a reader, talk with individual students about their reading, identify areas of strength, and note areas in which a student needs support. To learn more, see “IDR Conferences” in the Assessment Overview of the *Assessment Resource Book* or view “Setting Up IDR Conferences” (AV29).



### Materials

- Two copies of the “IDR Conference Notes” record sheet for your unit
- “Resource Sheet for IDR Conferences” for your unit, *Assessment Resource Book*

## 1 Gather and Review the Purpose of IDR

Gather the class with partners sitting together, facing you. Remind the students that IDR is a time when each of them reads independently in a book she enjoys. Review that during IDR, the students read books at their own reading levels and practice the reading comprehension strategies they are learning in the *Making Meaning* program. Remind them that the more reading practice they do in books at their independent levels, the stronger they will become as readers.

Tell the students that while they are reading independently, you will meet with one student at a time to talk about the book that he is reading. Explain that these one-on-one meetings are called *conferences* and that today the students will learn more about what happens during a conference.

## 2 Discuss the Importance of IDR Conferences

Explain that during an IDR conference, the students will talk about their books and share whatever thoughts or feelings they have about them. Point out that an IDR conference is also a time when they can share how they feel about themselves as readers. Explain that by conferring with the students about their reading, you can learn about their strengths as readers and talk with them about how they can become even stronger readers.

## 3 Describe an IDR Conference

Tell the students that you will explain what happens during most IDR conferences; afterward, you will model conferring with a student volunteer. Briefly explain what happens during an IDR conference.

### You might say:

"After all of you have chosen books and have begun reading silently, I will ask one student to bring his or her IDR book and confer with me. Let's say that I ask [Mei] to confer with me. She and I will go to a quiet table where we can talk by ourselves. I'll start the conference by asking her to tell me about her book so far. I might also ask why she chose the book and whether or not she likes it. Then I might ask her to read a passage from the book aloud, I might read a passage aloud as she listens, or she and I might take turns reading aloud from her book. Finally, [Mei] and I will talk about the passage and anything else she would like to share about her book."

Tell the students that during an IDR conference, you will write notes to help you remember what book the student is reading and what your discussion is about.

## 4 Model an IDR Conference and Discuss

Tell the students that now you will model an IDR conference. Choose a volunteer and ask her to get her IDR book and sit next to you. Ask the rest of the class to listen respectfully and notice what happens during the conference.

Confer with the student volunteer. As you confer, take notes using an “IDR Conference Notes” record sheet from the unit you are currently teaching (see “Do Ahead”) and refer to the “Resource Sheet for IDR Conferences” as necessary.

After the conference, thank the student volunteer. Ask and briefly discuss:

- Q *What did you notice when [Mei] and I were conferring about this book?*
- Q *What questions do you have about IDR conferences?*

## 5 Discuss Expectations During IDR Conferences

Remind the students that while you are conferring with individual students, the rest of the class will be reading their books independently. Briefly review your expectations for the students during this time.

**You might say:**

“While I am conferring with a student, I expect you to read silently to yourself until I signal for you to stop reading. I also expect you to stay seated and to not walk around the classroom. Finally, please try not to interrupt me as I’m conferring with another student.”

Ask:

- Q *What might you do if you have a question while I am conferring with another student?*

**Students might say:**

“If I have a question, I can quietly ask my partner.”  
“I can write down my question so that I remember it for later.”  
“I can ask you my question later.”

- Q *What might you do if you are having problems with the book you’re reading or if you need a new book?*

**Students might say:**

“If I’m having problems with my book, I can quietly ask my partner.”  
“I can reread the part of the book that is giving me problems.”  
“I can choose another book at my reading level to read.”

Tell the students that they will practice reading independently while you confer with another student. Ask them to keep these expectations in mind as they read.

### Teacher Note

Record your observations on an “IDR Conference Notes” record sheet and refer to the “Resource Sheet for IDR Conferences” as necessary.

## 6 Practice Reading Independently and Reflect

Have the students get their IDR books and begin reading independently. After the students have settled into their reading, select a student to confer with.

After you have completed the conference, signal for the students’ attention. Facilitate a brief discussion about how the students acted responsibly while you were conferring. Ask questions such as:

- Q *What did we do well when we read independently?*
- Q *What can we do to make sure independent reading and IDR conferences go smoothly?*

## Mini-lesson 4

## Reading with Expression

### DO AHEAD

- ✓ Consider pairing your English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.
- ✓ During this lesson, you will model reading aloud the “Excerpt from *Miss Nelson Is Missing!*” chart (WA1). Practice reading the excerpt both with and without expression and attention to the characters’ emotions (see Step 3).
- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print a class set of “Excerpt from *Miss Nelson Is Missing!*” (BLM1).
- ✓ Collect a variety of fiction books at various levels that the students can use to practice reading with expression (see Step 6).

### Materials

- *Miss Nelson Is Missing!* from Unit 1
- “Excerpt from *Miss Nelson Is Missing!*” chart (WA1)
- Class set of “Excerpt from *Miss Nelson Is Missing!*” (BLM1)

### In this lesson, the students:

- Hear part of a familiar book read aloud fluently
- Discuss how paying attention to characters’ personalities and emotions helps them read fluently
- Practice reading aloud with expression and attention to characters’ personalities and emotions
- Work responsibly in pairs
- Reflect on the importance of reading fluently

## ABOUT READING FLUENCY

*Fluency* is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency such as automatic word recognition, meaningful phrasing, pausing for punctuation, and reading with expression can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

### 1 Review *Miss Nelson Is Missing!*

Gather the class with partners sitting together, facing you. Show the cover of *Miss Nelson Is Missing!* and read the title and the names of the author and the illustrator aloud. Remind the students that they heard this book earlier. Page through the book, showing the illustrations to help the students recall the story. Ask and briefly discuss:

**Q** *What do you remember about this book?*

#### Students might say:

"It's about a class of students who act rude and silly. They don't listen to their teacher, Miss Nelson, who is very nice."

"One day Miss Nelson doesn't come to school. Another teacher named Miss Viola Swamp comes instead. Miss Swamp is very strict and mean."

"The kids are scared of Miss Swamp. They want Miss Nelson to come back."

"When Miss Nelson comes back, the kids are so happy to see her that they behave much better. I think Miss Swamp was actually Miss Nelson in disguise."

If necessary, briefly review the story. Tell the students that today you will read part of *Miss Nelson Is Missing!* aloud and that you would like them to listen carefully to how you read the words of the story.

### 2 Introduce the Excerpt

Show pages 8–10 of the book and explain that this is the part of the story in which Miss Nelson does not come to school and Miss Viola Swamp appears. Display the "Excerpt from *Miss Nelson Is Missing!*" chart (WA1), and tell the students that this is an excerpt from the pages of the story you just showed them.

#### Teacher Note

You might teach this lesson in multiple sessions, teaching Steps 1–4 during the first session and Steps 5–6 at another time.

Explain that you will read the excerpt aloud in two different ways. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

### 3 Read the Excerpt With and Without Expression and Discuss

Read the excerpt aloud twice. The first time you read, read expressively and let your voice reflect the characters' personalities and emotions. The second time you read, do not read expressively.

After you have read the excerpt aloud twice, ask:

**Q** *What did you notice about the two ways I read the excerpt?*

**Students might say:**

"The first time you read it, it was more exciting."

"The first time, you made your voice sound mean when Miss Swamp was talking."

"I noticed that you made Miss Swamp sound different from the kids the first time you read."

"The second time, I noticed that you read all the words the same way. It wasn't as interesting. It also wasn't as easy to understand what was happening."

Tell the students that the first time you read, you paid attention to the characters' personalities (what they are like as people) and their emotions (feelings).

Direct the students' attention to the "Excerpt from *Miss Nelson Is Missing!*" chart. Point to the sentences "'Wow!' yelled the kids. 'Now we can *really* act up!'" and "'Today let's be just terrible!' they said.'" Explain that in the beginning of the excerpt, the students feel excited and are planning to misbehave, so you read that part in an excited voice.

Point to the sentence "'Where is Miss Nelson?' asked the kids." Explain that after Miss Swamp appears, the students become scared and confused, so you changed your voice to express their fear and confusion. Tell the students that when you pay attention to the characters' personalities and emotions and express them in your reading, we say you are reading with *expression*, or feeling.

Explain that reading with expression helps you read fluently. When you read *fluently*, you read in a way that makes a story interesting and easy for listeners to understand. Tell the students that fluent readers use their voices to show the personality of a character, or what the character is like, and how he or she is feeling.

Point out that during your second reading of the excerpt, you did not read with expression, which made the excerpt less interesting and more difficult for listeners to understand.

## 4 Reread the Excerpt and Discuss

Direct the students' attention back to the "Excerpt from *Miss Nelson Is Missing!*" chart. Tell the students that you will reread the excerpt. Ask them to follow along as they listen and to think about Miss Swamp's personality, or what she is like as a person. Read aloud expressively, letting your voice reflect Miss Swamp's personality as you read.

After you have read the excerpt, ask and briefly discuss:

**Q** *What do you think Miss Swamp's personality is? How did the way I read the words help you know that?*

### Students might say:

"I think Miss Swamp is mean. I noticed that Miss Swamp 'hissed' when she talked. You made your voice sound mean when you read her words."

"In addition to what [Michelle] said, you used a mean voice when Miss Swamp told the students to get out their arithmetic books."

Review that you read the excerpt with expression—using your voice to express the characters' personalities and how they are feeling. Point out that you paid attention to the words in the excerpt that describe how the characters speak, such as *yelled*, *hissed*, and *snapped*, and that you used those words to make your reading expressive. Underline *yelled*, *hissed*, and *snapped* on the chart.

Review that when fluent readers read aloud to others or to themselves, they use their voices to express the characters' personalities and how they are feeling. Tell the students that reading fluently is important because it helps readers better understand and enjoy books.

## 5 Model Partner Reading and Have the Students Practice Reading with Expression

Distribute a copy of "Excerpt from *Miss Nelson Is Missing!*" (BLM1) to each student. Explain that the students will take turns reading the excerpt aloud to each other in pairs.

Ask the students to watch and listen as you model reading with a partner. Choose a volunteer to be your partner and ask him to sit next to you. Tell the students that you will read the first four lines of the excerpt aloud with expression and that your partner will follow along on his copy of the excerpt and listen carefully. Then have your partner read the same part of the excerpt aloud as you follow along and listen carefully.

Point out that you and your partner read aloud slowly and clearly, followed along with the words in the excerpt, and listened carefully. Remind the students to pay attention to what the characters are like and how they are feeling to help them read expressively.

### Teacher Note

You might explain that fluent readers also use punctuation marks to help them read expressively. Point out the sentences "Now we can *really* act up!" "Today let's be just terrible!" and "Not so fast!" in the excerpt. Explain that readers put emotion, such as excitement, anger, or fear, into their voices when they read a sentence that ends with an exclamation point. Point to the question mark in the sentence "Where is Miss Nelson?" in the excerpt, and explain that readers should also read a sentence that ends with a question mark as though they are actually asking a question.

### Teacher Note

If your students have experience with partner reading, you might consider skipping the modeling in this step.



Have partners take turns reading the entire excerpt aloud to each other. Circulate and assist students as needed. After partners have taken turns reading the excerpt, ask and briefly discuss:

**Q** *What did you notice about your reading when you read the excerpt with expression?*

**Students might say:**

"I slowed down because I was paying more attention to the characters' feelings and thinking about how to express them in my reading."

"As I read, I changed my voice so that what Miss Swamp says sounded different from what the kids say."

**Q** *What did you notice about how your partner read?*

**Students might say:**

"When my partner was reading, I could really tell the difference between the characters."

"I noticed that her reading was fun to listen to. I liked it."

If time permits, you might invite a few volunteers to read the excerpt aloud to the class.

**Teacher Note**

If a student does not have a fiction IDR book, allow her to select one from the fiction books you collected in advance.

**6** **Read IDR Books with Expression and Discuss**

Have the students get their IDR books and sit with their partners. Ask each student to take a few minutes to look through his book and find one or two pages in which a character is feeling happy, sad, angry, curious, confused, or another emotion. Then have the students read their chosen pages silently, paying attention to the characters' feelings and personalities. Circulate and assist students as needed.



After a few minutes, signal for the students' attention. Have partners take turns reading their pages aloud to each other with expression. Ask the students to read in voices that are loud enough for them and their partners to hear, but not so loud that their classmates cannot hear themselves read.

After partners read their pages aloud to each other, ask and briefly discuss:

**Q** *What did you like about hearing your partner read his or her book with expression?*

**Students might say:**

"I liked the way my partner changed his voice to make the character sound very happy when he was reading."

"I liked it when my partner used different voices for each character's words."

"I liked it because it made the book sound more interesting. It helped me understand how the character feels."

Remind the students that reading with expression is part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Encourage the students to practice reading with expression when they read during IDR or any time they are reading.

## Reading in Meaningful Phrases

## Mini-lesson 5

### DO AHEAD

- ✓ Consider pairing English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.
- ✓ During this lesson, you will use the “Excerpt from *Two Bobbies*” chart (WA2) to model reading aloud. Practice reading the excerpt aloud both with and without meaningful phrasing and attention to the natural rise and fall of your voice (see Step 3).
- ✓ During this lesson, you will use the “Excerpt from *Two Bobbies*” chart (WA2) to model chunking, marking it up to indicate how you might read it aloud with meaningful phrasing. Think in advance about how you will mark up the excerpt (see Step 4).
- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print a class set of “Excerpt from *Two Bobbies*” (BLM2).
- ✓ Collect a variety of nonfiction books at various levels that the students can use to practice reading in meaningful phrases (see Step 7).

#### In this lesson, the students:

- Hear part of a familiar nonfiction book read aloud fluently
- Discuss how grouping words into meaningful phrases helps them read fluently
- Practice reading aloud in meaningful phrases
- Work responsibly in pairs
- Reflect on the importance of reading fluently

#### Materials

- *Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival* from Unit 1
- “Excerpt from *Two Bobbies*” chart (WA2)
- Class set of “Excerpt from *Two Bobbies*” (BLM2)

## ABOUT READING FLUENCY

*Fluency* is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency, such as automatic word recognition, meaningful phrasing, pausing for punctuation, and reading with expression, can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

### Teacher Note

You might teach this lesson in multiple sessions, teaching Steps 1-5 during the first session and Steps 6-7 at another time.

## 1 Review *Two Bobbies*

Gather the class with partners sitting together, facing you. Show the cover of *Two Bobbies* and read the title and the names of the authors and the illustrator aloud. Remind the students that they heard this nonfiction book earlier. Page through the book, and show the illustrations to help the students recall the story. Ask and briefly discuss:

**Q** *What do you remember about this book?*

#### Students might say:

"It's a true story about a dog named Bobbi and a cat named Bob Cat. The book is about what happened to them after Hurricane Katrina."

"Bobbi and Bob Cat were left on their own after the hurricane. They roamed around looking for food, but they always stayed together."

"They were rescued and taken to an animal shelter. Then people realized that Bob Cat was blind and that Bobbi was taking care of him. But no one could find their owners."

"After a TV show told Bobbi and Bob Cat's story, many people wanted to give them a new home. Now Bobbi and Bob Cat have a new home together."

If necessary, briefly review the story. Tell the students that today you will read part of *Two Bobbies* aloud and that you would like them to listen carefully to how you read the words of the story.

## 2 Introduce the Excerpt

Show pages 6–9 of the book and explain that this is the part of the story right after the hurricane in which Bobbi and Bob Cat are alone at their house, waiting for help. Display the "Excerpt from *Two Bobbies*" chart (WA2), and tell the students that this is an excerpt from the pages of the story you just showed them.

Explain that you will read the excerpt aloud in two different ways. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

### 3 Read the Excerpt With and Without Attention to Phrasing and Discuss

Read the excerpt aloud twice. The first time you read, read smoothly, grouping words into logical, meaningful phrases and allowing the natural rise and fall of your voice to reflect the phrasing.

The second time you read, group words and phrases in ways that are illogical and unnatural, and read in a choppy manner, rushing some words and phrases while reading others in a halting, word-by-word fashion. Keep the pitch of your voice relatively flat.

After you have read the excerpt aloud twice, ask:

**Q** *What did you notice about the two ways I read the excerpt?*

#### Students might say:

"The first time, your reading sounded smooth. It was easy to understand, like you were talking to us."

"The second time, you kept stopping in places that sounded strange. Sometimes you read the words too fast."

"I agree with [Eli]. The second time, you kept starting and stopping in weird places."

"The second time, I couldn't understand what you were reading. It was hard to tell what was happening in the story."

Tell the students that the first time you read the excerpt, you grouped words together into phrases that made sense in the story and that sounded natural, as if you were talking. Explain that grouping words together into meaningful phrases when you read is called *chunking* and that this is something fluent readers do. Tell the students that chunking can make their reading smoother, more natural sounding (like speech), and easier for readers to understand.

Point out that during your second reading, you did not think about chunking, or grouping, words into meaningful phrases; instead, you focused on just one word at a time and did not think about its meaning in the excerpt as you read. Explain that this made your reading less fluent—or slow and choppy in some parts of the excerpt and rushed in other parts. It also made your reading more difficult for listeners to understand.

### 4 Model Chunking the Excerpt

Direct the students' attention back to the "Excerpt from *Two Bobbies*" chart. Tell them that you will think aloud and model chunking the

#### TEKS 4.A.i

Student/Teacher Narrative  
Step 3

(second, third, and fourth paragraphs; first Teacher Note in green margin, and "Students might say" note)

#### Teacher Note

Students who do not read fluently may use rushed or halted phrasing. Having the students hear and discuss examples of proper and improper phrasing helps build their awareness of what fluent reading sounds like.

#### TEKS 4.A.iii

Student/Teacher Narrative  
Step 4 and Step 5

(all, beginning on page 597 and continuing on to page 599)

## Teacher Note

We suggest using single slash marks to indicate shorter pauses that occur mid-sentence and double slash marks to indicate longer pauses at the end of sentences.

## Teacher Note

To ensure that your reading sounds natural and fluent, we suggest that you do not over-emphasize the brief (single-slash) pauses that occur mid-sentence and do not coincide with commas. Instead, use the natural rise and fall of your voice to subtly indicate these very short pauses.

excerpt so that it makes sense and sounds natural when you read it aloud. Explain that as you read, you will insert slashes to show which groups of words you might chunk into meaningful phrases.

### You might say:

"I will read the first sentence aloud and think about how to chunk it in a way that makes sense and sounds natural, as if I were talking. I'll try putting a single slash after the word *Cat* because I think I might pause there in the sentence. Since this pause is very short, I used just one slash. I'll put double slash marks at the end of the sentence after the period because that's where I pause long enough to let listeners know that the sentence has ended. Now I'll read the sentence aloud: 'Bobbi and Bob Cat/ were left behind.//' Listening to myself read aloud, I think it sounds choppy. I don't naturally pause after the words *Bob Cat*. Maybe the sentence would sound better if I read it as one chunk. I'll try that instead: 'Bobbi and Bob Cat were left behind.//' Yes, that sounds more natural to me.

Now I'll read the next two sentences aloud and think about chunking them in ways that make sense. I'll try this: 'Bobbi had been tethered/ with a length of chain.// Bob Cat stayed by her side.//' Yes, that sounds good to me. I pause very briefly after the word *tethered*, so I'll keep that single slash there, and I put double slash marks after each period. I think the sentence 'Bob Cat stayed by her side' is so short that it should be all one chunk. It might sound strange and choppy if I read it another way, for example: 'Bob Cat/ stayed/ by her side.//'

Now I'll chunk the last sentence in the paragraph. I'll try this: 'Together, in the silent heat,/ they waited for/ help/ to come.//' I don't think that sounds natural. The first half of the sentence sounds rushed, and the second half sounds choppy. Also, I didn't pay attention to the two commas in the sentence. I'll try a different way of chunking, using the commas as clues: 'Together,/ in the silent heat,/ they waited for help to come.//' That sounds better to me. I think reading the sentence like that makes it easier for listeners to understand."

Continue thinking aloud and modeling to the end of the excerpt. As you model, invite volunteers to suggest ways to chunk sentences and discuss their thinking with the class.

## 5 Reread the Excerpt with Attention to Phrasing and Discuss

Tell the students that you will reread the chunked excerpt fluently. Ask them to follow along as they listen and to think about what they notice about your reading.

Reread the marked-up "Excerpt from *Two Bobbies*" chart fluently, attending to phrasing and allowing the natural rise and fall of your voice to reflect the phrasing.

Ask and briefly discuss:

**Q** *What did you notice about the chunked words on the chart?*

**Students might say:**

"I noticed that some chunks were short and only had a few words. Other chunks were longer."  
"I noticed that whenever there is a comma or a period, there is a slash."

If necessary, point out that some chunks have just a few words while other chunks have more words. Explain that the length of each chunk depends on the meaning of the words, whether the words sound natural when they are chunked together, and the presence of punctuation such as commas and periods. Then ask:

**Q** *What did you notice about my voice as I read?*

**Students might say:**

"Your reading sounded like you were talking."  
"I noticed that you paused when you reached a slash. When you reached a double slash mark, you paused longer."  
"I noticed that when you got to the end of a chunk, you stopped for a second. Sometimes your voice got lower at the end of a chunk."

Explain that when fluent readers read aloud, they may try chunking a sentence in several different ways and then ask themselves which way makes sense and sounds the most like regular speech.

## **6** Model Partner Reading and Have the Students Practice Reading with Attention to Phrasing

Distribute a copy of "Excerpt from *Two Bobbies*" (BLM2) to each student. Tell the students that they will take turns reading the excerpt aloud to each other in pairs.

Ask the students to watch and listen as you model reading with a partner. Choose a volunteer to be your partner and ask her to sit next to you. Tell the students that you will read the first paragraph of the excerpt fluently, grouping the words into meaningful phrases, and that your partner will follow along on her copy of the excerpt and listen carefully. Then have your partner read the first paragraph of the excerpt aloud as you follow along and listen carefully.

Point out that you and your partner read aloud slowly and clearly, followed along with the words in the excerpt, and listened carefully. Remind the students to pay attention to how they and their partners group the words into meaningful phrases or chunks.

### Teacher Note

You might point out that you changed your voice, letting it go slightly up or slightly down, as you read the chunked words. Tell the students that this is something fluent readers often do and that it is part of what makes their reading sound natural, like speech. Encourage the students to experiment with changing the pitch of their voices as they read aloud later in the lesson.

### Teacher Note

If your students have experience with partner reading, you might consider skipping the modeling in this step.

#### TEKS 4.A.i

Student/Teacher Activity Step 6 and Step 7 (all, beginning on page 599 and continuing on to page 600)

#### TEKS 4.A.iii

Student/Teacher Activity Step 6 (all, beginning on page 599 and continuing on to page 600)



Have partners take turns reading the entire excerpt aloud to each other. Circulate and assist students as needed. After partners have taken turns reading the excerpt aloud to each other, ask and briefly discuss:

**Q** *What did you notice about your reading when you grouped the words into chunks?*

**Students might say:**

"I noticed that my reading sounded smoother."

"As I read, I tried to think about how to chunk words in ways that made sense and sounded like talking."

"I let my voice go up and down as I read, and it sounded better."

"I noticed that I didn't rush through my reading. I slowed down, and it sounded better."

**Q** *What did you notice about how your partner read?*

**Students might say:**

"When my partner was reading, I could really understand what was happening in the story."

"I noticed that his reading was easy to listen to. I liked it."

If time permits, you might invite a few volunteers to read the excerpt aloud to the class.

### Teacher Note

If a student does not have a nonfiction IDR book, allow him to select one from the nonfiction books you collected in advance.

## 7 Read IDR Books with Attention to Phrasing and Discuss

Have the students get their IDR books and sit with their partners. Ask each student to take a few minutes to look through her book and find a passage she is interested in reading. Then have the students read their chosen passages silently, paying attention to how they might chunk the words into meaningful phrases. Circulate and assist students as needed.



After a few minutes, signal for the students' attention. Have partners take turns reading their pages aloud to each other, chunking the text as they read. Ask the students to read in voices that are loud enough for them and their partners to hear, but not so loud that their classmates cannot hear themselves read. Tell partners to listen carefully to each other because you will ask them to share what they noticed with the class.

After partners read their pages aloud to each other, ask and briefly discuss:

**Q** *What did you notice when you were reading and chunking the words into meaningful phrases?*

**Q** *What did you notice about how your partner read?*

Remind the students that chunking, or grouping words into meaningful phrases when they read, is part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Encourage the students to practice chunking when they read during IDR or any time they are reading.

## Using Word-analysis Strategies

## Mini-lesson 6

### DO AHEAD

- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print a class set of “A New Robot” (BLM3).
- ✓ Prepare a sheet of chart paper with the title “Word-analysis Strategies.” See Step 3.

#### In this lesson, the students:

- Learn word-analysis strategies to figure out the meanings of unfamiliar words
- Practice word-analysis strategies during IDR
- Reflect on using word-analysis strategies

### ABOUT WORD-ANALYSIS STRATEGIES

During this lesson, the students are introduced to word-analysis strategies they might use to help them determine the meanings of unfamiliar words when reading independently. At grade 3, the lesson focuses on using prefixes, suffixes, and base words; recognizing compound words; and using context clues to verify that a meaning makes sense. If you have introduced your students to word-analysis strategies during small-group reading instruction that are different from those suggested here, you can adapt this lesson to reflect your earlier instruction.

### 1 Introduce Using Word-analysis Strategies

Gather the class with partners sitting together, facing you. Remind the students that they are reading books independently during IDR to help them become stronger readers.

**ELPS 4.D.i**  
**ELPS 4.E.i**  
**ELPS 4.F.iii**  
IDR Mini-lesson 6  
Steps 1–7  
(all instruction including Teacher Notes, beginning on page 601 and continuing on to page 607)

#### Materials

- “A New Robot” chart (WA3)
- Class set of “A New Robot” (BLM3)
- “Word-analysis Strategies” chart, prepared ahead, and a marker

**TEKS 2.A.xxix**  
Student/Teacher Narrative  
Step 2 (all, beginning on page 602 and  
continuing on to page 603)

### Teacher Note

You might teach this lesson in multiple sessions, teaching Steps 2 and 3 and allowing the students to practice those strategies during the first session, and then teaching the remaining steps of the lesson at another time.

Tell the students that while they are reading independently, they might come across *unfamiliar* words, or words whose meanings they do not know. Explain that today the students will learn strategies to help them *analyze*, or carefully study, unfamiliar words to figure out their meanings.

## 2 Model Identifying Prefixes, Suffixes, and Base Words

Display the “A New Robot” chart (🗺️ WA3), and distribute a copy of “A New Robot” (BLM3) to each student. Read the title aloud and explain that this is a fictional passage about a scientist. Tell the students that you will read the passage aloud. Ask them to follow along as you read and to notice what you do when you come to unfamiliar words.

Read the first paragraph of “A New Robot” aloud slowly and clearly. Pause when you come to the word *cleverest* and circle it on the chart. Model figuring out its meaning by identifying a known suffix and base word.

#### You might say:

“Here’s an unfamiliar word. What can I do to figure out what it means? I’ll begin by looking carefully to see if I recognize any parts of the word. Yes, this word has an ending I recognize: *-est*. This is a *suffix*, a letter or group of letters that is added to the end of a word to make another word. I know that the suffix *-est* means ‘most.’ Do I recognize any other parts of the word? Looking again, I see that the remaining part is actually the word *clever*, which means ‘smart.’ So this unfamiliar word is the word *clever* combined with the suffix *-est*, to make the word *cleverest*, which means “the most clever.” Does that meaning make sense in the passage? I’ll reread to see if it does. Yes, it does make sense because Professor Z is clearly very smart and an excellent scientist.”

Continue reading the first paragraph. Pause when you come to the word *inventions* and circle it on the chart. Model figuring out its meaning by identifying a base word.

#### You might say:

“Here’s another unfamiliar word. I’ll look carefully to see if I recognize any parts of the word. I recognize *invent*. I know *invent* means ‘to create or make something new.’ I also see what might be a suffix, but I don’t know its meaning. Still, I can use what I know about the word *invent* to figure out the meaning of *inventions*. Based on the meaning of *invent*, I think that *inventions* are probably new things that Professor Z has created or made. Does that make sense in the sentence? Yes, I think so. If Professor Z has created lots of new things, that would make her famous.”

Read the second and third paragraphs. Pause when you come to the word *rebuilds* in the third paragraph, and circle it on the chart. Model figuring out its meaning by identifying a known prefix and base word.

**You might say:**

"Here's another unfamiliar word. I'll look carefully at it to see if I recognize any parts of the word. First, I notice the letters *re-* at the beginning. These letters form a *prefix*, a letter or group of letters added to the beginning of a word to make another word. I know the prefix *re-* can mean 'again.' Do I recognize any other parts of the word? Yes, I recognize *builds*. The word *builds* means 'puts something together,' and so I think that *rebuilds* must mean 'puts something together again.' Does that make sense when I reread the passage? Yes, because Professor Z builds the robot a first time, takes it apart, and then puts it together again in a new and better way."

### 3 Discuss the Modeling and Introduce the "Word-analysis Strategies" Chart

After you have read the first three paragraphs, ask and discuss:



**Q** *What did I do to analyze the unfamiliar words and figure out their meanings? Turn to your partner.*

After partners have discussed the question, direct the students' attention to the "Word-analysis Strategies" chart and read the title aloud. Have a few volunteers share their thinking with the class.

**Students might say:**

"First you looked carefully at each word. You asked yourself if you recognized any parts of the word."

"When you looked at *cleverest*, the first part you recognized was the suffix *-est*. When you looked at *rebuilds*, you recognized the prefix *re-*."

"When you looked at *inventions*, you didn't know the suffix, but you did recognize that the other part of the word was *invent*."

"You used the parts you recognized to figure out the unfamiliar word's meaning. Then you asked yourself if the meaning made sense in the sentence."

As the students share, record their responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram on the next page. If necessary, review the strategies you used to figure out the meanings of the unfamiliar words.

**TEKS 2.A.xiii**  
Student/Teacher Activity  
Step 3 (all, beginning on page 603 and continuing on to page 604) and Step 5 (all, beginning on page 605 and continuing on to page 606)

#### Teacher Note

If you are teaching the vocabulary lessons, you might remind the students of other prefixes and suffixes they have learned or vocabulary words that contain familiar base words.

## Teacher Note

You will add an additional strategy to the chart in Step 4. Leave space in your chart to do this, as shown in the sample diagram.

## Word-analysis Strategies

Look carefully at the word. Ask yourself:

- Do I recognize any parts of the word?
- Look for a prefix or suffix you know.
- Look at the part of the word to which the prefix or suffix is added. Ask yourself: Is this part a word I recognize? Do I know its meaning?
  
- Use what you know about the parts of the word to figure out its meaning.
- After you have figured out the meaning of the word, reread the sentence(s). Ask yourself: Does the meaning make sense?

## 4 Model Identifying Compound Words and Add to the Chart

Tell the students that you will continue reading the passage. Ask them to continue noticing what you do when you come to unfamiliar words.

Read the fourth paragraph of “A New Robot” aloud. When you reach the word *spacecraft*, point to it and tell the students that this word is unfamiliar to you. Circle it on the chart, and model figuring out the meaning by identifying it as a compound word.

### You might say:

“This word is unfamiliar to me. As I did before, I’ll look to see if I recognize any parts of the word. I recognize two words I know, *space* and *craft*. Now I recognize that this is a *compound word*, a word that’s made up of two smaller words. I can use what I know about the meanings of *space* and *craft* to figure out what *spacecraft* means. *Space* has several meanings, but here I think the writer is talking about outer space because Professor Z mentions the planet Mars. *Craft* also has several meanings, but here I think the writer is talking about a ship or something else that people travel in. So I think that a *spacecraft* is ‘a ship in which astronauts travel when they visit outer space.’ Does that meaning make sense in the sentence? Yes, it does.”

Follow the same procedure to model figuring out the meaning of the word *spacesuit*. After you have read the fourth paragraph, ask and briefly discuss:



**Q** *What did I do to figure out the meanings of spacecraft and spacesuit?*  
Turn to your partner.

After partners have discussed the question, direct the students' attention to the "Word-analysis Strategies" chart. Have a few volunteers share their thinking with the class.

**Students might say:**

"First you looked carefully at the word to see if you recognized any parts of it."

"You noticed that it was a compound word made up of two words you already knew."

"When you thought about the meanings of *space* and *suit*, you figured out the meaning of *spacesuit*."

"After you figured out the meaning, you asked yourself if it made sense in the passage, and it did."

Using the students' responses, add a strategy about recognizing compound words to the chart. Be ready to paraphrase so that your chart is similar to the example in the diagram below.

### Word-analysis Strategies

Look carefully at the word. Ask yourself:

- Do I recognize any parts of the word?
- Look for a prefix or suffix you know.
- Look at the part of the word to which the prefix or suffix is added. Ask yourself:  
Is this part a word I recognize? Do I know its meaning?
- Ask yourself: Is it a compound word? Look for two or more words you know inside the unfamiliar word.
- Use what you know about the parts of the word to figure out its meaning.
- After you have figured out the meaning of the word, reread the sentence(s). Ask yourself: Does the meaning make sense?

### Teacher Note

If you are teaching the vocabulary lessons, you might remind the students of other compound words they have learned.

### Teacher Note

If the students do not identify any unfamiliar words, point to and circle the word *oddest* on the chart. Ask and briefly discuss, “What might you do if you come to this word and you don’t know what it means?” In the same way, you might discuss some of the following words in the final paragraphs: *inspiration*, *reimagined*, *awestruck*, *thankful*, *inspection*, *reviews*, *improvement*.

Briefly review the chart, pointing to each strategy as you read it. Remind the students that these are things they can do to figure out words they do not know when they are reading independently.

## 5 Have Partners Practice the Strategies

Tell the students that now partners will read the last four paragraphs of the passage together using their copies of “A New Robot” (BLM3). Remind the students that if they come across an unfamiliar word, they can use the ideas on the “Word-analysis Strategies” chart to figure out its meaning.



Give partners a few minutes to read and discuss the last four paragraphs. Circulate and observe, assisting students as needed.

When most students are finished, signal for their attention. Have one or two volunteers take turns reading the final paragraphs aloud. Then discuss as a class:

- Q *Did you and your partner come across an unfamiliar word? If so, what was the word?*
- Q *What did you do to figure out the meaning of the word?*

#### Students might say:

“We looked carefully at the word to see if we recognized any parts of it.”

“We looked for a prefix or suffix to see if we could find one that we recognized. We noticed the prefix *re-*.”

“We realized that *awestruck* is a compound word made up of *awe* and *struck*. That helped us figure out the meaning.”

“We recognized the word *improve* in the word *improvement*. That helped us figure out what *improvement* means.”

As volunteers share, point out the strategies they used on the “Word-analysis Strategies” chart.

## 6 Practice Using Word-analysis Strategies During IDR

Ask the students to get their IDR books and find places to sit. Explain that they will read quietly for a few minutes. Encourage the students to use the strategies on the chart to help them figure out the meanings of unfamiliar words in their books. Explain that later they will have a chance to share any strategies they used with the class.

Have the students read their IDR books quietly for a few minutes. Circulate and assist students as needed.

## 7 Reflect on Using Word-analysis Strategies

Signal for the students' attention. Ask and briefly discuss:

**Q** *Were there any words in your book that were unfamiliar to you? What did you do to figure out their meanings?*

Tell the students that using word-analysis strategies to figure out the meanings of unfamiliar words will help them become stronger readers and better understand and enjoy books.

Tell the students that they can refer to the “Word-analysis Strategies” chart when they read during IDR or any time they are reading.

# Appendix B

## TECHNOLOGY MINI-LESSONS

### Mini-lesson 1

## Navigating Safely Online

### 🕒 DO AHEAD

- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the digital citizenship family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prepare a sheet of chart paper with the title “Our Digital Citizenship Contract” and the class rules for staying safe online (see Step 4).
- ✓ Find out if your school has an acceptable use policy that the students and their families need to sign before the students can use computers. Be prepared to review the policy with the students in Step 4.
- ✓ (Optional) You might set up a class website and create an online version of the “Our Digital Citizenship Contract” chart and other useful lists or information.

### Materials

- “Our Digital Citizenship Contract” chart, prepared ahead, and a marker
- Copy of the digital citizenship family letter (BLM1) for each student

### In this lesson, the students:

- Work in pairs
- Learn and use the term *digital citizen*
- Compare staying safe online to staying safe in the real world
- Reflect on class rules for staying safe online

### ABOUT DIGITAL CITIZENSHIP LESSONS

In Technology Mini-lessons 1-3, the students think about and discuss how to use the Internet in safe, secure, and respectful ways. The lessons culminate in the students signing “Our Digital Citizenship Contract,” which lists rules and agreements for responsible online behavior at school. After each lesson, the students are encouraged to share what they learned with their families and to create similar rules and agreements for online behavior when not at school. If possible, plan to teach all three digital citizenship lessons in order before the students do projects that involve online work.

## 1 Gather and Discuss Going Online

Gather the class with partners sitting together, facing you. If possible, have current *Making Meaning* partners work together. Tell the students that during the school year, they will have opportunities to use the Internet in various ways. Remind them that the Internet is a worldwide network of computers that millions of people use every day to search for information, visit websites, and send e-mail. Using the Internet, or going online, connects the students to the world and allows them to find interesting facts and information. Ask and briefly discuss:

**Q** *What kinds of things do you like to do online?*

## 2 Introduce Digital Citizenship

Tell the students that just as they need to be responsible citizens in real life by following rules and treating people well, they also need to be responsible citizens when they are online. When they go online to connect with people or to find information, they are participating in a kind of community. Being responsible and making good choices in this community is known as being a *good digital citizen*. Tell the students that one way to be a good digital citizen is to follow certain online safety rules.

## 3 Compare Staying Safe Online to Staying Safe in the Real World

Explain that staying safe when going online can be similar to staying safe in the real world. Ask the students to listen as you describe the following scenario aloud:

"Hazel's friend Chloe calls asking if Hazel wants to meet her and her mom at the park. Hazel lives around the corner from the park, so she asks for permission to walk there on her own. Hazel's mom says yes and reminds her to stay safe and be careful."

Point out that Hazel asks for permission before she walks to the park. This helps her stay safe because her mom knows where she is going. Ask and briefly discuss:

**Q** *What might Hazel do to stay safe while walking to the park? How will that keep her safe?*

**Students might say:**

"Hazel should walk on sidewalks and look both ways before crossing the street."

"Hazel should go straight to the park and not stop anywhere else along the way. That way she won't get lost."

Then use "Think, Pair, Share" to discuss:



**Q** *How might going online be similar to going for a walk in your neighborhood?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking.

**Students might say:**

"There are a lot of places to go on the Internet, so you have to know which places are safe to visit."

"You could get lost if you don't know where you're going."

"You shouldn't talk to people you don't know when you are on a walk or when you are online."

If the students do not mention it, point out that there are countless numbers of websites on the Internet, so it is important to know what to look for and what to avoid. Explain that just as it is important to know how to get to the park and how to be safe as you walk there, it is important to know which websites are safe to visit and which ones should be avoided. Just as you would not share private information with people you do not know on a walk to the park, it is important that you do not share private information with people you do not know online. Point out that just as you would tell an adult if you noticed anything suspicious on a walk, it is important to tell an adult if you notice anything suspicious online. It is also important to ask for help whenever you need it.

#### **4** Introduce Class Rules for Staying Safe Online

Explain that this year the students will have opportunities to go online at school and that today they will discuss the rules they need to follow to stay safe. Post the chart titled "Our Digital Citizenship Contract" where everyone can see it, and read each rule to the class.

#### **Teacher Note**

You may want to give the students specific examples of ways they will use the Internet at school this year.

## Our Digital Citizenship Contract

We will get permission before going online.

We will ask the teacher or a responsible adult before going to an unknown website.

We will ask the teacher or a responsible adult for help if we come across any information that is confusing or makes us uncomfortable.

We will ask the teacher or a responsible adult before downloading anything from the Internet.

We will ignore advertisements and pop-ups.

We will leave computer and search settings alone.

We will follow all school computer rules.

### Teacher Note

You may want to explain that *downloading* means “copying files, games, or applications from the Internet onto your computer, tablet, or smartphone.”

### Teacher Note

If your school has an acceptable use policy that students and their families need to sign before the students can use the computers, review it with the students and confirm that the settings on the search engines on your school’s computers are set to “Strict,” “Safe,” or a comparable mode.

## 5 Reflect on Online Safety Rules

Use “Think, Pair, Share” to have the students discuss how the rules will help keep them safe online by asking questions such as:



**Q** *Why do you think [ignoring advertisements and pop-ups] is important?*  
[pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class.

#### Students might say:

“Ads won’t help us with our schoolwork, so there’s no reason to click them.”

“We don’t shop online when we are in school, so it’s a good idea to ignore them.”

Then ask:

**Q** *What else might we do to stay safe online? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow these rules for staying safe online. Tell them that in coming lessons they will discuss other ways to be good digital citizens and add them to the chart.

### Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 2. If you have not already done so, you might set up a class website (see “Do Ahead”) and create an online version of the chart.

### Teacher Note

Send home with each student a copy of the digital citizenship family letter (BLM1).

### Teacher Note

Have the class help you list ideas for favorite child-friendly websites on a sheet of chart paper. Post the list where everyone can see it, and add an online version to your class website. Give the students time to explore the websites on the list, and continue to add new ones throughout the year.

## Mini-lesson 2

### Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 1 with privacy rules added, and a marker

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 1).

### Teacher Note

Keep the online privacy rules in the last three lines covered until you introduce them in Step 4.

## 6 Discuss Staying Safe Online When Not at School

Tell the students that you would like them to discuss with their families the rules for online safety they learned today, and encourage them to come up with similar rules for staying safe online when they are outside of school.

Plan to check in with the students throughout the year to discuss how they are doing with following the online safety rules.

## Maintaining Privacy Online

### DO AHEAD

- ✓ Add the online privacy rules to the “Our Digital Citizenship Contract” chart (see Step 4). Cover the new rules with another sheet of paper until you introduce them in Step 4.

### In this lesson, the students:

- Work in pairs
- Recognize when it is appropriate to share private information
- Reflect on class rules for online privacy

## 1 Review Staying Safe Online

Gather the class with partners sitting together, facing you. If possible, have current partners work together.

Remind the students that they have been thinking about what it means to be a good digital citizen. In the previous lesson, they learned that staying safe online is a lot like staying safe in the real world. Direct their attention to the “Our Digital Citizenship Contract” chart (with the privacy rules covered) and briefly review the safety rules the students have learned for using the Internet.

## 2 Introduce Maintaining Privacy Online

Tell the students that another way to be a good digital citizen is to follow certain online privacy rules, or rules for keeping private information safe. Explain that following these rules will help protect both themselves and their computers when they are online.

## 3 Discuss When to Share Private Information

Tell the students that the kind of information that is important to keep private online can be similar to the kind of information that is important to keep private in real life. Ask them to listen as you describe the following scenario:

"Jared is excited to go to the zoo with his grandpa. He loves animals, especially monkeys. When he and his grandpa arrive at the zoo, there is a line at the monkey exhibit. There is a woman in front of them reading a book about monkeys, and Jared asks her about it. They start talking, and he tells her how much he loves animals and that he wants to be a zoologist when he grows up."

Ask and briefly discuss:

- Q *Do you think it is appropriate (OK) for Jared to share that he wants to be a zoologist with the woman in line? Why?*
- Q *Imagine that the woman in line asks Jared for his [e-mail address]. Do you think that would be appropriate? Why or why not?*

### Students might say:

"I think it is OK for him to say that he wants to be a zoologist. He is just sharing his excitement about animals."

"There's no reason for Jared to share his e-mail address. He doesn't know the person well."

"You should only share your e-mail address with someone you want to contact you."

Then use "Think, Pair, Share" to discuss questions such as:



- Q *How is sharing [what you want to be when you grow up] with someone you don't know different from sharing [your e-mail address or your phone number]? [pause] Turn to your partner.*
- Q *Do you think it is a good idea to share [your computer password] with someone you don't know? Why do you think that? [pause] Turn to your partner.*

Have a few volunteers share their thinking. Explain that contact information, such as your name, address, phone number, and e-mail

### Teacher Note

You might mention that in some cases it may be OK to share a *handle*, or online nickname (e.g., "brightshadow" or "hamsterbunny"), if it does not reveal private information.

Remind the students that they should not choose handles and usernames that include personal information, such as their real names, ages, or locations (e.g., "chloe94501" or "Audrey2006"). Students should also choose passwords that are hard to guess. Many people choose passwords that are easy to remember, like "12345," "password," or their pet's name—but these are easy for strangers to guess or figure out. Search online using the keywords "kid's random password generator" or "kid's username generator" to find free tools to create strong passwords and usernames.

address, and information such as computer passwords and usernames are *private*; they should be shared only with people you know and trust. Explain that personal photos and videos are also private information. Tell the students that just as they do not share private information with people they do not know in real life, they should not share private information with people they do not know online.

#### 4 Introduce Class Rules for Online Privacy

Ask and briefly discuss:

**Q** *Have you ever been asked to share information about yourself online? If yes, what kind of information?*

**Students might say:**

"I play an online video game that asks for my name and age."

"When I want to use my e-mail account, I need to enter my password."

"Some kids' websites ask you to enter your birthday if you want to join."

Tell the students that to protect themselves and their computers, they should never share private information about themselves, their families and friends, or their computers when they are online. Explain that when they use the Internet at school, they will need to follow certain privacy rules. Direct their attention to the "Our Digital Citizenship Contract" chart and uncover the rules that you added to it.

Read each rule to the class.

### Our Digital Citizenship Contract

We will get permission before going online.

We will ask the teacher or a responsible adult before going to an unknown website.

We will ask the teacher or a responsible adult for help if we come across any information that is confusing or makes us uncomfortable.

We will ask the teacher or a responsible adult before downloading anything from the Internet.

We will ignore advertisements and pop-ups.

We will leave computer and search settings alone.

*(continues)*

(continued)

We will follow all school computer rules.

We will keep personal contact information private.

We will keep sign-in information (such as usernames and passwords) private.

We will keep personal photos and videos private.

## 5 Reflect on Online Privacy Rules

Use “Think, Pair, Share” to discuss why each rule is important. Ask:



**Q** *Why do you think it’s important to [keep your contact information, passwords, and photos private] when online? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

### Students might say:

“You might end up with a lot of advertisements in your e-mail if you share your e-mail address on a website.”

“Passwords are like keys. They are meant to let you in but keep other people out.”

“You don’t know what people might do with your photos, so you should only share them with people you really trust.”

Ask:

**Q** *What other privacy rules might we want to add to the chart? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow the online privacy rules, just as they did with the online safety rules. Remind them that agreeing to use the Internet in safe and secure ways will help them be good digital citizens. State your expectation that the students will try their best to act according to the rules on the contract when they are online at school.

## 6 Discuss Maintaining Online Privacy When Not at School

Tell the students that you would like them to discuss with their families the online privacy rules they learned today. Encourage them to come up with similar rules for maintaining privacy online outside of school. Plan to check in with the students throughout the year to discuss how they are doing with following the online privacy rules.

### Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 3. If you have added the chart from Mini-lesson 1 to your class website, update it to include today’s new rules.

## Mini-lesson 3

# Showing Respect in Digital Communications

### Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 2 and a marker
- Lined paper for each student

### Teacher Note

Plan to teach this lesson soon after teaching the first two technology mini-lessons (see Technology Mini-lesson 1 and Technology Mini-lesson 2).

### Teacher Note

If you have established class norms for respectful behavior, you may want to review them.

### In this lesson, the students:

- Work in pairs
- Compare online interactions with face-to-face interactions
- Generate classroom agreements for showing respect in digital communications
- Copy and sign the “Our Digital Citizenship Contract”

## 1 Review Digital Citizenship

Gather the class with partners sitting together, facing you. If possible, have current partners work together.

Remind the students that they have been talking about how to stay safe and maintain privacy while using the Internet. Briefly review the “Our Digital Citizenship Contract” chart and ask:

**Q** *How can these rules help you stay safe and maintain privacy online?*

Tell the students that today they will talk about ways to show respect to one another in digital communications.

## 2 Discuss Being a Respectful Community Member

Remind the students that this year, they have been focusing on building a community in which they treat one another with respect, and point out ways you have observed them being respectful.

### You might say:

“I’ve noticed that you share materials with other students and that you listen well to the person who is speaking. I’ve also noticed how you use kind words when talking with one another. You also give respectful and helpful feedback to your partners.”

Ask and briefly discuss:

**Q** *What are other ways you show one another respect?*

### Students might say:

“My partner and I take turns talking.”

“When someone else is talking, I turn and face her so she knows I am paying attention.”

“I don’t say mean things about people.”

### 3 Compare Digital and Face-to-face Communications

Explain that communicating with people digitally is similar to communicating with people face-to-face—with some very important differences. Point out ways the students have interacted (communicated) or might interact with one another online this year, such as by e-mailing, texting, or by posting a comment on a class blog or website. Then use “Think, Pair, Share” to discuss questions such as:



**Q** *How is [e-mailing a friend] similar to [talking to a friend at school]? How is it different? [pause] Turn to your partner.*

**Q** *What do you think is the most important difference between digital and face-to-face communications? Why do you think that? [pause] Turn to your partner.*

#### Students might say:

“If you’re texting or chatting online, you can’t see the other person’s face, and it’s hard to tell how he feels. You might accidentally write something that hurts his feelings.”

“When you’re talking to a friend face-to-face, it’s just the two of you. But when you’re posting a comment on your friend’s blog, everyone can read what you write.”

“The biggest difference is that when people are online, they might not care as much about being respectful because they don’t think they will ever meet the person they are interacting with.”

“Sometimes it’s easier for people to write mean things in an e-mail than it is to say mean things face-to-face. They forget there’s a real person on the other end.”

“If you write something mean online, it’s harder to take your words back. That’s different from when you are face-to-face. Once you say something mean online, it’s out there forever.”

If necessary, point out to the students that they often cannot see the person they are interacting with digitally, so it is easy to forget that they are communicating with a real person who has feelings. They cannot see the person’s facial expressions or body language, so it is difficult to tell how that person is reacting to their texts, e-mails, or comments. This means that the students need to pay special attention to the tone of their writing to make sure their messages are clear and respectful. Also point out that, as good digital citizens, they need to be respectful even when they do not know the person they are interacting with online.

### 4 Generate Ideas for Being Respectful in Digital Communications

Tell the students that you want them to develop a set of agreements for respectful online behavior to add to the “Our Digital Citizenship Contract” chart. Explain that you would like them to begin by thinking

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Student/Teacher Activity

Steps 4–6

(all, beginning on page 617 and continuing on to page 619)

about and discussing a few situations. Use “Think, Pair, Share” to discuss:



- Q** *Students from another class have posted their published poems on the school website, and the teacher asks you to read and comment on them. How can you show respect in your comments? [pause] Turn to your partner.*
- Q** *In a class blog, I ask you to post your opinions about whether or not schools should have music and art classes. Different members of the class have very different opinions on the topic. How might you show respect in your posts? [pause] Turn to your partner.*
- Q** *You are researching online for a class project about owls. You come across a blog on owls written by a student you’ve never met. As you read it, you find inaccurate (wrong) information and decide to point this out in a comment. What might you do before posting your comment? [pause] Turn to your partner.*

Have a few volunteers share their ideas with the class, and write them where everyone can see them. As the students share, facilitate a discussion by asking questions such as:

- Q** *Why is [rereading what you wrote before posting a comment] important?*
- Q** *How will [thinking about how the other person might feel] help you be respectful?*

## 5 Decide on Agreements and Add to the Contract

Have the class review the ideas you recorded, and together decide on a list of four or five statements that describe the way they want to treat one another online and that they can all agree upon. These statements are called *agreements*.

Ask questions such as:

- Q** *Can we combine any of these ideas into one agreement? If so, which ones?*
- Q** *Is there anything else we should add to this list? What is it?*

### Students might say:

“I think we can combine ‘reread what we write’ and ‘think about others’ feelings.’ We could say that we will reread what we write and think about how our words make others feel.”

“I think we should add ‘don’t write anything online that you wouldn’t say to someone in person.’”

Continue the discussion until everyone agrees on the list, and then add the agreements to the “Our Digital Citizenship Contract” chart.

Remind the students that agreeing to use the Internet in safe, secure, and respectful ways will help them be good digital citizens. State your expectation that the students will try their best to act according to the rules and agreements on the contract when they are communicating digitally at school.

### Teacher Note

If necessary, restate the class agreements positively, and record them as “We will . . .” statements. For example:

- *We will always use respectful language in our writing.*
- *We will reread what we write before we text, e-mail, or post a comment.*
- *We will think about others’ feelings before we post a comment.*
- *We will remember there is a real person on the other end of the computer.*
- *We will choose to be respectful with all the people we communicate with online, whether we know them or not.*

### Teacher Note

This discussion might require another class period. Reaching agreement may mean deleting, combining, or modifying ideas on the list.

If you have added the “Our Digital Citizenship Contract” chart to your class website, update it to include the new rules.

## 6 Have Students Copy and Sign the Contract

Have the students return to their desks. Distribute a sheet of lined paper to each student. Explain that you would like them to write down the entire “Our Digital Citizenship Contract” chart. Then have them sign the contract.

## 7 Discuss Digital Citizenship When Not at School

Tell the students that you would like them to bring the contract home and discuss it with their families. Encourage them to work together with their families to come up with similar agreements for staying safe, maintaining privacy, and showing respect in digital communications when they are outside of school.

### Teacher Note

Post the “Our Digital Citizenship Contract” chart near the classroom computer(s) for the students to refer to when they go online throughout the year.

### Teacher Note

Throughout the year, review the students’ commitment to being good digital citizens, and check in regularly to see how they are doing. You may decide to modify or add to the class contract as needed.

# Choosing Effective Search Terms

## Mini-lesson 4

### DO AHEAD

- ✓ Prior to teaching this lesson, make sure that each student (or pair of students, if the students are working in pairs) has selected an appropriate topic to research and generated a few research questions.
- ✓ Become familiar with a few search engines and decide which one you will use for this lesson (see the Teacher Note in Step 1).
- ✓ Check that the preferences on the search engine you select to use with the class have been set to “Strict,” “Safe,” or a comparable setting.
- ✓ Prepare a chart with the title “How to Turn a Research Question Into a Search Query” (see Step 3).
- ✓ (Optional) You might set up a class website and create an online version of the “How to Turn a Research Question Into a Search Query” chart and other charts.

#### In this lesson, the students:

- Work in pairs
- Learn and use the terms *search engine*, *search term*, and *search query*
- Identify the best terms for an effective search query

### Materials

- Whiteboard with a search engine displayed, prepared ahead
- Chart paper and a marker
- Lined paper for each student
- “How to Turn a Research Question Into a Search Query” chart, prepared ahead
- Students’ research notes, prepared ahead

## ABOUT TEACHING THE ONLINE RESEARCH LESSONS

Technology Mini-lessons 4-7 are designed to support the students as they conduct online research. The students learn how to write effective search queries, understand the results of online searches, narrow their search results and use filters, and evaluate the credibility of the sources they find. These lessons assume that each student (or pair of students) has already selected a topic to research and generated research questions. The students will use their topics to practice the online research skills they learn.

The skills taught in Technology Mini-lessons 4-7 build on one another, so plan to teach them in order and at corresponding stages in the students' research. For example, teach Technology Mini-lesson 4, "Choosing Effective Search Terms," after the students have identified a research topic, and teach Technology Mini-lesson 7, "Evaluating Research Sources," after the students have searched for and collected several online sources.

### 1 Introduce Searching for Information Online

Have the students bring their pencils and notes about their research topics (see "Do Ahead") and sit with partners together, facing the whiteboard. If possible, have current *Making Meaning* partners work together.

Remind the students that during the school year they have opportunities to use the Internet for various reasons. Point out that one reason they might use the Internet is to research, or search for information about, a topic. Review that the students have already selected research topics and thought about specific questions related to their topics that they might research.

Tell the students that today they will learn how to use a search engine to find information on the Internet. Explain that a *search engine* is a web-based tool that searches the Internet using words you type into a search bar. Finding the information you are looking for requires knowing how to choose the best words, or *search terms*, to type into a search engine.

### 2 Model Choosing Best Terms for a Search Query

Direct the students' attention to the search engine displayed on the whiteboard, and point to the search bar where search terms are entered. Explain that good researchers start with a research question and then identify words within the question to use for their search. For example, if you are researching elephants and want to know more about where elephants live, you might start with the research question, "Where do elephants live?"

#### Teacher Note

Many search engines are available, including some that are intended for students' use. You may already have a preferred search engine that you use most often. Spend some time becoming familiar with a few search engines and decide which one you will use for this lesson.

**TEKS 13.B.ii**  
Student/Teacher Narrative  
Step 2  
(all, beginning on page 620  
and continuing on to page  
621)

Write the question on a sheet of chart paper where everyone can see it (see the diagram below). Explain that you will use the question to help you identify a set of words, or search terms, for your search and that the set of search terms you choose is called a *search query*.

Explain that a search query tells a search engine what information is needed. Search queries are not usually complete sentences because they use only words directly related to the topic of the search. Ask the students to listen carefully as you model changing the question “Where do elephants live?” into a search query.

**You might say:**

“I know I need the word *elephants* because elephants are the animals I am researching, and I need *live* because it is the specific information about elephants that I want. So *elephants* and *live* are my search terms—I am going to circle them. I don’t need the words *where* and *do* because they don’t say anything about the information I need, so I will cross them out. Now I have the words *elephants* and *live*, but what I really want to know is the natural environment elephants prefer to live in, so maybe I should change the word *live* to *habitat*. [Cross out *live* and write *habitat* above it.] I think that will help. Now I have the words *elephants* and *habitat*. I’ll cross out the *s* in *elephants*, so my search query will be *elephant habitat*.”



Type the search query into the search engine’s search bar and display the results. Read some of the results aloud. Use “Think, Pair, Share” to discuss:



**Q** *How useful do you think these search results will be for the research topic?*  
[pause] *Turn to your partner.*

If needed, point out any results that directly address your research topic.

### 3 Choose Best Terms for a Search Query

Distribute lined paper to each student. Explain that the students will follow the same procedure to turn a different research question into a search query. Post the chart titled “How to Turn a Research Question Into a Search Query” where everyone can see it, and read each step aloud.

#### Teacher Note

After discussing the search query results with the students, you may want to demonstrate how changing the order of the words in your search query affects the search results.

#### TEKS 13.B.ii

Student/Teacher Activity  
Step 3 and Step 4 (all, beginning on page 621 and continuing on to page 622)

## How to Turn a Research Question Into a Search Query

1. Write down your research question.
2. Circle the words you definitely need.
3. Cross out unnecessary words.
4. Add or substitute more specific words if needed.
5. Decide in what order to write the words.



Direct the students' attention back to the chart paper on which you recorded the research question "Where do elephants live?" Under that question, write *What do elephants like to eat?* and have the students copy it onto their sheets of paper. Ask partners to read the question carefully and follow the steps on the "How to Turn a Research Question Into a Search Query" chart to decide on a search query.

Circulate and observe. If necessary, direct the students' attention to the chart and remind them to follow each step. Review that queries use only words directly related to the research question.

When most pairs have finished, signal for the students' attention and have a few volunteers share their queries with the class.

Remind the students that a search query tells a search engine exactly what information to search for about a research topic.

### 4 Continue Online Research

Explain that the students will use what they learned today in their own research. Have them look at their notes and identify any questions they have about their research topics. Invite them to use the "How to Turn a Research Question Into a Search Query" chart to write queries about their topics.

When the students have demonstrated that they know how to choose effective search terms, see Technology Mini-lesson 5 to teach them how to understand their search results.

#### Teacher Note

The students may decide on a search query such as *foods elephants eat*, *elephant diet*, or *favorite elephant foods*.

#### Teacher Note

Save the "How to Turn a Research Question Into a Search Query" chart to post as needed later.

You might also want to create an online version of this chart and add it to your class website (see "Do Ahead") for students to refer to anytime during their online research.

#### Teacher Note

If your school has an acceptable use policy, review it with the students.

### DO AHEAD

- ✓ Read Steps 2 and 3 of the lesson to familiarize yourself with the features of a search results page and of web addresses.
- ✓ Type the query *elephant habitat* into a search engine and have the search results page ready to display on the whiteboard in Step 2.
- ✓ Prepare a sheet of chart paper with the title “Common Domain Suffixes” and add the explanations shown in the diagram (see Step 4).
- ✓ Identify a few examples of websites with the domain suffixes from the “Common Domain Suffixes” chart (for example, .com, .edu, .gov, .org) and bookmark them to display on the whiteboard in Step 4.
- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print a class set of “Evaluating Search Results” (BLM2).

#### In this lesson, the students:

- Work in pairs
- Learn and use the terms *search result*, *web address*, *domain suffix*, and *snippet*
- Explore the features of a search results page
- Learn key parts of web addresses
- Identify potentially useful sites for their research topics

### 1 Introduce Search Results Page

Have the students bring their research notes and pencils and gather with partners sitting together, facing the whiteboard.

Review that the students can use an Internet search engine to find information about a research question and that, in the previous lesson, they learned how to choose search terms for a query. Remind the students that a well-written query uses only words that are directly related to the research question.

Explain that today the students will discuss the page that lists the results of a query and learn how to decide which websites to use in their research.

### 2 Discuss Features of a Search Results Page

Display the search results page you prepared ahead. Review that this is the page that appeared when you typed the query *elephant habitat* into

#### Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- “Common Domain Suffixes” chart, prepared ahead
- “Web Address and Snippet Example” chart (WA1)
- Students’ research notes
- “Evaluating Search Results” chart (WA2)
- “Evaluating Search Results” (BLM2)

#### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 4). You may want to briefly review the previous lesson before starting this one.

**TEKS 9.F.ii**  
Student/Teacher Narrative  
Step 1 and Step 2 (all,  
beginning on page 623 and  
continuing on to page 624)

## Teacher Note

You might explain that the list of search results is many pages long and that the search engine has organized the list in a particular order. The results that appear on the first page of search results are generally web pages that contain information that relates most directly to the query (in this case, *elephant habitat*). Results that appear on subsequent pages usually contain information that is less directly related to the query. Tell the students that every search engine has a slightly different way of organizing search results but that each uses some kind of ranking system.

## Teacher Note

Most search engines provide filters such as *News, Web, Images, Maps, Videos, and Books*.

## Teacher Note

Most web browsers display under the web address a line or two of text excerpted directly from the suggested web page. This text is called different things in different browsers. For the purposes of these mini-lessons, we will use the term *snippet*.

**TEKS 9.F.ii**  
Student/Teacher Activity  
Steps 3–6 (all, beginning on  
page 624 and continuing on  
to page 628)

the search bar. Explain that this page is called the *search results page*. Tell the students that a search results page will look different depending on the search engine you use, but that all search results pages have features in common.

Point to the list of web pages in the main column and explain that these web pages are the search results—in this case, sources of information about elephant habitats. Explain that a web page is part of a website and that most websites have more than one web page. Tell the students that they will look more closely at the websites later.

Point to any advertisements on the page and explain that advertisements are often marked with the words *ads* or *sponsored results* and are frequently listed in the left- or right-hand column or at the top or bottom of the page. Tell the students that when they are doing research, they should ignore the advertisements. Ads are trying to sell something and, for that reason, they are not a good source of information about a research topic.

Next, point out the filters, which are often found across the top of the search results page or in the left-hand panel. Explain that *filters* are search tools that let you control the type of search result that will be displayed on the page. Tell the students they will learn about filters in another lesson.

Direct the students' attention back to the list of web pages in the main column of the page and review that these are the *search results*, or sources of information, you might explore to learn about elephant habitats. Choose one of the search results and point to the first line. Tell the students that this is the *title* of the web page. Explain that any search terms (the words *elephant* and *habitat*) that happen to appear in the title are in bold type.

Point to the web address and explain that the *web address* tells exactly where a specific web page is located online. Explain that on many search results pages, the web address is located underneath the title.

Point to the line or lines of text below the web address. Tell the students that this small piece of text is taken directly from the web page and is called a *snippet*. As in the web title, any search terms that appear in the snippet are in bold type. Explain that the snippet may provide clues to help the students figure out if a web page will be useful to them.

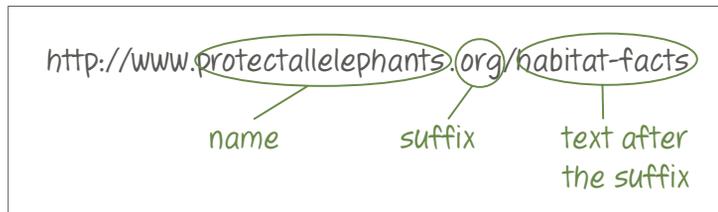
If the students need more practice understanding the parts of an individual search result, choose one or two more search results from the search results page to review with the class.

## 3 Identify Parts of a Web Address

Tell the students that anyone can post information on the Internet, so not all of what they find will be useful or reliable for research. Good researchers know how to look for clues about the type of information that a source, such as a website, will provide in order to choose the best

sources to use for their report. One way to do this is to look at the parts of a web address. Remind the students that a web address tells exactly where a specific website is located online.

Choose one of the web addresses from your search results page and write it on a sheet of chart paper (see the diagram below). Point to the name (the text that follows *http://www* and precedes a suffix such as *.com* or *.org*) and circle it. Ask the students to listen as you describe and label this part of the web address.



**You might say:**

"The name of a website in a web address may give information about the owner of the website, the topic of the site, and whether or not it will help in our research. The name of a website is usually found after the letters *http* and *www*. The name of this site is *protect all elephants*, which means it's probably a website that belongs to a person or group that believes that elephants should be protected. Sometimes there is no *http* or *www* in the web address."

Point to the domain suffix and circle it. Ask the students to continue listening as you describe and label this part of the web address.

**You might say:**

"The domain suffix of a website comes after the name and also gives helpful information about the website. The suffix of this website is *.org*, which tells me that this website probably belongs to a nonprofit organization that helps people or animals or supports other causes by providing education and other resources. In this case, I think the website belongs to an organization that wants to protect elephants."

Point to the letters and numbers after the suffix and circle them. Ask the students to continue listening as you describe and label this part of the web address.

**You might say:**

"Sometimes letters and numbers come after the suffix. These letters and numbers indicate a particular web page in the website. The text after the suffix often gives me clues about the website. This web address tells me that this web page will have facts about elephant habitats. Looking at the name, domain suffix, and text after the suffix makes me think that this website is for people who want to protect elephants and that the web page will help them learn about the elephants' habitats."

Use “Think, Pair, Share” to discuss:



**Q** *Do you think the web pages that are part of the website [www.protectallephants.org] will be useful for my research topic? Why or why not? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

**Students might say:**

“I think it will be useful because it looks like it will have facts about where elephants live.”

“Since it’s a website about protecting elephants, it will probably have information about why elephants are in danger. That might be useful, too.”

## 4 Discuss Domain Suffixes

Tell the students that the *domain suffix* identifies the purpose and audience of the website. Explain that there are many different domain suffixes and that it is important to understand what they mean. Post the chart titled “Common Domain Suffixes” where everyone can see it, and read the examples aloud.

### Common Domain Suffixes

- *.com: a commercial website, or a website that buys or sells things*
- *.edu: a website that belongs to an educational institution, such as an elementary school or college*
- *.gov: a government website*
- *.org: a website that often belongs to a nonprofit organization or a group that supports causes by providing education and resources*
- *countries’ domain suffixes: countries sometimes have their own suffixes, for example, China (.cn), the United Kingdom (.uk), Brazil (.br), etc.*

Display some examples of websites with different domain suffixes (see “Do Ahead”), one at a time. As you display each website, point out the domain suffix in the web address and facilitate a brief discussion about the kind of information each site provides. Use “Think, Pair, Share” to discuss questions such as:



**Q** *What kind of website is this? What do you think people use it for?* [pause]  
Turn to your partner.

**Q** *How is this website similar to others you’ve seen? How is it different?*  
[pause] Turn to your partner.

Remind the students that understanding what a domain suffix means will help them choose the best sources for their research. Explain that they should always ask for help if they are confused or do not recognize a suffix. They will have the chance to add other suffixes to the chart throughout the year.

Remind the students that often web addresses have additional letters and numbers after the suffix. This text can sometimes provide additional clues about the content of the web page.

If the students need more practice understanding domain suffixes and the additional letters and numbers after the suffix, choose one or two more web addresses to discuss with the class.

## 5 Explore a Web Address and a Snippet

Explain that the class will work together to explore a web address and a snippet from your page of search results for the query *elephant habitat*. Remind the students that a *snippet* is a line or two of text taken directly from the web page and that it appears as part of a search result. Display the “Web Address and Snippet Example” chart (WA1), or substitute a web address and snippet of your choice.

### Web Address and Snippet Example

<http://www.everythingelephantsforyou.com/toys-and-games>

Everything for **elephant** lovers: toys, games, books, **habitat** maps, adventure travel, movies, and more.

WA1

Use “Think, Pair, Share” to discuss:



**Q** *What is the [name/domain suffix] of this website? What does it tell you about the kind of site it is?* [pause] Turn to your partner.

**Q** *What does the [text after the suffix/snippet] tell you about the website?*  
[pause] Turn to your partner.

**Q** *Do you think this site might be helpful for my research? Why or why not?*  
[pause] Turn to your partner.

### Teacher Note

If possible, have the students evaluate their search results soon after you teach this lesson.

If you have a class website, you might create online versions of the charts “Common Domain Suffixes” and “Evaluating Search Results.”

#### Students might say:

“The name of the website is ‘Everything Elephants for You.’ I think it’s for people who love elephants. It might even have stuff for sale.”

“I agree with [Chloe] that this website is selling things about elephants. The suffix is .com, so I know this site is for a business.”

“The text after the suffix tells me that this site sells toys and games.”

“The snippet also tells me that this site sells books and maps that show elephant habitats.”

“I don’t think this website will be helpful for your research. It is mostly about selling stuff related to elephants.”

Remind the students that understanding web addresses and snippets will help them decide which sites will be useful for their research topics and which sites they can skip.

If the students need more practice exploring the web addresses and snippets, choose one or two more examples to review with the class. Tell them that you will post the chart of the labeled web address and the “Common Domain Suffixes” chart for use throughout the year.

## 6 Evaluate Search Results

Explain that the students will use what they learned today the next time they go online to find websites for their research topics. Display the “Evaluating Search Results” chart (WA2) and distribute a copy of “Evaluating Search Results” (BLM2) to each student. Read the chart aloud as the students follow along. Ask them to keep these instructions with their research notes. Explain that the next time they use the computer, they will follow these instructions for evaluating their search results.

WA2

### Evaluating Search Results

- Choose a query for your research topic.
- Type the query into a search engine and print the first page of results.
- Look at each search result and think about:
  - the parts of the web address (the name, domain suffix, and the text after the suffix).
  - the snippet of text from the web page.
- Circle the sites you think might be good sources of information for your research. Write the reasons you chose these sites.

When the students have demonstrated that they know how to evaluate their search results, see Technology Mini-lesson 6 to teach them how to narrow their results.

# Narrowing Search Results and Using Filters

## Mini-lesson 6

### DO AHEAD

- ✓ Type the query *elephant habitat* into a search engine and have the search results page ready to display in Step 2.
- ✓ Prepare a sheet of chart paper with the title “How to Refine Search Queries” and include the steps shown in the diagram (see Step 2).
- ✓ Type the query *African elephants* into a search engine and have the search results page ready to display in Step 3.
- ✓ Familiarize yourself with the filters of the search engine you use, and prepare to model filtering search results in Step 5.
- ✓ Prepare a sheet of chart paper with the title “Filters We Can Use” and include the filters shown in the diagram in Step 6 or list other filters you would like the students to explore this year (see Step 6).

#### In this lesson, the students:

- Work in pairs
- Learn how to refine search terms to narrow a search
- Practice refining search terms to narrow a search
- Learn how to use filters to show certain types of search results
- Explore search engine filtering tools

### 1 Introduce Narrowing a Search

Have the students bring their research notes (including any printed pages of search results) and pencils and gather with partners sitting together, facing the whiteboard.

Briefly review that the students have been using search engines to find information about their research topics on the Internet. Remind them that finding the information they want first requires choosing *search terms*, or the best words for their search. Then they use the search terms to create a search query, which they type into a search engine.

Explain that as the students search online, they will sometimes need to *narrow*, or focus, their searches to find sources with the information they want. Tell the students that today they will learn some ways to narrow a search.

#### Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- “How to Refine Search Queries” chart, prepared ahead
- Lined paper for each student
- “Filters We Can Use” chart, prepared ahead
- Students’ research notes

#### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 5). You may want to briefly review the previous lesson before starting this one.

You might also consider teaching this lesson in multiple sessions. Teach Steps 1-3 in one session and Steps 4-7 at another time.

## 2 Model Narrowing a Search by Refining the Search Query

Display the search results page you prepared ahead (see “Do Ahead”). Review that this is the search results page that appeared when you typed the search query *elephant habitat* into the search bar. Point out that the sources in this list of search results give information about the habitats of elephants in general. Write the search query *elephant habitat* on a sheet of chart paper where everyone can see it.

Tell the students that as you researched your topic, you learned that there are two main types of elephants, the African elephant and the Asian elephant. Explain that now you want to narrow your search to find information specifically about the habitat of Asian elephants. To narrow your search, you will *refine*, or make more specific, the search query by changing the search terms in it (see the diagram below).

Ask the students to listen carefully as you model narrowing your search by refining the search query *elephant habitat*.

### You might say:

“The current page of search results shows sources about the habitats of elephants in general. These results are too broad because I only want information about the habitat of Asian elephants. How can I revise the search query *elephant habitat* so that I get search results with the information I am looking for? First I’ll ask myself if I need to delete or change the search terms *elephant* and *habitat* at all. No, I don’t think so, because both of those terms still apply to my search. Next I’ll ask myself what additional words I might add to my search term to make it more specific and focused on the information I want to find. I’ll try adding one word, *Asian*, because I’m interested in Asian elephants. [Add ‘Asian’ to the end of the query.] Now my search query is *elephant habitat Asian*. That is OK, but I think the query would make more sense if I moved *Asian* to the beginning. [Cross out ‘Asian’ at the end of the query and insert it at the beginning.] Now my search query is *Asian elephant habitat*. I think this query will tell the search engine what information I want.”

*Asian elephant habitat* ~~*Asian*~~

Type the new search query, *Asian elephant habitat*, into the search engine’s search bar and display the results. Read some of the results aloud. Use “Think, Pair, Share” to discuss:

-  **Q** What do you notice about these search results? How well did the search query *Asian elephant habitat* work to narrow the search results? [pause] Turn to your partner.

After a few volunteers have shared, post the chart titled “How to Refine Search Queries” where everyone can see it, and read each step aloud:

### How to Refine Search Queries

1. Write down your search query and look at the search terms carefully.
2. Ask yourself: Do any of these words no longer apply to my search? If so, change or delete them.
3. Ask yourself: What new words can I add or substitute to make my search more specific? Add any new words.
4. Read your new search terms. Decide in what order to write the words.

#### Teacher Note

If necessary, remind the students that a search query is not usually a complete sentence because it uses only words, or search terms, directly related to the topic of the search.

### 3 Practice Refining Search Queries

Direct the students’ attention back to the chart paper on which you recorded the search query *Asian elephant habitat*. Write *African elephants* on the next line, and tell the students that this is the search query you used to find information about African elephants. Distribute lined paper to the students and have them write the search term “African elephants.”

Display the search results page you prepared ahead (see “Do Ahead”) and explain that this is the search results page that appears when you type in the search query *African elephants*. Point out that the sources in this list of search results give a wide range of information about African elephants.

Tell the students that you want to narrow your search to focus on how long African elephants live. Use “Think, Pair, Share” to discuss:



**Q** How might you refine the search query *African elephants* to find only information about how long they live? [pause] Turn to your partner.

Give partners a few minutes to discuss the question and ask them to refine the search query. Circulate and observe. If necessary, direct the students’ attention to the “How to Refine Search Queries” chart and remind them to follow each step.

When most pairs have finished, signal for the students’ attention and invite a few volunteers to share their search terms with the class.

#### Teacher Note

The students may decide on search terms such as *African elephants lifespan*, *African elephants years of life*, and *African elephants life*.

Record the students' search terms on the chart paper. Discuss questions such as:

**Q** *What do you notice about [Noor and Hector's] search term?*

**Q** *Does their search term make the search narrower and more specific? Why or why not?*

Guide the students to decide as a class which search term they would like to type into the search engine. Then type the new search query into the search engine's search bar and display the results. Read some of the results aloud. Use "Think, Pair, Share" to discuss:



**Q** *What do you notice about these search results? How well did the search query [African elephant lifespan] work to narrow the search results? [pause] Turn to your partner.*

Have a few volunteers share with the class.

Briefly direct the students' attention to the "How to Refine Search Queries" chart and remind them that they can use these steps whenever they need to narrow a search.

#### **4** Introduce Filters

Retype the search query *Asian elephant habitat* into the search engine's search bar and display the results. Remind the students that this is the page of search results that appeared when you typed the search query *Asian elephant habitat* into the search engine's search bar and that they saw these search results earlier.

Point to the filters on the page and explain that *filters* are tools that allow you to sort through your search results to see results of a certain type only. Filters let you control the kind of information that will be displayed on the results page. Read the names of the filters aloud. Then ask:

**Q** *What kind of information do you think will be displayed if we click the [Videos] filter? What kind of information do you think will be filtered (left) out?*

#### **5** Model Using Filters

Explain that not all search engines provide the same filters but that there are some that frequently appear. You will demonstrate how to use one of these filters, and then the class will work together to explore other filters.

Explain that as part of your research, you would like to find photographs of the habitat of Asian elephants. Tell the students that the Images filter will sort through all of the search results for *Asian elephant habitat* and

then show you only the search results that are images, or pictures. Ask the students to watch and listen carefully as you click the Images filter and demonstrate how to use it.

**You might say:**

"I typed *Asian elephant habitat* into the search bar, and the search engine gave me this page showing all the search results. But I would like to see only the search results that are images because I want only photos that show the habitat of Asian elephants. When I click the Images filter, I get a page showing only the search results that are photos, drawings, maps, and other images.

Looking at the page of images is helpful, but I can filter these search results even more—so that I see only the results that are photographs. To do this, I will click the Photos advanced search filter. The advanced search filters are usually displayed under the main filters or are displayed under the main filters when I click Search Tools. [Click the Photos filter.] That helps a lot. Now I have many photos to choose from. I can focus my results even more by choosing the size of a photo and even a specific color. [Click an image.] When I click an image, I get a link to its source. When I find an image I want to use, I will write the web address down in my research notes so that I will remember where to find it again."

Use "Think, Pair, Share" to discuss:



**Q** *How did the Images filter change the results that were shown?* [pause]  
Turn to your partner.

**Q** *Do you think these results are useful? Why or why not?* [pause] Turn to your partner.

Have a few volunteers share their ideas with the class.

**Students might say:**

"Using the Images filter let you see only the results that were photos and drawings and other kinds of pictures."

"The Images filter is useful because it's a quick way to look at all the images at once."

"I think there are some photos you might be able to use in your research."

## 6 Practice Using Filters

Explain that the students will practice using other filters to continue searching for specific information about the habitat of Asian elephants. Post the "Filters We Can Use" chart where everyone can see it, and briefly describe each filter listed.

### Teacher Note

You may want to add to this list throughout the year.

## Filters We Can Use

- Images
- Maps
- News
- Videos

Direct the students' attention back to the original search results page, showing all the results for *Asian elephant habitat* on the whiteboard. Use “Think, Pair, Share” to discuss:

 **Q** *What filter(s) might I use to see [an Asian elephant moving through its habitat]? [pause] Turn to your partner.*

Have a few volunteers share their ideas. If necessary, explain that the Videos filter might provide examples of Asian elephants moving through their habitat. Click the Videos filter and display the search results. Ask and briefly discuss:

**Q** *How did the Videos filter change the results that were shown?*

**Q** *Do you think these results are useful? Why or why not?*

### Students might say:

“Now the only results on the page are videos.”

“I think the results are useful because there are a lot of videos showing Asian elephants in their natural habitat.”

“Now you can actually see videos of what Asian elephants are like when they aren't in zoos!”

Use the same procedure to demonstrate how to use the News and Maps filters, or invite volunteers to the whiteboard to practice using the filters. Discuss the results with the class.

Point out that when the students use filters to show only certain types of search results, the results may not always be useful for their research topics. Remind them that good researchers always evaluate and choose their research sources carefully.

Tell the students that you will post the “Filters We Can Use” chart in the classroom for them to use throughout the year.

## 7 Refine Search Queries and Use Filters for Research

Briefly direct the students' attention to the "How to Refine Search Queries" chart and the "Filters We Can Use" chart. Explain that the students can refine search terms to narrow an online search and that they can also use filtering tools to show only certain types of search results.

Encourage the students to look at their research notes and review the search queries they are using to find information online. Ask them to think about how they might refine their search queries to get more useful and more specific results. Also encourage the students to think about any filters they would like to use.

Explain that the next time they use the school computer they will work in pairs to refine their search terms and use filters to get more information for their research topics. Tell the students that they will have an opportunity to print any information that is useful.

When the students have demonstrated that they know how to refine search queries to narrow their search results and how to use filters to show only certain types of results, see Technology Mini-lesson 7 to teach them how to choose credible sources for their research.

### Teacher Note

If possible, have the students practice narrowing their searches and print useful research sources soon after you teach this lesson. Have the students save their printed online sources to use in Technology Mini-lesson 7.

If you have a class website, you might create online versions of the charts "How to Refine Search Queries" and "Filters We Can Use."

## DO AHEAD

- ✓ Prepare a chart with the title “Questions to Ask When Evaluating a Source” and include the labels and questions shown in the diagram (see Step 3).
- ✓ Type the query *elephant habitat* into a search engine and have the search results page ready to display in Step 4.

### Materials

- “Characteristics of a Good Research Source” chart (WA3)
- “Questions to Ask When Evaluating a Source” chart, prepared ahead
- Whiteboard with search results displayed, prepared ahead
- Students’ printed online sources from Technology Mini-lesson 6
- “Evaluating Research Sources” chart (WA4)

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 6). You may want to briefly review the previous lesson before starting this one.

**TEKS 9.F.ii**  
**Student/Teacher**  
**Activity**  
 Step 2–6 (all, beginning on page 636 and continuing on to page 639)

### In this lesson, the students:

- Work in pairs
- Evaluate research sources
- Choose credible sources for their research

## 1 Introduce Evaluating Sources

Gather the class with partners sitting together, facing the interactive whiteboard. If possible, have current partners work together.

Point out that many of the students have begun to research their topics on the Internet and are ready to choose sources for their research projects. Remind the students that anyone can post information on the Internet, so it is important to choose their sources carefully. Explain that today the students will learn how to identify sources of information they can trust and use.

## 2 Discuss the Characteristics of a Good Source

Tell the students that the sources they use for their reports should have information that is reliable, current, and accurate. Display the “Characteristics of a Good Research Source” chart (WA3) and briefly discuss each term with the class.

### Characteristics of a Good Research Source

- reliable: trustworthy or dependable
- current: up-to-date or recently written
- accurate: correct, without mistakes

WA3

Tell the students that in order to determine whether a source is reliable, current, and accurate they need to evaluate, or think carefully about, the source.

### 3 Introduce Questions for Evaluating a Source

Explain that good researchers ask themselves questions about a source when deciding whether or not to use it. Post the “Questions to Ask When Evaluating a Source” chart where everyone can see it. Introduce each set of questions by pointing out the characteristic. Then tell the students to listen as you read each question aloud.

#### Questions to Ask When Evaluating a Source

##### Reliable:

- Who is the author of the page? Is the author an expert? How do I know?
- What is the web address? Is the information from a site that is trustworthy? How do I know?
- Is this website providing information mainly to try to get someone to buy something?

##### Current:

- When was the information written?
- Do the links from the site work, or are they outdated?

##### Accurate:

- Are there sources listed for the information on the page? What are they?
- Can you find other sources with the same information?

Point out that the students will not always find answers to all the questions on the chart but that asking them will help the students decide whether or not the source has information they can trust.

## 4 Model Evaluating a Research Source

Display the search results page you prepared (see “Do Ahead”) and remind the students that this is the results page for the query *elephant habitat*. Click one of the web page results. Read the information on the website aloud and ask the students to listen as you consider whether or not the source is reliable, current, and accurate by answering the questions on the “Questions to Ask When Evaluating a Source” chart.

### You might say:

“First I will answer questions to evaluate whether or not the site is reliable. This page doesn’t list a specific author, but I can tell from the domain suffix *.org* in the web address that the site is probably a nonprofit organization about saving elephant habitats. The site seems to be a source of news and information for people who are interested in elephants, and the site isn’t selling anything, so I think it’s trustworthy. Now I’ll answer questions to decide if the information is current. It doesn’t say when the information was written, but one paragraph refers to the years 2001–2005, which means it’s not very current. [Click other links on the site.] All the links are working, and the information on other pages of this site is current. Last, I will answer questions to see if the site is accurate. There are no sources listed on the site, but I can find some of the same facts and information on a few other websites about elephants. I think I can use the information on this site for my research, but I think it would be good to find sites with more current information, too.”

TEKS 9.E.i

TEKS 9.E.v

Student/Teacher Activity

Step 5 and Step 6

(all, beginning on page 638  
continuing on to page 639)

## 5 Evaluate Research Sources

Explain that the class will work together to evaluate another research source. Display the search results page from Step 4 again, and click another result to display a website.



Read aloud the information on the web page as the students follow along. Then have partners evaluate the reliability of the source by answering the questions under the “Reliable” heading on the “Questions to Ask When Evaluating a Source” chart. After a moment, have volunteers share what they discussed with the class.

### Students might say:

“The author’s name was hard to find. It’s all the way down at the bottom of the page.”

“The domain suffix is *.edu*, which means that it is part of a school or university. That makes me think the site is trustworthy.”

“The website is a news and information site for kids, and there are no ads trying to sell stuff, so I think it’s trustworthy.”



In the same way, have partners continue evaluating the source by answering the questions under the “Current” and “Accurate” headings on the chart. Then ask and briefly discuss:

- Q *Do you think this is a good source to use for my research project? Why or why not?*
- Q *What other questions might be important to add to the “Questions to Ask When Evaluating a Source” chart? Why do you think that?*

Add the students’ suggestions to the chart and explain that you will post the chart in the classroom for the students to use throughout the year.

## 6 Continue Evaluating Sources



Have the students return to their seats with partners sitting together. Ask them to spend a few moments gathering the sources they printed for their topics. Display the “Evaluating Research Sources” chart (WA4) and have partners work quietly together for 10–15 minutes to evaluate their printed sources. Explain that the next time the students use the school computers, they can evaluate the sources online by checking links or looking for additional sources with the same information.

### Evaluating Research Sources

- Read the information on the page carefully.
- Read the questions on the “Questions to Ask When Evaluating a Source” chart and write down any answers you find.
- Write down whether you think the source is reliable, current, and accurate and include reasons why.

WA4

### Teacher Note

If possible, have the students use computers to evaluate their research sources online soon after you teach this lesson.

If you have a class website, you might create an online version of the “Questions to Ask When Evaluating a Source” chart.

# Appendix C

## GRADE 3 READ-ALoud TEXTS

Unit	Lesson	Title	Author	Format	Genre/Type
1	Week 1	<i>Miss Nelson Is Missing!</i>	Harry Allard	picture book	fiction
1	Week 1	<i>Miss Nelson Has a Field Day</i>	Harry Allard	picture book	fiction
1	Week 2	<i>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</i>	Kirby Larson and Mary Nethery	picture book	narrative nonfiction
2	Week 1	"Seal"	William Jay Smith	poem	poetry
2	Week 1	<i>Cherries and Cherry Pits</i>	Vera B. Williams	picture book	realistic fiction
2	Week 2	<i>The Spooky Tail of Prewitt Peacock</i>	Bill Peet	picture book	fiction
2	Week 3	<i>Aunt Flossie's Hats (and Crab Cakes Later)</i>	Elizabeth Fitzgerald Howard	picture book	realistic fiction
3	Week 1	<i>The Paper Bag Princess</i>	Robert Munsch	picture book	fiction
3	Week 2	<i>Julius, the Baby of the World</i>	Kevin Henkes	picture book	fiction
3	Week 3	<i>Boundless Grace</i>	Mary Hoffman	picture book	realistic fiction
3	Week 3	<i>Amazing Grace</i>	Mary Hoffman	picture book	realistic fiction
3	Week 4	<i>The Raft</i>	Jim LaMarche	picture book	realistic fiction
3	Week 5	<i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i>	Judith Viorst	picture book	realistic fiction
4	Week 1	<i>The Girl Who Loved Wild Horses</i>	Paul Goble	picture book	legend
4	Week 1	<i>The Emperor and the Kite</i>	Jane Yolen	picture book	fiction
4	Week 2	<i>A Day's Work</i>	Eve Bunting	picture book	realistic fiction
4	Week 3	<i>Mailing May</i>	Michael O. Tunnell	picture book	historical fiction
4	Week 4	<i>Brave Irene</i>	William Steig	picture book	fiction
5	Week 1	<i>Brave Harriet</i>	Marissa Moss	picture book	biography
5	Week 2	<i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i>	Kathleen Krull	picture book	biography
5	Week 3	<i>Sonia Sotomayor: A Judge Grows in the Bronx</i>	Jonah Winter	picture book	biography
6	Week 1	<i>Morning Meals Around the World</i>	Maryellen Gregoire	picture book	expository nonfiction

(continues)

(continued)

Unit	Lesson	Title	Author	Format	Genre/Type
6	Week 2	<i>Homes</i>	Chris Oxlade	picture book	expository nonfiction
6	Week 3	"Hop to It: Fancy Footwork"	Center for the Collaborative Classroom	article	expository nonfiction
6	Week 3	"Origami: The Art of Japanese Paper Folding"	Center for the Collaborative Classroom	article	expository nonfiction
6	Week 3	"Jump Rope: Then and Now"	Center for the Collaborative Classroom	article	expository nonfiction
6	Week 4	"How to Make a Paper Airplane"	Center for the Collaborative Classroom	functional text	expository nonfiction
6	Week 4	"Lincoln School Lunch Calendar"	Center for the Collaborative Classroom	functional text	expository nonfiction
6	Week 4	"You Can Make Tea with Milk" from <i>Morning Meals Around the World</i>	Maryellen Gregoire	functional text	expository nonfiction
6	Week 4	"You Can Make Mexican Breakfast Quesadillas" from <i>Morning Meals Around the World</i>	Maryellen Gregoire	functional text	expository nonfiction
7	Week 1	<i>Flashy Fantastic Rain Forest Frogs</i>	Dorothy Hinshaw Patent	picture book	expository nonfiction
7	Week 2	<i>Explore the Desert</i>	Kay Jackson	picture book	expository nonfiction
7	Week 3	<i>Polar Bears</i>	Mark Newman	picture book	expository nonfiction
7	Week 3	"Polar Bears in Peril"	Elizabeth Winchester	article	expository nonfiction
8	Week 1	"Banning Tag"	Center for the Collaborative Classroom	article	expository nonfiction
8	Week 1	"Smile—You've Got Homework!"	Center for the Collaborative Classroom	article	expository nonfiction
8	Week 1	"Homework—Who Needs It?"	Center for the Collaborative Classroom	article	expository nonfiction
8	Week 2	<i>Lifetimes</i>	David L. Rice	picture book	expository nonfiction
8	Week 3	<i>Fables</i>	Arnold Lobel	picture book	fable
8	Week 4	<i>Possum's Tail</i> from <i>Pushing Up the Sky: Seven Native American Plays for Children</i>	Joseph Bruchac	collection of plays	drama
8	Week 5	<i>Keepers</i>	Jeri Hanel Watts	picture book	realistic fiction

# Appendix D

## READ-ALoud TEXTS ACROSS THE GRADES

### Kindergarten

Title	Author/Source
<i>A Baby Duck Story</i>	Martha E. H. Rustad
<i>A Baby Penguin Story</i>	Martha E. H. Rustad
<i>Brave Bear</i>	Kathy Mallat
<i>Brave Norman: A True Story</i>	Andrew Clements
<i>Cat's Colors</i>	Jane Cabrera
"Cats"	Eleanor Farjeon
"Charlie Needs a Cloak"	Tomie dePaola
<i>Cookie's Week</i>	Cindy Ward
<i>A Day in the Life of a Zookeeper</i>	Nate LeBoutillier
<i>Doctors Help</i>	Dee Ready
<i>Dolphins</i>	Kate Riggs
<i>Flower Garden</i>	Eve Bunting
<i>Friends at School</i>	Rochelle Bunnett
<i>Getting Around By Plane</i>	Cassie Mayer
<i>A Harbor Seal Pup Grows Up</i>	Joan Hewett
<i>I Was So Mad</i>	Mercer Mayer
<i>If You Give a Mouse a Cookie</i>	Laura Joffe Numeroff
<i>A Letter to Amy</i>	Ezra Jack Keats
<i>Maisy's Pool</i>	Lucy Cousins
<i>The Moon</i>	Martha E. H. Rustad
<i>My Friends</i>	Taro Gomi
<i>On the Go</i>	Ann Morris
<i>A Porcupine Named Fluffy</i>	Helen Lester
<i>Pumpkin Pumpkin</i>	Jeanne Titherington
<i>A Tiger Cub Grows Up</i>	Joan Hewett

(continues)

**Kindergarten** (continued)

Title	Author/Source
<i>Tools</i>	Ann Morris
<i>Trains</i>	Matt Doeden
<i>The Sun</i>	Charlotte Guillain
<i>Say Hello</i>	Jack Foreman
"Umbrellas"	Lilian Moore
<i>Whistle for Willie</i>	Ezra Jack Keats
<i>When Sophie Gets Angry—Really, Really Angry . . .</i>	Molly Bang

**Grade 1**

Title	Author/Source
<i>Angelina and Henry</i>	Katharine Holabird
"The Balloon Man"	Dorothy Aldis
<i>Big Blue Whale</i>	Nicola Davies
<i>Birds: Winged and Feathered Animals</i>	Suzanne Slade
<i>The Bumblebee Queen</i>	April Pulley Sayre
<i>Chameleons Are Cool</i>	Martin Jenkins
<i>Chrysanthemum</i>	Kevin Henkes
<i>Curious George Goes Camping</i>	Margret Rey and H. A. Rey
<i>A Day in the Life of a Garbage Collector</i>	Nate LeBoutillier
<i>Dinosaur Babies</i>	Lucille Recht Penner
<i>Down the Road</i>	Alice Schertle
<i>An Elephant Grows Up</i>	Anastasia Suen
<i>An Extraordinary Egg</i>	Leo Lionni
<i>George Washington and the General's Dog</i>	Frank Murphy
"How to Catch Your ZZZs"	KidsHealth.org
<i>In the Tall, Tall Grass</i>	Denise Fleming
<i>It's Mine!</i>	Leo Lionni
<i>Julius</i>	Angela Johnson
<i>Matthew and Tilly</i>	Rebecca C. Jones
<i>McDuff and the Baby</i>	Rosemary Wells

(continues)

**Grade 1** (continued)

Title	Author/Source
<i>An Ocean of Animals</i>	Janine Scott
<i>People in My Neighborhood</i>	Shelly Lyons
<i>Peter's Chair</i>	Ezra Jack Keats
<i>Places in My Neighborhood</i>	Shelly Lyons
<i>Quick as a Cricket</i>	Audrey Wood
"School Bus" from <i>Did You See What I Saw? Poems about School</i>	Kay Winters
<i>Sheep Out to Eat</i>	Nancy Shaw
<i>Sleep Well: Why You Need to Rest</i>	Kathy Feeney
"Sliding Board" from <i>Did You See What I Saw? Poems about School</i>	Kay Winters
<i>The Snowy Day</i>	Ezra Jack Keats
<i>Throw Your Tooth on the Roof</i>	Selby B. Beeler
<i>Using Your Senses</i>	Rebecca Rissman
<i>Velociraptor</i>	Kate Riggs
<i>When I Was Little: A Four-Year-Old's Memoir of Her Youth</i>	Jamie Lee Curtis

**Grade 2**

Title	Author/Source
<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	Judith Viorst
<i>The Art Lesson</i>	Tomie dePaola
<i>Babu's Song</i>	Stephanie Stuve-Bodeen
<i>Beatrix Potter</i>	Alexandra Wallner
"Bees, Bothered by Bold Bears, Behave Badly"	Walter R. Brooks
<i>Bend and Stretch: Learning About Your Bones and Muscles</i>	Pamela Hill Nettleton
<i>Big Al</i>	Andrew Clements
<i>Butterflies</i>	Teresa Wimmer
<i>Chester's Way</i>	Kevin Henkes
"The City Zoo"	Center for the Collaborative Classroom
"Classic Smoothie"	Center for the Collaborative Classroom
"Draw, Draw, Draw: A Short Biography of Tomie dePaola"	Center for the Collaborative Classroom

(continues)

**Grade 2** (continued)

Title	Author/Source
<i>Erandi's Braids</i>	Antonio Hernández Madrigal
"The Friendship-fostering Buddy Bench"	Gogonews.com
<i>Galimoto</i>	Karen Lynn Williams
"Giant Jellyfish Invasion"	Ruth A. Musgrave
"Giant Pandas"	Center for the Collaborative Classroom
<i>Girl Wonder: A Baseball Story in Nine Innings</i>	Deborah Hopkinson
"Hey Joe, How's It Going?"	Jennifer Marino Walters
"Ice Cream Mania!"	Center for the Collaborative Classroom
<i>The Incredible Painting of Felix Clousseau</i>	Jon Agee
<i>Insect Detective</i>	Steve Voake
<i>Jamaica Tag-Along</i>	Juanita Havill
"The Library" from <i>Poppleton</i>	Cynthia Rylant
<i>little blue and little yellow</i>	Leo Lionni
<i>McDuff Moves In</i>	Rosemary Wells
<i>Me First</i>	Helen Lester
"My Baby Brother"	Mary Ann Hoberman
<i>The Paper Crane</i>	Molly Bang
<i>The Paperboy</i>	Dav Pilkey
<i>POP! A Book About Bubbles</i>	Kimberly Brubaker Bradley
"Raccoon"	Mary Ann Hoberman
<i>Sheila Rae, the Brave</i>	Kevin Henkes
<i>Snails</i>	Monica Hughes
"Snail Food"	Center for the Collaborative Classroom
<i>Spinning Spiders</i>	Melvin Berger
<i>The Tale of Peter Rabbit</i>	Beatrix Potter
<i>The Three Little Pigs</i>	James Marshall
<i>The Three Little Wolves and the Big Bad Pig</i>	Eugene Trivizas
<i>A Tree Is Nice</i>	Janice May Udry
"Zoos Are Good for Animals"	Center for the Collaborative Classroom
"Zoos Are Not Good for Animals"	Center for the Collaborative Classroom

### Grade 3

Title	Author/Source
<i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i>	Judith Viorst
<i>Amazing Grace</i>	Mary Hoffman
<i>Aunt Flossie's Hats (and Crab Cakes Later)</i>	Elizabeth Fitzgerald Howard
"Banning Tag"	Center for the Collaborative Classroom
<i>Boundless Grace</i>	Mary Hoffman
<i>Brave Harriet</i>	Marissa Moss
<i>Brave Irene</i>	William Steig
<i>Cherries and Cherry Pits</i>	Vera B. Williams
<i>A Day's Work</i>	Eve Bunting
<i>The Emperor and the Kite</i>	Jane Yolen
<i>Explore the Desert</i>	Kay Jackson
<i>Fables</i>	Arnold Lobel
<i>Flashy Fantastic Rain Forest Frogs</i>	Dorothy Hinshaw Patent
<i>The Girl Who Loved Wild Horses</i>	Paul Goble
<i>Homes</i>	Chris Oxlade
"Homework—Who Needs It?"	Center for the Collaborative Classroom
"Hop to It: Fancy Footwork"	Center for the Collaborative Classroom
"How to Make a Paper Airplane"	Center for the Collaborative Classroom
<i>Julius, the Baby of the World</i>	Kevin Henkes
"Jump Rope: Then and Now"	Center for the Collaborative Classroom
<i>Keepers</i>	Jeri Hanel Watts
<i>Lifetimes</i>	David L. Rice
"Lincoln School Lunch Calendar"	Center for the Collaborative Classroom
<i>Mailing May</i>	Michael O. Tunnell
<i>Miss Nelson Has a Field Day</i>	Harry Allard
<i>Miss Nelson Is Missing!</i>	Harry Allard
<i>Morning Meals Around the World</i>	Maryellen Gregoire
"Origami: The Art of Japanese Paper Folding"	Center for the Collaborative Classroom
<i>The Paper Bag Princess</i>	Robert Munsch

(continues)

### Grade 3 (continued)

Title	Author/Source
<i>Polar Bears</i>	Mark Newman
"Polar Bears in Peril"	Elizabeth Winchester
<i>Possum's Tail</i> from <i>Pushing Up the Sky: Seven Native American Plays for Children</i>	Joseph Bruchac
<i>The Raft</i>	Jim LaMarche
"Seal"	William Jay Smith
"Smile—You've Got Homework!"	Center for the Collaborative Classroom
<i>Sonia Sotomayor: A Judge Grows in the Bronx</i>	Jonah Winter
<i>The Spooky Tail of Prewitt Peacock</i>	Bill Peet
<i>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</i>	Kirby Larson and Mary Nethery
<i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i>	Kathleen Krull
"You Can Make Mexican Breakfast Quesadillas" from <i>Morning Meals Around the World</i>	Maryellen Gregoire
"You Can Make Tea with Milk" from <i>Morning Meals Around the World</i>	Maryellen Gregoire

### Grade 4

Title	Author/Source
<i>Amelia's Road</i>	Linda Jacobs Altman
<i>Animal Senses: How Animals See, Hear, Taste, Smell and Feel</i>	Pamela Hickman
<i>A Bad Case of Stripes</i>	David Shannon
<i>The Bat Boy &amp; His Violin</i>	Gavin Curtis
<i>Chicken Sunday</i>	Patricia Polacco
"City of Lawrence Street Map"	Center for the Collaborative Classroom
"Co-chin and the Spirits"	Center for the Collaborative Classroom
<i>Coming to America: The Story of Immigration</i>	Betsy Maestro
"Demeter and Persephone"	Center for the Collaborative Classroom
"Excerpt from <i>Rosa Parks: My Story</i> "	Rosa Parks with Jim Haskins
<i>Farm Workers Unite: The Great Grape Boycott</i>	Center for the Collaborative Classroom
<i>Flight</i>	Robert Burleigh

(continues)

**Grade 4** (continued)

Title	Author/Source
"Food for Thought: Cafeteria Menus Shape Up"	Center for the Collaborative Classroom
<i>Gluskabe and Old Man Winter</i> from <i>Pushing Up the Sky: Seven Native American Plays for Children</i>	Joseph Bruchac
"Grounded" from <i>My Man Blue</i>	Nikki Grimes
<i>Hurricane</i>	David Wiesner
"How to Make Oobleck"	Center for the Collaborative Classroom
<i>In My Own Backyard</i>	Judi Kurjian
"My Man Blue" from <i>My Man Blue</i>	Nikki Grimes
<i>Nineteenth-Century Migration to America</i>	John Bliss
<i>The Old Woman Who Named Things</i>	Cynthia Rylant
<i>Peppe the Lamplighter</i>	Elisa Bartone
<i>A Picture Book of Amelia Earhart</i>	David A. Adler
<i>A Picture Book of Harriet Tubman</i>	David A. Adler
<i>A Picture Book of Rosa Parks</i>	David A. Adler
<i>The Princess and the Pizza</i>	Mary Jane and Herm Auch
"School Uniforms: No Way!"	Center for the Collaborative Classroom
"School Uniforms: The Way to Go"	Center for the Collaborative Classroom
"Second Son" from <i>My Man Blue</i>	Nikki Grimes
<i>Shattering Earthquakes</i>	Louise and Richard Spilsbury
<i>Song and Dance Man</i>	Karen Ackerman
"Simon's Sandwich Shop"	Center for the Collaborative Classroom
<i>Slinky Scaly Slithery Snakes</i>	Dorothy Hinshaw Patent
<i>Teammates</i>	Peter Golenbock
<i>Thunder Cake</i>	Patricia Polacco
"Tying the Score: Men, Women, and Basketball"	Center for the Collaborative Classroom
"Virtual Worlds: Community in a Computer"	Center for the Collaborative Classroom
"The Watcher" from <i>My Man Blue</i>	Nikki Grimes
"When We First Met" from <i>My Man Blue</i>	Nikki Grimes

## Grade 5

Title	Author/Source
"12 seconds from death"	Paul Dowswell
"Ashton Hammerheads Schedule for September 2015"	Center for the Collaborative Classroom
"All-girls and All-boys Schools: Better for Kids"	Center for the Collaborative Classroom
"All Work and No Play: Trends in School Recess"	Center for the Collaborative Classroom
"back yard"	Valerie Worth
<i>Big Cats</i>	Seymour Simon
"Blue Line Train Schedule"	Center for the Collaborative Classroom
"Copycats: Why Clone?"	Center for the Collaborative Classroom
"The Debate on Banning Junk Food Ads"	Center for the Collaborative Classroom
"Do Kids Really Need Cell Phones?"	Center for the Collaborative Classroom
"Eraser and School Clock"	Gary Soto
<i>Everybody Cooks Rice</i>	Norah Dooley
"Follow That Ball! Soccer Catching On in the U.S."	Center for the Collaborative Classroom
"Frontier Fun Park"	Center for the Collaborative Classroom
<i>Global Warming</i>	Seymour Simon
<i>Great Women of the American Revolution</i>	Brianna Hall
<i>Harry Houdini: Master of Magic</i>	Robert Kraske
"How to Make an Origami Cup"	Center for the Collaborative Classroom
<i>Hurricanes</i>	Seymour Simon
<i>The Lotus Seed</i>	Sherry Garland
"Mrs. Buell" from <i>Hey World, Here I Am!</i>	Jean Little
"October Saturday"	Bobbi Katz
"The Pros and Cons of Year-round Schools"	Center for the Collaborative Classroom
<i>Rainforests</i>	James Harrison
"Review of 'Mrs. Buell' "	Center for the Collaborative Classroom
"Review of <i>The Ballad of Lucy Whipple</i> "	Center for the Collaborative Classroom
"Review of <i>The Legend of Sleepy Hollow</i> "	Jennifer B. (age 12)
<i>Richard Wright and the Library Card</i>	William Miller
<i>A River Ran Wild</i>	Lynne Cherry

(continues)

## Grade 5 (continued)

Title	Author/Source
<i>Something to Remember Me By</i>	Susan V. Bosak
"Speech Class"	Jim Daniels
<i>Survival and Loss: Native American Boarding Schools</i>	Center for the Collaborative Classroom
<i>Tuck Everlasting</i>	Natalie Babbitt
<i>Uncle Jed's Barbershop</i>	Margaree King Mitchell
"The Cafe," "The Possum," and "Lightning Strikes" from <i>The Van Gogh Cafe</i>	Cynthia Rylant
"Year-round School: I'm Against It"	Anonymous
"Year-round School: I'm for It"	Chance T.
"Zoo"	Edward D. Hoch

## Grade 6

Title	Author/Source
"Always Moving: Julisa Velarde" from <i>Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</i>	S. Beth Atkin
"As I Grew Older"	Langston Hughes
<i>The Bad Room</i> from <i>Acting Out</i>	Patricia MacLachlan
"The Bermuda Triangle"	Phyllis Raybin Emert
"The Boy, the Dog, and the Spaceship"	Nicholas Fisk
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<i>Chato's Kitchen</i>	Gary Soto
"Children and Electronic Games: Good or Bad?"	Erica Roth
<i>An Elephant in the Garden</i>	Michael Morpurgo
<i>Encounter</i>	Jane Yolen
"Excerpt from 'Abdul, Age 17, Afghan' in <i>New Kids in Town</i> "	Janet Bode
"Excerpt from <i>Long Walk to Freedom</i> "	Nelson Mandela
"Excerpt from <i>Slacks and Calluses: Our Summer in a Bomber Factory</i> "	Constance Bowman Reid
"Extreme Sports: From the X Games to the Olympics"	Center for the Collaborative Classroom
<i>Feathers and Fools</i>	Mem Fox

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Title	Author/Source
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"Genetically Modified Food"	Center for the Collaborative Classroom
"How to Make a Papier-mâché Mask"	Center for the Collaborative Classroom
<i>Let's Think About the Power of Advertising</i>	Elizabeth Raum
"Meltdown: Is Global Warming Caused by Humans?"	Center for the Collaborative Classroom
"Mother to Son"	Langston Hughes
"Multiplex Movie Theater Schedule"	Center for the Collaborative Classroom
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# Making Meaning<sup>®</sup>

THIRD EDITION

## The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful readers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

## Making Meaning in a Collaborative Classroom

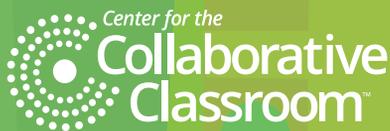
The *Making Meaning* program embodies the practices of the Collaborative Classroom.

Students in *Making Meaning* classrooms demonstrate:

- Close reading of varied, complex texts
- Strategies for unlocking word meanings
- Deeper understanding of content
- Ownership of their own learning
- Intrinsic motivation to remain on task
- Improved self-esteem
- An increase in academic performance

*"I love how authentic the lessons and focus strategies are. It's what good readers, listeners, and community members do in real life."*

— Monica McCurry, grade 4 teacher



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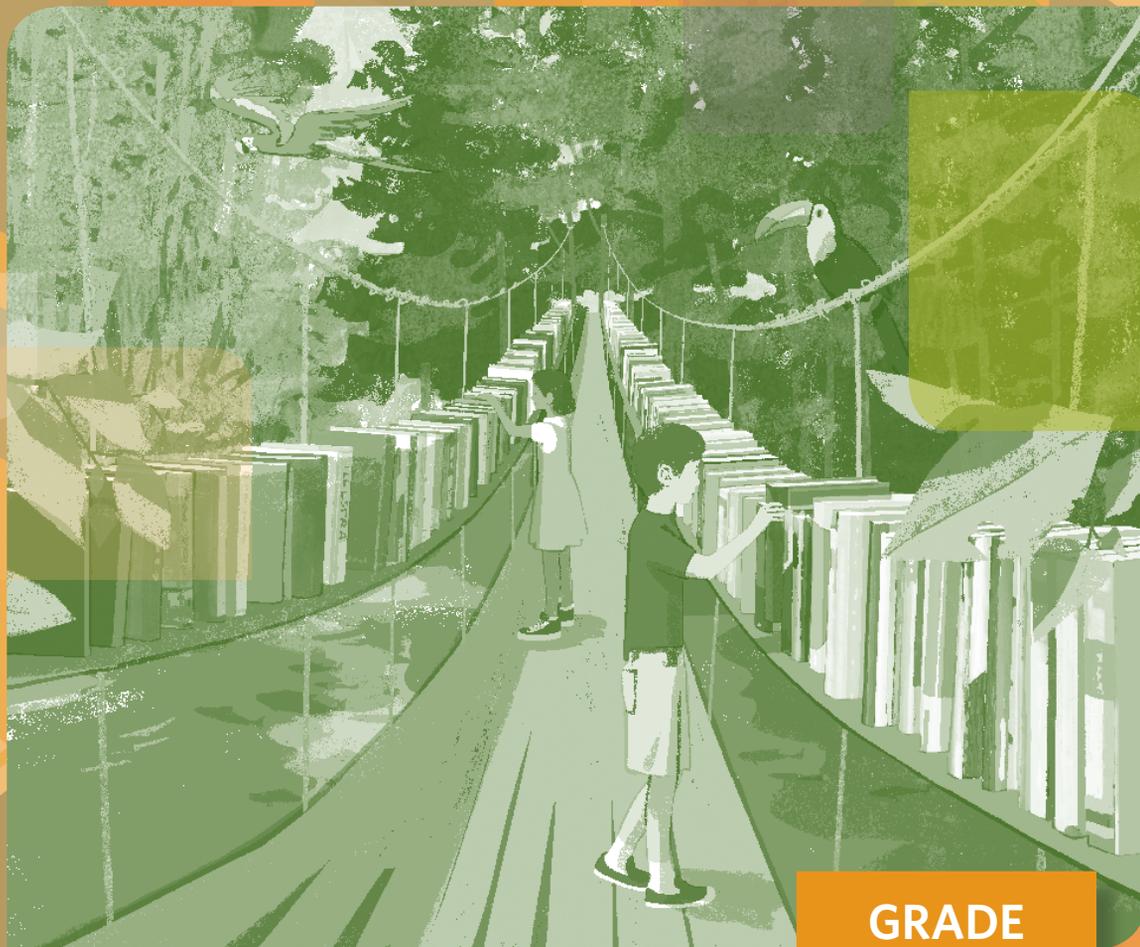
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GRADE

3



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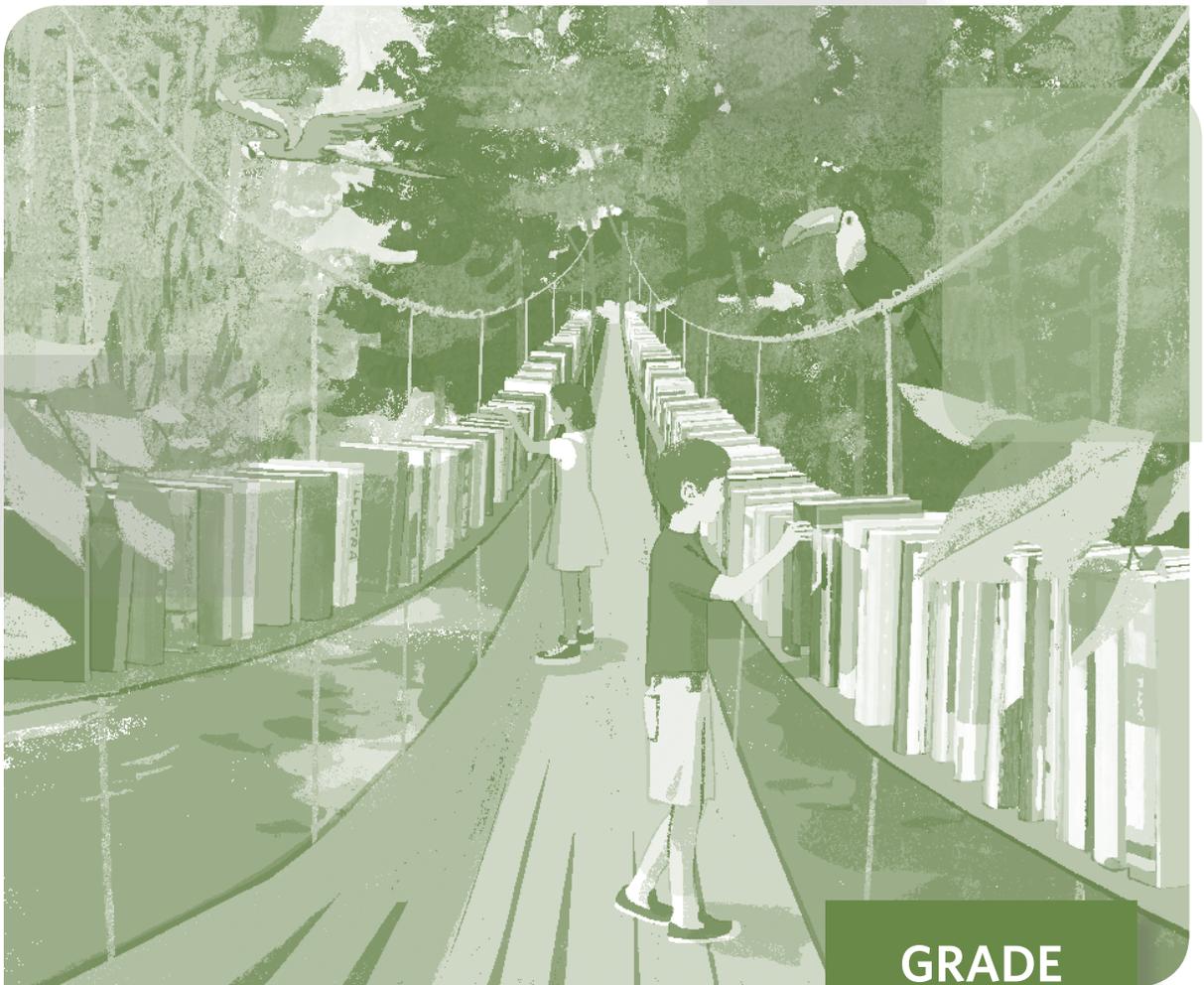
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An isometric illustration of a library or school building. The scene is filled with books of various sizes, some standing upright and others lying flat. In the foreground, a person is sitting on a bench reading a book, and another person is sitting on a chair reading a book. A dog is sitting on the ground near the person on the chair. A tree with a circular canopy is in the center. The background shows a building with windows and a door. The entire scene is rendered in a light green color scheme.

# Introduction



# Overview of the Vocabulary Lessons

Vocabulary plays a critical role in children’s growth as readers. If they do not understand the words they are reading, children cannot make sense of text. It follows, then, that expanding students’ vocabularies is vital to their reading success. The *Vocabulary Teaching Guide* provides 30 weeks of vocabulary instruction that build students’ word knowledge, supplementing and supporting the reading comprehension lessons in the *Making Meaning*® *Teacher’s Manual*. This vocabulary instruction incorporates the latest research to give you the tools you need to boost your students’ word power.

Like the *Making Meaning* lessons, the vocabulary lessons are unique in their blend of academic instruction and support for students’ social and ethical development. The lessons teach high-utility words found in or relating to the read-aloud texts. The students learn four to six words each week in lessons designed to take 15–20 minutes each. The lessons combine direct instruction in word meanings with activities that require the students to think deeply about the words and use them as they talk with their partners and the class. The activities are designed to be both challenging and fun, and to help instill in your students a love of words and an appreciation for learning new words.

---

## New to the Vocabulary Lessons

In this revision of the *Vocabulary Teaching Guide*, we have added content, assessment, and technology features designed to support your teaching and your students’ vocabulary knowledge and social development. These include:

- Additional weeks of instruction at every grade
- New read-aloud texts and new vocabulary words
- Enhanced lesson support for vocabulary instruction, including digital picture cards (K–1) and digital word cards (K–6)
- Online, interactive whiteboard activities for displaying picture cards (K–1), word cards (K–6), and prompts (K–6) used during instruction
- Print and digital teaching guides with links to professional development media and lesson resources

- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- Additional support for incorporating technology through tips and tutorials

---

## Unique Pedagogy

The vocabulary lessons' unique pedagogy grows out of years of research on vocabulary and child development. It focuses on character education and social and ethical development and supports teachers in expanding their students' vocabularies and building a word-rich classroom environment.

### RESEARCH BASED/CLASSROOM TESTED

Children learn words in many different ways, such as by talking with teachers, friends, and family members, listening to stories, and reading independently; but this incidental word-learning is not enough. For students to develop the rich and varied vocabulary they need to communicate effectively and succeed academically, direct instruction in specific words is needed (Stahl 1999). Researchers and leaders in the field of vocabulary instruction, including Bauman and Kame'enui, McKeown and Beck, and Stahl,\* have identified instructional practices that best help children build their vocabularies—practices we have incorporated into the *Vocabulary Teaching Guide*:

- Provide explicit instruction in a set of carefully chosen, high-utility words.
- Begin instruction by introducing a word in context.
- Provide a student-friendly definition of the word and examples of the way it is used.
- Give students opportunities to engage actively with the word in meaningful ways when they first encounter it, such as by applying it to their own experiences.
- Have students practice using the word through engaging activities.
- Provide multiple exposures to the word over an extended period of time.
- Teach strategies that students can use to learn words independently, such as recognizing synonyms, antonyms, and words with multiple meanings, and using context to determine word meanings.

We developed the *Vocabulary Teaching Guide* in consultation with classroom teachers who piloted the lessons and gave us extensive feedback to ensure that the program addresses the needs of all students and is easily implemented.

---

\*To read more about the theoretical and research basis for these vocabulary lessons, please refer to the Bibliography on page 660.

---

## Lessons at a Glance

The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that support vocabulary acquisition, and the social development objectives of the program and how they are achieved.

### LESSON RESOURCES

At grade 3, vocabulary instruction includes:

- A teaching guide
- Access to online resources via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) developed for the vocabulary lessons, including interactive whiteboard activities, assessment forms, reproducible word cards, family letters and other reproducibles, and professional development media

In addition to the lesson resources above, the instruction in the *Vocabulary Teaching Guide* is also supported by a variety of print and digital components that accompany the *Making Meaning* program, including children’s trade books, the *Assessment Resource Book*, the *Digital Teacher’s Set*, and access to the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) and the CCC ClassView app ([classview.org](http://classview.org)). For more information about these program components, see “Program at a Glance” in the Introduction of the *Teacher’s Manual*.

For more information about the CCC Learning Hub, CCC ClassView, and the interactive whiteboard activities, see “Using the Technology Features” on page xxv.

### THE WORDS

The vocabulary words were selected from the read-aloud texts used in grade 3 of the *Making Meaning* lessons. To develop an initial word list, we asked this critical question: *Which words in the Making Meaning texts are most useful for the students to know?* In answering this question, we were guided by the work of Isabel Beck and her colleagues at the University of Pittsburgh. Beck states that the best candidates for instruction are words that students are not likely to use frequently but that educated adults regularly use in their speech and writing and that appear in a wide range of texts students might encounter. She refers to these words as Tier Two\* words. The words we selected as candidates for instruction were those we

---

\*Tier One words are high-frequency words that typically do not require instruction. Tier Three words are less frequently used words often associated with science, social studies, and other content areas. For more information, see *Bringing Words to Life: Robust Vocabulary Instruction*, 2nd ed. by Isabel L. Beck, Margaret McKeown, and Linda Kucan (The Guilford Press, 2013).

believed met Beck’s Tier Two criteria. In addition, we looked for words that would be interesting and fun for the students to learn and use.

In some instances, a *Making Meaning* text did not yield six words that met our criteria. To provide words for instruction, we included words that do not appear in the text but that represent concepts or ideas that are important to the story and worthwhile for the students to know. These “concept words” appear in italics in word lists in the week they are introduced.

To check the validity of our word choices, we asked our grade 3 pilot teachers to review the list, and we made changes based on their recommendations. For a complete list of the grade 3 words and their meanings, see Appendix B.

## **INTRODUCING THE WORDS**

Vocabulary instruction becomes meaningful for students when the words they are learning are tied to a familiar and relevant context. The *Making Meaning* read-aloud texts provide that context. During a vocabulary lesson, the students reencounter words that they heard earlier during a *Making Meaning* lesson. Each word is introduced by rereading the text that includes the word. The students then hear the word defined in student-friendly language.

## **WORD CARDS**

A digital whiteboard activity that includes the word and the prompt(s) used to discuss the word are provided for each word in the grade 3 program. Additionally, reproducible wall word cards are provided on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Each reproducible wall word card shows the card number and the word and its definition.

The program provides two options for displaying the word cards: The words may be projected on an interactive whiteboard using the whiteboard activities provided with each lesson, or the reproducible wall word cards may be printed and posted where everyone can see them.

The word cards are also used during Ongoing Review activities. An interactive whiteboard activity is provided for displaying the words and prompts on each ongoing review day. For more information about Ongoing Review, see “Retaining the Words” on page xxv.

## **QUESTIONS AND ACTIVITIES**

After the students have been introduced to a word, they practice using it by answering questions that require them to think about the word in other contexts. Many questions have them relate the word to their own experiences, and follow-up questions ask them to explain their thinking, encouraging them to think more deeply about the word. (*When have you volunteered to help do something beneficial? Why did you volunteer?*)

The students also use the words in a variety of activities:

- **Act Out the Words.** The students act out a word or guess which word you or a classmate is acting out.
- **Create a Sentence.** They use a vocabulary word in a sentence.
- **Describe the Character.** They choose the vocabulary word that best describes a character in a character sketch.
- **Does That Make Sense?** They decide whether or not a scenario that includes a vocabulary word makes sense.
- **Find Another Word.** They identify the vocabulary word that can replace an underlined word or words in a sentence. (*Caleb found out his best friend is going to the same camp as he is. He was so happy he shouted with excitement.* [whooped])
- **Finish the Story.** They choose the word that best completes a story they hear.
- **I'm Thinking of a Word and Which Word Am I?** They use clues you provide to figure out which word you are thinking of.
- **Imagine That!** They visualize a situation and then use the vocabulary word to discuss their mind pictures.
- **Make a Choice.** They use their knowledge of a word to make a choice about the word. (*Which of these would clatter: pots and pans or blankets? Why?*)
- **Tell Me a Story.** They hear the beginning of a story that includes a vocabulary word and they use their knowledge of the word to make up an ending for the story.
- **What Do You Think About?** They tell what they picture in their minds when they hear a word.
- **What Might You Say or Do?** They use a vocabulary word to tell what they might say or do in an imagined situation.
- **What's the Missing Word?** They identify the vocabulary word that can fill in the blank in a sentence. (*On warm, sunny days, our cat, Percy, \_\_\_\_\_ in the sun and takes naps.* [lounges])
- **Which Word Goes With?** They tell how a vocabulary word relates to a word they all know, such as *school* or *cat*.

## INDEPENDENT WORD-LEARNING STRATEGIES

Research shows that students benefit from both learning individual words and learning strategies for determining the meanings of unknown words they hear or encounter in their independent reading. In grade 3, the students learn the following strategies:

- Recognizing synonyms
- Recognizing antonyms
- Using the prefixes *un-* and *re-* to determine word meanings
- Using the suffixes *-est* and *-ful* to determine word meanings
- Using context to determine word meanings
- Recognizing idioms
- Recognizing shades of meaning
- Recognizing words with multiple meanings
- Using a print dictionary to determine word meanings
- Using an online dictionary to determine word meanings
- Using a glossary to determine word meanings

Each strategy is introduced through the discussion of a vocabulary word. (For example, recognizing shades of meaning is introduced through the word *plop* in Week 3.) For additional practice in using the strategies, More Strategy Practice activities are provided periodically. Although these activities are optional, we encourage you to do them with your students. We believe the students will benefit from the additional exposure to the strategies. For tables of the strategies and the weeks in which they are introduced and reviewed, see Appendix C.

The table on the next page provides a snapshot of how independent word-learning strategies are developed across grades K–6.

Independent Word-learning Strategy	K	1	2	3	4	5	6
Recognizing synonyms	■	■	■	■	■	■	■
Recognizing antonyms	■	■	■	■	■	■	■
Using context to determine word meanings		■	■	■	■	■	■
Recognizing shades of meaning	■	■	■	■	■	■	■
Recognizing words with multiple meanings	■	■	■	■	■	■	■
Using inflectional endings	■	■					
Using knowledge of compound words to determine meanings			■	□			
Using prefixes to determine meanings	□	□	■	■	■	■	■
Using suffixes to determine meanings	□	□	■	■	■	■	■
Using Greek and Latin roots to determine word meanings				■	■	■	■
Recognizing idioms				■	■	■	■
Recognizing adages and proverbs					■	■	
Using a dictionary, glossary, or thesaurus			■	■	■	■	■
Analyzing word relationships to better understand words							■

■ formally taught □ informally explored or reviewed

## ALIGNMENT WITH STANDARDS

Lessons in the *Vocabulary Teaching Guide* have been carefully designed to focus on standards aimed at vocabulary acquisition and use.

- Words taught or explored include both grade-appropriate general academic and domain-specific words. The general academic words taught as target words are identified with asterisks in Appendix B, “Grade 3 Words and Definitions.” For Extension activities in which domain-specific words are explored, see Appendix D, “Additional Activities.”

- Students practice using the words they are learning in both partner and whole-class conversations. Questions require the students to make real-life connections between the words and their own experiences. (The program’s focus on conversations about words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with standards for speaking and listening.)
- In lessons and review activities, the students explore the nuances of word meanings and relationships among words, including synonyms, antonyms, and shades of meaning.
- Students are formally taught grade-appropriate strategies they can use to figure out word meanings when reading independently. These include using context, identifying multiple meanings, recognizing idioms, and using prefixes, suffixes, and roots.

For more about how the program aligns to specific state standards, see the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

# Teaching the Vocabulary Lessons

The grade 3 program consists of 30 weeks of lessons numbered consecutively throughout the year. Each week has five days of instruction. Beginning in Week 2, an Ongoing Review activity in which the students review previously taught words is included.

## How a Week Is Organized

Each week begins with a Resources list, which specifies the physical materials and the supplemental activities for the entire week, while the Online Resources list indicates all the materials that are available digitally on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). The Resources list is followed by the week's Overview, which includes lists of the six vocabulary words taught that week, the five words reviewed during Ongoing Review, the word-learning strategies taught or reviewed during the week, and the vocabulary and social development focuses. A "Do Ahead" section contains suggestions for preparing for the week.

**Week 6**

**RESOURCES**

**Read aloud**

- "The Space Age" (Written by Robert N. Munsch, illustrated by Michael Martchenko)

**More Strategy Practice**

- "Figure Out the Meaning of That!"
- "Connect Other Words with the Suffix -er"

**Assessment Resource Book**

- Week 6 vocabulary assessment

**Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

**Whiteboard Activities**

- W6L1-W6L5

**Assessment Form**

- "Class Vocabulary Assessment Record" sheet (CA1)

**Reproducibles**

- Week 6 Family Letter (SL1L1)
- Optional "Week 6 Word Card" (SL3L2)

**Professional Development Media**

- "Using Web-based Whiteboard Activities" tutorial (LW1L2)

**OVERVIEW**

Words Taught	Words Reviewed
unfortunate	clatter
fortunate	tick
invasive	invasive
furious/furiously	magnificent
magnificent	unfortunate
amplify	

**Word-learning Strategies**

- Using the prefix *un-* to determine word meaning (review)
- Recognizing synonyms (review)
- Recognizing shades of meaning (review)
- Using the suffix *-er* to determine word meaning
- Recognizing synonyms (review)

**Vocabulary Focus**

- Students learn and use six words from or about the book.
- Students review using the prefix *un-* to determine word meanings.
- Students review synonyms, opposites, and shades of meaning.
- Students discuss using the suffix *-er* to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

**Social Development Focus**

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

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Week 6 | 121

Each week includes five days of instruction. On Days 1 and 2, three words are taught and reviewed. On Days 3 and 4, three more words are taught and reviewed. On Day 5, five words previously taught are reviewed in an activity called "Ongoing Review." (Week 1, in which six words are reviewed during Ongoing Review, is an exception.)

The chart below shows how a week is structured.

Day 1	Day 2	Day 3	Day 4	Day 5
3 words taught	Day 1 words reviewed	3 words taught	Day 3 words reviewed	Ongoing Review

## Teaching the Vocabulary Lessons with the *Making Meaning* Lessons

We suggest you teach the week’s lessons from the *Vocabulary Teaching Guide* the week after you teach the read-aloud text from the *Making Meaning* lessons in the *Teacher’s Manual*. (For example, teach Week 1 in the *Vocabulary Teaching Guide* a week after you have taught Unit 1, Week 1 in the *Teacher’s Manual*.) Waiting a week helps to ensure that the students have thoroughly discussed the read-aloud text before revisiting it during the vocabulary lessons. (If you prefer to teach the vocabulary lessons in the same week as you teach the read-aloud text in the *Making Meaning* lessons, be sure to completely finish the reading of the text, which may extend across two or more days, before you introduce the words. Otherwise, you run the risk of teaching words that the students have not encountered in the reading.)

The calendar below shows one way you might structure a week of *Making Meaning* lessons and vocabulary lessons.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading comprehension lesson	Reading comprehension lesson	Reading comprehension lesson	Reading comprehension lesson	
Vocabulary lesson	Vocabulary lesson	Vocabulary lesson	Vocabulary lesson	Vocabulary Ongoing Review

For a table that shows each week of the vocabulary lessons, the read-aloud text you will use during that week, and the week in which that text was taught in the *Making Meaning Teacher’s Manual*, see Appendix A.



## SOCIAL DEVELOPMENT AND COOPERATIVE STRUCTURES

Like the *Making Meaning* lessons in the *Teacher's Manual*, the lessons in the *Vocabulary Teaching Guide* help students develop socially and ethically as well as academically. During the lessons, the students frequently discuss words with their partners through the cooperative structures “Turn to Your Partner” and “Think, Pair, Share.” The cooperative structures increase the students’ engagement and accountability and ensure that all the students have opportunities to practice using the words.

We recommend that you use the same partners for the vocabulary lessons that you have assigned for the *Making Meaning* lessons. We also recommend that you incorporate the social focuses of the *Making Meaning* lessons into the vocabulary lessons. Social development focuses are provided with each vocabulary lesson. Reinforcing social skills as the students work together will help them develop caring and respectful relationships and create a safe and supportive classroom environment conducive to sharing their thinking.

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### Planning and Teaching the Lessons

To prepare to teach a week from the *Vocabulary Teaching Guide*, begin by reading the week’s introductory pages. The Resources list identifies the *Making Meaning* read-aloud text or texts, supplementary activities, and online resources for the week. The week’s Overview acquaints you with the vocabulary words and independent word-learning strategies to be taught and reviewed during the week, as well as the academic and social focuses of the week. In particular, review the “Do Ahead” section. It alerts you to any materials you need to gather or prepare for the week.

### PREPARING FOR A LESSON

- Read the entire lesson. Pay particular attention to the questions and prompts and anticipate how your students will respond. Teacher Notes provide suggestions to support struggling students.
- Prepare or collect any necessary materials, including the appropriate *Making Meaning* read-aloud text.
- Practice reading aloud the part of the text that introduces each word. You might use self-stick notes to mark the starting and stopping points of the read-aloud. Focus on emphasizing the vocabulary word where it appears in the text.
- Review the definition of each word. You might write each definition on a self-stick note and place the note on the page of the read-aloud where the word is introduced.

- Review the word cards and how they are introduced in the lesson. (See “Using the Technology Features” on page xxv.)
- Plan any teacher examples or modeling required in the lesson.
- Review any More Strategy Practice, More ELL Support, or Extension activities in a lesson, and decide if and when you will do them. Collect any necessary materials.
- Plan how you will pace the lesson to keep it moving. A lesson is designed to take, on average, 15–20 minutes.

## TIPS FOR TEACHING THE LESSONS

We offer the following tips to help you teach the lessons:

- **Anticipate room arrangement needs.** We recommend a classroom arrangement that allows for whole-class gatherings, discussions, and space for movement. A rug or library area is ideal. If this is not possible, arrange the students so that they can hear you clearly, see the read-aloud text, and participate in partner and whole-class discussions.
- **Use the lesson definition.** It is important to define each word as it is defined in the lesson. Each definition has been carefully written in simple, student-friendly language, and the activities have been developed based on the definitions.
- **Correct ungrammatical responses by modeling standard language.** During a discussion, a student may use a word in a way that shows he understands its meaning but that is incorrect grammatically (for example, “I determination to finish cleaning my room even though it was hard work”). We suggest you point out that the student’s response demonstrates that he knows what the word means and then restate his response using correct grammar (for example, “What you said shows that you know what *determination* means, but we usually say, ‘I was determined to finish cleaning my room even though it was hard work’”).

## LESSON LENGTH AND PACING

The lessons take, on average, 15–20 minutes. Lessons in the first few weeks of the program may take longer as you practice the cooperative structures (“Turn to Your Partner” and “Think, Pair, Share”) and the students become accustomed to using the prompts. (See “Using the Prompts to Discuss the Words” on the next page.)

It is important to monitor the pace of the lessons, not only to complete them in a reasonable amount of time but also to help the students stay focused and engaged. To maintain the pace of the lessons, we suggest the following:

- Keep partner conversations brief.
- After partners have shared, have only one or two volunteers share their thinking with the class, even if other students have their hands up.
- During whole-class discussions, have only two or three volunteers share their thinking. If many students want to contribute to the discussion, use “Turn to Your Partner” to give partners an opportunity to share with each other. Then have only one or two volunteers share with the class.

## **USING THE PROMPTS TO DISCUSS THE WORDS**

To learn a new word well, it is critical that the students use the word often and, whenever possible, in sentences. To facilitate this practice, we frequently ask the students to reply to questions with prompted responses. The prompts are a critical component of the program. They provide the students with the language they need to use a new word confidently and successfully. The prompts also ensure that the students will actually *say* the vocabulary word as they discuss it during partner and whole-class sharing, which is important if they are to learn and remember the word. In addition, the prompts support the students’ oral language development and are especially helpful to English Language Learners.

To encourage the students to use the prompts, you might display them using the whiteboard activities provided with each lesson, or print and display the prompts where everyone can see them using the printable prompts you will find on the CCC Learning Hub. Once the students have become accustomed to using the prompts, they might choose to use a word in a sentence of their own. That is fine. What is important is that the students say the word as they discuss it and use that word correctly.

## **FULL AND ABBREVIATED LESSONS**

In Weeks 1–5 of the program, all the procedures for introducing words and conducting activities have been fully written out to support you as you become familiar with the program. We refer to these lessons as “full lessons.” By Week 6 you will be familiar with most of the procedures. For this reason, the language of the procedures has been abbreviated. In the first two weeks of these “abbreviated lessons,” a Teacher Note will direct you to the full version of a procedure in Weeks 1–5 should you wish to review it.

## HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction, and that provide background information, tips, and supplemental activities to extend or support word learning. These lesson features are listed in the table below.

### Helpful Lesson Features

- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to a variety of things, including the purposes of various activities, hints for reviewing previously taught words, and ways to support struggling students. Notes also provide additional information about the words themselves.
- **Cooperative Structure Icons.** These icons indicate where in a lesson a cooperative structure, “Turn to Your Partner” or “Think, Pair, Share,” is used.
- **Whiteboard Activity Icons.** These icons show where in a lesson a whiteboard activity is used.
- **“You might say.”** This feature provides sample language you can draw on when you model how a word is used. If the students struggle to understand or use a word, you might use “You might say” suggestions to provide support.
- **ELL Notes.** These notes suggest ideas for supporting your English Language Learners. Spanish cognates are provided for some words. (See “Support for English Language Learners (ELLs)” on page xxx.)
- **More ELL Support Activities.** These supplemental activities focus on building English Language Learners’ vocabulary and oral language skills.
- **Prompt Cues.** The word *PROMPT* identifies language you can use to prompt the students’ responses to a question or activity. Each prompt relates to the vocabulary word being discussed.
- **Class Vocabulary Assessment Notes.** These notes help you observe and assess the whole class during Ongoing Review activities. (See “Assessments” on page xxvii.)
- **Technology Tips.** These tips suggest ways you might use an interactive whiteboard or other technology during a lesson.
- **More Strategy Practice Activities.** These optional activities provide the students with further instruction and practice in independent word-learning strategies, such as recognizing synonyms and antonyms and using context to determine word meanings.
- **Extension Activities.** These supplemental activities extend student learning by exploring independent word-learning strategies not formally taught in the program, figurative language, and other interesting ways that authors use words.



## Using the Technology Features

The *Making Meaning* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes. For information on the *Digital Teacher's Set*, the CCC Learning Hub, and the CCC ClassView app, see "Digital Teacher Resources" in the Introduction of the *Teacher's Manual*.

For teaching the vocabulary lessons, a variety of online resources have been developed to directly support the vocabulary instruction for each week and are available on the CCC Learning Hub. For more information, see the "Using the CCC Learning Hub" tutorial (AV39).



- **Whiteboard activities.** These interactive activities allow you to display the words as they are taught during the week, display the prompts as they are used in a day's lesson, and, on occasion, guide students seamlessly through games and activities used to review the words in Days 2, 4, and 5. For more information, see the "Using CCC's Whiteboard Activities" tutorial (AV40).
- **Printable reproducibles.** These resources, including weekly family letters, word cards, and crossword puzzles, provide additional lesson support for students and their families. For more information on how these can be used, see "Additional Ways to Review the Words" on the next page.
- **Assessment forms.** These online forms allow you to record the students' progress on both class and individual assessments. You can print these forms from the CCC Learning Hub or use the CCC ClassView app to electronically record data for the class. For more information about the CCC ClassView app, view the "Using the CCC ClassView App" tutorial (AV41).
- **Professional development media and technology tutorials.** These brief videos help you with effective implementation of the lessons. Technology Tips, located in the margins of the lessons, alert you to these videos and also suggest ways to incorporate technology into the instruction.



## Retaining the Words

Research shows that students need multiple encounters with a word to make it a permanent part of their vocabulary. The *Vocabulary Teaching Guide* provides opportunities for the students to frequently hear and practice using the words they are learning.

## ONGOING REVIEW ACTIVITIES

On Day 5 of each week, the students review previously learned words through Ongoing Review activities. These activities are similar to the activities used in the lessons. An interactive whiteboard activity is provided for displaying the cards, prompts, and occasional interactive games and activities for each Ongoing Review day. Additionally, reproducible word cards for the review words are provided on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## INTEGRATING PREVIOUSLY TAUGHT WORDS INTO LESSONS

To further support the students' word retention, words that have been taught in the program are sometimes reused in the introduction of a new word or in an activity. In these cases, a Teacher Note provides the word's definition so you can review it with the students.

## ADDITIONAL WAYS TO REVIEW THE WORDS

We encourage you to look for opportunities outside of vocabulary time to review the words and help the students retain their meanings. You might:

- Use the words when you talk with the students.
- Encourage the students to use the words with their classmates. When you hear a word used, call attention to it.
- Encourage the students to use the words in their writing.
- Invite the students to listen and look for the words outside of the classroom. Track the words they hear and see by writing them on a classroom chart. If you hear a word used outside of class, discuss the use of the word with the students.
- Reproducible word cards in a small size are available for each week on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Make copies of the appropriate cards each week, one set for each student. Have the students keep the cards to review in class, or have them take the cards home to practice the words with their families.
- Each week send a family letter home with the students that includes a list of the words and definitions they are learning. You will find weekly family letters, in both English and Spanish, on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Ask the students to review and practice the words with family members.
- Keep copies of word cards in a learning center. The students can use the cards for word sorts and games such as "Concentration" and "Go Fish." Encourage the students to invent their own games using the cards and to play vocabulary games such as "Which Word Am I?"
- Make crossword puzzles and word searches using the words. Reproducible crossword puzzles are also available on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

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## Creating a Word-rich Classroom

Creating a classroom in which words are valued and enjoyed is an important step in helping your students develop an appreciation for words and word learning. Here are some suggestions for building a word-rich classroom:

- Exhibit your own curiosity about words. Talk about interesting words you see and hear and invite the students to share their own interesting words.
- Apply sophisticated words to everyday classroom situations.
- Encourage the students to suggest words for the class to learn. Collect the words in a suggestion box or list them on a chart. Choose some words to explore as a class.
- Make word resources available, including various dictionaries, a thesaurus, books of puns and riddles, stories and poems that use wordplay, and books of word games such as crossword puzzles and word searches.
- Play language games such as “Telephone,” sing songs, chant rhymes, and introduce the students to puns and riddles.
- Notice playful or creative uses of language in and outside of class, including made-up words, interesting proper names, idioms, and figures of speech such as metaphors, similes, and personification. Discuss these words with your students, model thinking of additional examples, and invite the students to give examples.

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## Assessments

The assessment tools in the *Vocabulary Teaching Guide* are designed to help you evaluate your students’ knowledge of the words they are learning and make informed instructional decisions as you progress through the program. Both formative and summative assessment tools are provided.

You will find record sheets for all assessments, as well as instructions and student response sheets for individual assessments, in the *Assessment Resource Book*. You may choose to record your students’ progress using printed copies of the forms from the *Assessment Resource Book* or through the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see “CCC ClassView App” in the Introduction of the *Teacher’s Manual*.

## FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' vocabulary growth over time through class observation and support you in differentiating instruction as necessary.

### Class Vocabulary Assessment

Class Vocabulary Assessment Notes occur every two weeks (in Weeks 2, 4, 6, etc.) during the Ongoing Review activity. They are designed to help you evaluate the performance and needs of the whole class. During this assessment, we suggest that you walk around and observe the students. Ask yourself the questions in the Class Vocabulary Assessment Note and follow up as appropriate with the suggested interventions. You can record your observations on the corresponding "Class Vocabulary Assessment Record" sheet (CA). Additional suggestions for reviewing and practicing words can be found in "Retaining the Words" on page xxv.

## SUMMATIVE ASSESSMENTS

### Individual Vocabulary Assessment

At grades 2–6, the Individual Vocabulary Assessment is designed to help you assess individual students' knowledge of the words. The assessment occurs after Weeks 4, 8, 12, 16, 20, 24, 28, and 30. These multiple-choice assessments use activity formats familiar to the students from the weekly lessons. The students record their answers on the corresponding "Individual Vocabulary Assessment: Word Check" answer sheet (IA). You will find teacher instruction sheets and reproducible answer sheets in the *Assessment Resource Book* and on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

### Student Self-assessment

At grades 2–6, the Student Self-assessment gives the students an opportunity to take responsibility for their learning by reflecting on their knowledge of the words using the "Student Self-assessment" response sheet (SA). Analysis of the response sheets alerts you to words in need of further review and practice.

We recommend that you administer the Student Self-assessment in place of or in addition to the Individual Vocabulary Assessment, with the students evaluating their knowledge of words you select. Suggestions for using the results of the assessment are included on the instruction sheet.

## Other Ways to Assess Individual Progress

The Individual Vocabulary Assessment and Student Self-assessment are two useful tools for measuring an individual student’s word knowledge. We encourage you to consider using one or more of the following tasks periodically to provide you with additional information about a student’s understanding of the words:

- Ask the student what he or she knows about a word.
- Have the student use words he or she chooses to write or tell a story.
- Have the student act out a word.
- Have the student make a picture card that illustrates what the word means.

For more information about the assessments in the vocabulary lessons, see “About Vocabulary Assessment” in the Assessment Overview of the *Assessment Resource Book*.

# Special Considerations



## Support for English Language Learners (ELLs)

Learning new vocabulary can be especially challenging for ELLs. Strategies identified by researchers as “best practice” in ELL vocabulary instruction are inherent in the design of the vocabulary lessons. They are summarized in the table below.

### ELL Vocabulary Instruction Strategies in the *Vocabulary Teaching Guide*

ELL Strategies	Use in the Vocabulary Lessons
Introduce a word in a meaningful context.	Each word is introduced through a familiar read-aloud text.
Define the word in clear, simple language.	Lessons provide classroom-tested, student-friendly definitions.
Use visual aids to support word learning.	When appropriate, lessons use text, photographs, and illustrations or real objects to make word meanings concrete. Teachers or student volunteers frequently act out words.
Model the way words are used.	Lessons include language that teachers can use to model or explain how a word is used. Prompts model for students how to use a word correctly.
Help students connect words to personal experience.	Teacher questions “personalize” a word by having students use the word to talk about themselves and their experiences.
Provide many opportunities to discuss and use a word in a variety of contexts.	Students practice using a word in various ways and review the word frequently.
Invite students to respond to words physically by associating a word with an action, gesture, or expression.	Students act out words and use gestures and expressions to convey meaning during role-playing activities.
Review words frequently.	Ongoing review activities give students a chance to review words each week.

## ADDITIONAL ELL SUPPORT

The program also includes these features to provide further support to ELLs:

- **ELL Notes.** These notes provide specific suggestions for modifying or enhancing instruction during a lesson to support ELLs. Suggestions include using realia (real objects) to introduce words, defining unfamiliar words in the activities, or simplifying activities and questions.
- **Spanish cognates.** An ELL Note will alert you when a Spanish cognate (a Spanish word that has a pronunciation, meaning, and spelling similar to an English word—for example, *prefer/preferir*) is provided for a word taught in the program. During a lesson, you might write the Spanish cognate underneath the English word and briefly point out letters and sounds that are the same or similar in both words. Research shows that teaching cognate awareness accelerates the English language vocabulary development of Spanish-speaking ELLs. For help in pronouncing the Spanish cognates, see Appendix E.
- **More ELL Support activities.** More ELL Support activities are provided in some weeks and give ELLs additional opportunities to build vocabulary and oral language skills.
- **Spanish family letters.** Weekly family letters provided on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) are available in Spanish and include the vocabulary words and definitions.

For more information about English Language Learners and how to support them, see “Support for English Language Learners (ELLs)” in the Introduction of the *Making Meaning Teacher’s Manual*.

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## Building the Home-School Connection

Keeping families informed about their children’s participation in the vocabulary program helps family members understand and appreciate how their children are building their vocabulary and how they can support that development.

### FAMILY LETTERS

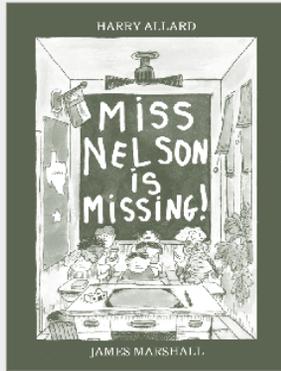
We provide a letter to send home with the students at the end of each week, available in both English and Spanish. Each letter includes the week’s words and meanings and suggestions for helping the students review the words and build their word-learning skills. The family letters are included in the Online Resources list for each week and can be accessed via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).



# Lessons

# Week 1

## RESOURCES



### Read-aloud

- *Miss Nelson Is Missing!* by Harry Allard, illustrated by James Marshall

### More Strategy Practice

- “Start an Antonym Chart”
- “Discuss the Multiple Meanings of *Snap*”

### Extension

- “Explore Onomatopoeia”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA8

### Reproducibles

- Introductory family letter (BLM1)
- Week 1 family letter (BLM2)
- (Optional) “Week 1 Word Cards” (BLM3)

### Professional Development Media

- “Using “Turn to Your Partner”” (AV6)
- “Using the CCC Learning Hub” tutorial (AV39)
- “Using CCC’s Whiteboard Activities” tutorial (AV40)
- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

whiz  
squirm  
rap  
snap  
likely  
*unlikely\**

## Words Reviewed

likely  
rap  
snap  
squirm  
unlikely  
whiz

\*Concept words are italicized in word lists the week they are introduced. For more information about concept words, see “The Words” in the Introduction.

## Word-learning Strategies

- Recognizing words with multiple meanings
- Using the prefix *un-* to determine word meanings
- Recognizing antonyms

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students discuss a word with multiple meanings.
- Students discuss the prefix *un-*.
- Students discuss antonyms.
- Students build their speaking and listening skills.

## Social Development Focus

- Teacher and students build the reading community.
- Students practice the procedure for “Turn to Your Partner.”
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

## 1 DO AHEAD

- ✓ Familiarize yourself with the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), where the online resources for each lesson are located. For more information, view the “Using the CCC Learning Hub” tutorial (AV39). 
- ✓ This week the students use “Turn to Your Partner” to discuss their thinking in pairs. You may wish to review the procedure for “Turn to Your Partner” prior to Day 1 (see Step 1 in Unit 1, Week 1, Day 2 of the *Teacher’s Manual*). To see an example of how to use this strategy with your students, view “Using ‘Turn to Your Partner’” (AV6). 
- ✓ Prior to Day 1, collect a ruler to use to act out the word *rap*.
- ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the introductory family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Start an Antonym Chart” on page 19. You might do the activity at the end of the vocabulary lesson or at another time.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss the Multiple Meanings of *Snap*” on page 20.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM2). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 1 Word Cards” (BLM3). These cards can be used to provide your students with more opportunities to review the words. For more information, see “Additional Ways to Review the Words” in the Introduction.

# Introduce *Whiz*, *Squirm*, and *Rap*

# Day 1

## In this lesson, the students:

- Learn and use the words *whiz*, *squirm*, and *rap*
- Discuss words with multiple meanings
- Build their speaking and listening skills
- Practice using “Turn to Your Partner”
- Listen respectfully to the thinking of others and share their own

## Words Taught

### **whiz** (p. 3)

*Whiz* means “move very fast.” Some things that whiz make a buzzing or hissing sound.

### **squirm** (p. 5)

*Squirm* means “wiggle, or twist your body from side to side, usually because you are bored or uncomfortable.”

### **rap** (p. 10)

*Rap* means “tap or hit something sharply (forcefully) and quickly.” *Rap* is also a “type of music in which words are spoken in time to music with a steady beat.”

## ABOUT PROMPTED RESPONSES

To learn a new word well, it is critical that the students use the word often and, whenever possible, in sentences. To facilitate this practice, we frequently ask the students to reply to questions with prompted responses. These structured responses may seem awkward or stilted initially, but the students will soon become comfortable using them. It is important for the students to use the prompts in both whole-class discussions and partner conversations.

We recommend that you project the prompts for each word using an interactive whiteboard. Alternatively, you might display them using a document camera or write them on chart paper. For more information about the prompts, see “Using the Prompts to Discuss the Words” in the Introduction.

## ABOUT RECOGNIZING WORDS WITH MULTIPLE MEANINGS

This week we introduce the students to recognizing words with multiple meanings, a strategy they can use independently to figure out the meanings of unfamiliar words. The students learn that many words have more than one meaning and that often the meanings are very different. They learn that if they encounter a word with multiple meanings as they listen to or read a text, they

## Materials

- *Miss Nelson Is Missing!*
- Word card 1 (WA1)
- Word card 2 (WA2)
- Word card 3 (WA3)
- A ruler, collected ahead
- Copy of the introductory family letter (BLM1) for each student

### **ELPS 1.C.i**

**"About Prompted Responses" and "About Recognizing Words with Multiple Meanings" (all, beginning on page 5 and continuing on to page 6)**

## Teacher Note

Incorporate this week’s social development focuses into the lessons by encouraging the students to listen respectfully to one another and to take responsibility for their learning and behavior. At the end of a lesson, you might ask the students what they did to be good listeners. For more about social development in the vocabulary lessons, see “Social Development and Cooperative Structures” in the Introduction.

### Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 5 and then finish the lesson later in the day or the next day.

### Teacher Note

The students can work within partnerships already established during the *Making Meaning* lessons, or you may assign new partners for the vocabulary lessons. For more information on assigning partners randomly, see “Social Development and Cooperative Structures” in the Introduction.

### Teacher Note

If the students have difficulty thinking of words, stimulate their thinking by asking questions such as “What is a word you use a lot?” “What is a word you think is fun to say?” and “What is a word that makes you think happy thoughts?”

### ELL Note

English Language Learners may struggle to understand verbal definitions. Using the illustrations from the book to introduce a word provides the students with critical visual support for learning the word’s meaning.

can usually figure out the correct meaning by thinking about how the word is used. This week the students explore multiple meanings of the word *rap*. For a complete table of words with multiple meanings taught in grade 3 and the weeks in which they are introduced, see Appendix C. For more information about recognizing words with multiple meanings and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

## GET READY TO LEARN NEW WORDS

### 1 Introduce the Vocabulary Lessons

Gather the class with partners sitting together, facing you. If necessary, review the procedure for gathering on the rug. Remind the students of your expectations for how they should move and sit.

Introduce the vocabulary lessons by telling the students that this year they will learn many new and interesting words that they can use when they talk with one another and when they write. Tell them how much you enjoy learning and using words, and then share some of your favorite words with the class.

#### You might say:

“One of my favorite words is *delicious* because I love delicious food. Another of my favorite words is *giggle* because I love to hear my daughter giggle, and *giggle* is a fun word to say.”

Briefly discuss as a class:

**Q** *What are some of your favorite words? Why do you like those words?*

Have a few volunteers share their thinking with the class.

## INTRODUCE AND USE WHIZ

### 2 Introduce and Define *Whiz*

Tell the students that the words they will learn this year are from or about the read-aloud books in the *Making Meaning* lessons. Show the cover of *Miss Nelson Is Missing!* and read the title and the names of the author and illustrator aloud. Remind the students that they heard this story earlier and explain that today’s words are from the story.

Show page 3 and remind the students that at the beginning of the story the children in Miss Nelson’s class are misbehaving. Read page 3 aloud, emphasizing the word *whizzed*.

Tell the students that the first word they will learn today is *whiz*, and explain that *whiz* means “move very fast.” Explain that some things that whiz make a buzzing or hissing sound. Point to the paper planes in the

picture on page 3 and explain that as the planes whizzed, or moved very fast, through the air, they may have made a buzzing sound.

Display word card 1 (🔊 WA1) and have the students say the word *whiz*.

### 3 Introduce Using the Prompts

Tell the students that to learn a new word like *whiz* well, it is important that they use the word in sentences. Explain that saying the word in a sentence will help them learn to pronounce the word, use it correctly, and remember its meaning.

Tell the students that as they discuss questions about the word *whiz* and other words, you will give them sentence starters, which are sentences that they will use to answer the questions. Tell the students that these sentence starters are called “prompts,” and explain that the students will use prompts to discuss the words today. Click ❶ on word card 1 (WA1) to reveal the first prompt.

### 4 Play “Whizzing or Not Whizzing?” and Practice Using the Prompts

Tell the students that partners will play “Whizzing or Not Whizzing?” Explain that you will describe something or someone that is either whizzing or not whizzing. Tell the students that when you say “Turn to your partner,” partners will discuss whether the thing or person you described is whizzing or not whizzing and explain why they think so.

Begin by saying:

- *A turtle is moving slowly through the grass.*

Ask:

 **Q** *Is the turtle whizzing through the grass? Why do you think that?*

Point to prompt 1. Then say “Turn to your partner” and have partners use the prompt to share their thinking.

whiz

**PROMPT 1:** The turtle [is/is not] **whizzing** through the grass because . . .

❶   ❷

WA1

#### Teacher Note

For more information about introducing the vocabulary words, see “Introducing the Words” in the Introduction.

#### ELPS 1.B.i

Step 3 and Step 4 (all, beginning on page 7 and continuing on to page 8)

#### ELPS 3.B.iii

Step 3 (all)



#### Technology Tip

Whiteboard activities (WAs) can be displayed using an interactive whiteboard. Alternatively, you may print the whiteboard activities and project them using a projection device. For more information, view the “Using CCC’s Whiteboard Activities” tutorial (AV40).



#### Teacher Note

We suggest you display word card 1 (WA1) on an interactive whiteboard and click the appropriate number to reveal each prompt as it is used.

#### Teacher Note

If necessary, review the procedures for “Turn to Your Partner” (see Step 1 in Unit 1, Week 1, Day 2 of the *Teacher’s Manual*).

#### ELL Note

Prompts are especially helpful to students with limited English proficiency. For more information about supporting English Language Learners, see “Support for English Language Learners (ELLs)” in the Introduction.

### Teacher Note

Follow this procedure for all subsequent “Turn to Your Partner” activities.

### Teacher Note

Repeating the definition of the word and having the students pronounce it provides another opportunity for the students to hear the word and think about its meaning.

### Teacher Note

You may wish to explain that people might also squirm when they are nervous, frightened, or excited.

### Teacher Note

If necessary, model the movement yourself.

### ELL Note

Seeing words acted out and acting out words themselves are especially beneficial to English Language Learners who may struggle to understand a verbal definition.

**PROMPT 1:** “The turtle [is/is not] whizzing through the grass because . . .”

When most pairs have finished talking, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Using the same procedure, have the students discuss:

- *A train is speeding down the tracks at 100 miles per hour.*



**Q** *Is the train whizzing down the tracks? Why do you think that?*  
[Click **2** on WA1 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “The train [is/is not] whizzing down the tracks because . . .”

Point to the word *whiz* and ask:

**Q** *What’s the new word we are learning that means “move very fast”?*

## INTRODUCE AND USE SQUIRM

### **5** Introduce and Define *Squirm*

Show pages 4–5 of *Miss Nelson Is Missing!* and read both pages aloud, emphasizing the word *squirmed*.

Tell the students that the next word they will learn today is *squirm*, and explain that *squirm* means “wiggle, or twist your body from side to side, usually because you are bored or uncomfortable.” Explain that the children in Miss Nelson’s class would not sit still and pay attention. Instead, they squirmed—or wiggled—in their seats.

Display word card 2 ( WA2) and have the students say the word *squirm*.

### **6** Act Out Squirming

Ask the students to imagine that they are uncomfortable sitting on the rug and are squirming. Then ask a volunteer to show the class what it looks like to squirm.

Discuss as a class:

**Q** *What did you see [Alicia] doing when she squirmed?*

Click **1** on word card 2 (WA2) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

squirm

**PROMPT 1:** When \_\_\_\_\_ **squirmed**, [he/she] . . .

1 2

**PROMPT 1:** “When [Alicia] squirmed, she . . .”

Have the students act out squirming on the rug.

## 7 Discuss Times the Students Have Squirmed

Explain that most people squirm occasionally, and give a few examples of times you have squirmed.

**You might say:**

“I was sitting on a hard park bench, and after a while I began to squirm because the bench was uncomfortable. Sometimes if I’m watching a movie that isn’t interesting, I start to squirm in my seat because I’m bored.”

Ask:



**Q** *When have you squirmed in your seat because you were uncomfortable or bored? [Click 2 on WA2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “I squirmed in my seat when . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Point to the word *squirm* and ask:

**Q** *What’s the new word we are learning that means “wiggle, or twist your body from side to side, usually because you are bored or uncomfortable”?*

## INTRODUCE AND USE RAP

### 8 Introduce and Define *Rap*

Show pages 10–11 of *Miss Nelson Is Missing!* and review that in this part of the story the children first meet Miss Swamp. Read the pages aloud, emphasizing the word *rapped*.

Tell the students that the last word they will learn today is *rap*, and explain that *rap* means “tap or hit something sharply (forcefully) and quickly.” Explain that Miss Swamp wants to get the noisy children’s attention, so she raps on the desk—taps on it sharply and quickly—with a ruler. Model rapping by tapping sharply and quickly on a desk or table with a ruler.

Display word card 3 (🎧 WA3) and have the students say the word *rap*.

### 9 Act Out Rapping

Ask a volunteer to show the class what rapping on a desk or table with his knuckles looks like. Then ask:

**Q** *What did you see [Amal] do when he rapped on the [desk/table]?*

Click **1** on word card 3 (WA3) to reveal the first prompt and have a few volunteers use it to share their thinking.

rap

**PROMPT 1:** When \_\_\_\_\_ **rapped** on the \_\_\_\_\_, [he/she] . . .

**1** **2**

WA3

#### Teacher Note

You may want to model the difference between rapping and lightly tapping.

#### Teacher Note

If no student is able to model rapping, model it yourself.

#### Teacher Note

You might say “blank” for the missing word or words and explain that this is where the students use their own words to answer the question.

**PROMPT 1:** “When [Amal] rapped on the [desk/table], he . . .”

Ask:



**Q** *Why might you rap on someone’s door?* [Click **2** on WA3 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “I might rap on someone’s door because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students' attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Point to the word *rap* and ask:

**Q** *What's the new word we are learning that means "tap something sharply and quickly"?*

## 10 Discuss Another Meaning of *Rap*

Tell the students that words often have more than one meaning and that sometimes the meanings are very different. Discuss as a class:

**Q** *What else do you know about the word rap?*

If necessary, explain that *rap* is also a "type of music in which words are spoken in time to music with a steady beat."

Point to the word *rap* and ask:

**Q** *What's the new word we are learning that means "tap or hit something sharply (forcefully) and quickly" and is also a type of music?*

Tell the students that tomorrow they will talk more about the words they learned today.

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## EXTENSION

### Explore Onomatopoeia

Explain that the word *whiz* is an example of onomatopoeia and that *onomatopoeia* is "a type of word that sounds like the thing it is describing." Point out that when you say *whiz*, the word sounds like the noise something makes when it whizzes. Discuss other examples of onomatopoeia, such as *beep*, *buzz*, *crunch*, *quack*, *oink*, *moo*, *slurp*, and *squish*. Ask the students for additional examples.

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### Technology Tip

To find web-based activities that focus on recognizing words with multiple meanings, you might search online using the keywords "whiteboard multiple-meaning words activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).



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### Teacher Note

Send home with each student a copy of the introductory family letter (BLMI). Encourage the students to talk about this week's words with their families.

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### Teacher Note

You might create a chart titled "Onomatopoeia." Invite the students to listen and look for other examples, discuss them, and add them to the chart. Encourage the students to use onomatopoeia in their writing.

For examples of onomatopoeia, visit the CCC Learning Hub ([cccllearninghub.org](http://cccllearninghub.org)) to view the "Onomatopoeia" list in the General Resources section.

# Day 2

## Review *Whiz*, *Squirm*, and *Rap*

### Materials

- Daily review cards (WA4)

### Teacher Note

If the students struggle to answer the question, talk about a word you thought was fun to discuss. For example, say “I think the word *squirm* was fun to talk about because it was funny when you acted out squirming on the rug. I also thought it was fun when we talked about the word *rap* because you had some funny ideas about why you might rap on someone’s door.”

### In this lesson, the students:

- Review and practice using the words *whiz*, *squirm*, and *rap* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### whiz

*Whiz* means “move very fast.” Some things that whiz make a buzzing or hissing sound.

#### squirm

*Squirm* means “wiggle, or twist your body from side to side, usually because you are bored or uncomfortable.”

#### rap

*Rap* means “tap or hit something sharply (forcefully) and quickly.” *Rap* is also a “type of music in which words are spoken in time to music with a steady beat.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

If necessary, review the procedure for gathering on the rug; then gather the class with partners sitting together, facing you.

Display the daily review cards (WA4). Remind the students that yesterday they learned three words from the story *Miss Nelson Is Missing!* Explain that today they will talk more about the words. Point to each of the following words as you review the pronunciation and meaning: *whiz*, *squirm*, and *rap*.

Discuss as a class:

- Q Which of the words we learned yesterday do you think was especially fun to talk about? Why?

Click 1 on the daily review cards (WA4) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

whiz

squirm

rap

**PROMPT 1:** I think the word \_\_\_\_\_ was especially fun to talk about because . . .

1
2
3

**PROMPT 1:** “I think the word [*whiz*] was especially fun to talk about because . . .”

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Which Word Goes With?”

Tell the students that partners will play a game called “Which Word Goes With?” Explain that you will write a word the students know, like *bus* or *rock*, where everyone can see it and the students will think about which of the vocabulary words goes with the word you wrote. Tell the students that when you say “Turn to your partner,” partners will discuss their thinking. Then you will ask some partners to share their thinking with the class.

Explain that the word you write might go with more than one of the vocabulary words. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

Tell the students that before they do the activity in pairs, they will practice as a class. Write the word *bus* where everyone can see it and read the word aloud. Direct the students’ attention to the daily review cards (WA4) and ask:

**Q** Which of these words do you think goes with *bus*? Why do you think that?

Give the students a few moments to think about the questions. Then click **2** to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I think [*whiz*] goes with *bus* because . . .”

### Teacher Note

If the students have trouble answering the questions, think aloud about associations you might make and why. For example, say “I think *whiz* goes with *bus* because a bus that is going really, really fast would whiz down the highway. I think *squirm* goes with *bus*, too, because sometimes people squirm in their seats during a long ride on a bus. I think *rap* can go with *bus*, also, because you might rap on the window of a bus to get someone’s attention.”

## Teacher Note

If the students have trouble making associations, think aloud about associations you might make or ask questions such as “How might the word *whiz* go with *rock*? When might a rock whiz by you?” “How might the word *squirm* go with *rock*? Might you squirm if you were sitting on a rock? Why?” and “How might the word *rap* go with *rock*? How might you use a rock to rap on something?”

Remind the students that there are no right or wrong responses. What is important is that the students explain the thinking behind their associations and demonstrate an understanding of the word’s meaning.

Write the word *rock* where everyone can see it and read the word aloud. Then ask:



**Q** Which of these words do you think goes with *rock*? Why do you think that? [Click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “I think [*whiz*] goes with *rock* because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Tell the students that tomorrow they will learn and talk about three new words.

# Day 3

## Introduce *Snap*, *Likely*, and *Unlikely*

### Materials

- *Miss Nelson Is Missing!*
- Word card 4 (WA5)
- Word cards 5–6 (WA6)

### In this lesson, the students:

- Learn and use the words *snap*, *likely*, and *unlikely*
- Discuss the prefix *un-*
- Discuss antonyms
- Review words with multiple meanings
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Taught

**snap** (p. 10)

*Snap* means “speak sharply or angrily.”

**likely** (p. 20)

When something is likely, it probably will happen or is probably true.

**unlikely**

*Unlikely* means “not likely.” When something is unlikely, it probably will not happen or is probably not true.

## ABOUT CONCEPT WORDS

Most words taught in the *Vocabulary Teaching Guide* are taken directly from the read-aloud texts used in the *Making Meaning* program. Occasionally, however, we teach a word that does not appear in the book. We refer to those words as *concept words*. In the week in which they are introduced, concept words appear in italics in word lists.

In some cases, we teach a concept word because it enables us to introduce or review an important independent word-learning strategy, such as recognizing antonyms or using a prefix to determine a word's meaning. For example, on Day 3 of this week, the concept word *unlikely* is taught with *likely* to introduce the students to antonyms and the prefix *un-*. In other cases, we teach a concept word because it represents a concept or idea that is important to the story and worthwhile for the students to know. For example, we teach the concept word *obstinate* in connection with the book *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move* (Week 10) because it describes an important aspect of the main character's personality and is a synonym for the word *stubborn*. For more information about concept words, see "The Words" in the Introduction.

## ABOUT USING PREFIXES AND SUFFIXES TO DETERMINE WORD MEANINGS

Research shows that teaching students to use word parts such as prefixes and suffixes to unlock word meanings can help them become more proficient independent word-learners and contribute to their vocabulary growth (White 1989). This week the students learn the first of four word parts they will explore this year: the prefix *un-*, meaning "not." In subsequent lessons, they will learn the prefix *re-* (again) and the suffixes *-ful* (full of) and *-est* (most). For tables of the prefixes and suffixes taught, the words through which they are introduced, and the lessons in which they are taught and reviewed, see Appendix C. For more information about using prefixes and suffixes and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

## ABOUT RECOGNIZING ANTONYMS

In this lesson, the students are introduced to *antonyms*, or "words with opposite meanings," through the words *likely* and *unlikely*. In subsequent lessons, some of the antonyms they will learn are *unfortunate* and *fortunate*, *immature* and *mature*, *predator* and *prey*, and *aggressive* and *unaggressive*. Discussing a word and its opposite requires students to think about the critical attributes of the words and helps them understand and remember the words. We suggest you start an antonym chart this week and add to it during the year as the students learn new antonyms (see the more strategy practice activity "Start an Antonym Chart" on page 19). For a complete table of the antonyms taught in grade 3 and the weeks in which they are introduced, see Appendix C.

ELPS 2.C.ii  
Steps 1–3 (all,  
beginning on page  
16 and continuing to  
page 17)

## INTRODUCE AND USE *SNAP*

### 1 Introduce and Define *Snap*

Gather the class with partners sitting together, facing you.

Direct the students' attention to the book *Miss Nelson Is Missing!* and remind them that they learned three words from the story. Explain that today they will learn three more words from or about the story.

Show pages 10–11 of the book and review that in this part of the story the children first meet Miss Swamp. Read the pages aloud, emphasizing the word *snapped*.

Tell the students that the first word they will learn today is *snap*, and explain that *snap* means “speak sharply or angrily.” Point out that Miss Swamp is angry with the children because they are misbehaving. When they ask where Miss Nelson is, Miss Swamp snaps at them, or speaks angrily. Reread Miss Swamp’s words in a sharp tone: “Never mind that! Open those arithmetic books!”

Display word card 4 (🎧 WA5) and have the students say the word *snap*.

### 2 Discuss *Snap*

Ask:

Q *How might you feel if someone snapped at you? Why?*

Click 1 on word card 4 (WA5) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

snap

**PROMPT 1:** If someone **snapped** at me, I might feel \_\_\_\_\_ because . . .

1 2 3

WA5

**PROMPT 1:** “If someone snapped at me, I might feel [angry] because . . .”

Follow up by asking:

Q *What might you say to someone who snapped at you?*

Click 2 to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “If someone snapped at me, I might say . . .”

### 3 Discuss Whether Olive Snapped

Explain that you are going to tell something that an imaginary third-grader named Olive said. Partners will decide whether or not Olive snapped when she spoke and explain why they think so.

Begin by reading the following scenario aloud twice, slowly and clearly.

- *Olive’s friend asked her if she wanted to go for a bike ride. “I can’t,” said Olive with a smile. “But thanks for asking me.”*

Ask:



**Q** *Did Olive snap? Why do you think that? [Click 3 on WA5 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “I [think/don’t think] Olive snapped because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Olive was working on a jigsaw puzzle. “Can I help you with the puzzle?” asked Olive’s little brother. “No, you cannot,” said Olive in an angry voice. “Stop bothering me.”*

Point to the word *snap* and ask:

**Q** *What’s the new word we are learning that means “speak sharply or angrily”?*

## INTRODUCE AND USE LIKELY AND UNLIKELY

### 4 Introduce and Define *Likely*

Show pages 20–21 of *Miss Nelson Is Missing!* Review that in this part of the story the children are wondering what happened to Miss Nelson. Read pages 20–24 aloud, emphasizing the word *likely*.

Tell the students that the next word they will learn today is *likely*, and explain that when something is likely, it probably will happen or is probably true. Explain that it did not seem likely that Miss Nelson was eaten by sharks, went to Mars, or was carried off by butterflies because those things probably would not happen.

Display word cards 5–6 (WA6) and click to reveal word card 5. Have the students say the word *likely*.

#### Teacher Note

Olive is an imaginary character who appears frequently in activities during the year. If the students know someone whose name is Olive, you may want to select another name for the character.

### Teacher Note

You might explain to the students that the word to which one adds a prefix is sometimes known as a *base word*.

### Teacher Note

For more practice with antonyms, see the more strategy practice activity “Start an Antonym Chart” on page 19.

### Technology Tip

To find web-based activities that focus on recognizing antonyms, you might search online using the keywords “whiteboard antonyms activities.” To find web-based activities that focus on using prefixes to determine word meanings, you might search online using the keywords “whiteboard prefixes activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



## 5 Introduce *Unlikely*, the Prefix *un-*, and Antonyms

Tell the students that the last word they will learn today is *unlikely*. Click to reveal word card 6 on word cards 5–6 (WA6) and have students say the word *unlikely*.

Point to the prefix *un-* in *unlikely* and explain that *un-* is a prefix. Tell the students that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Explain that the prefix *un-* means “not” and that when *un-* is added to the word *likely*, it makes the word *unlikely*, which means “not likely.” Explain that when something is unlikely, it probably will *not* happen or is probably *not* true. Remind the students that it is unlikely that Miss Nelson was eaten by sharks, went to Mars, or was carried off by butterflies.

Point out that *likely* and *unlikely* are antonyms, and explain that *antonyms* are “words with opposite meanings.”

## 6 Discuss What the Students Are Likely and Unlikely to Do After School

Remind the students that when something is likely to happen, it probably will happen.

Ask:



**Q** *What are you likely to do after school today?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

WA6

likely      unlikely

**PROMPT 1:** After school, I'm **likely** to . . .

1    2

**PROMPT 1:** “After school, I’m likely to . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class. Follow up by asking each volunteer:

**Q** *Why are you likely to [play soccer with Eve and Jocasta] after school?*

Remind the students that when something is unlikely to happen, it probably will not happen. Then have the students discuss the following question using the same procedure:



**Q** *What are you unlikely to do after school today?* [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “After school, I’m unlikely to . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class. Follow up by asking each volunteer:

**Q** *Why are you unlikely to [visit your grandmother in Florida] after school?*

Point to the words *likely* and *unlikely* and ask:

**Q** *What’s the new word we are learning that means “probably will happen or is probably true”?*

**Q** *What is the antonym of likely?*

Tell the students that tomorrow they will talk more about the words they learned today.

---

## MORE STRATEGY PRACTICE

More Strategy Practice activities provide the students with additional opportunities to review and use an independent word-learning strategy. The activities are optional and can be done at the end of a lesson or at another time.

### Start an Antonym Chart

Help the students develop an understanding of antonyms by starting an antonym chart. Write the title “Antonyms” on a sheet of chart paper and post the chart where everyone can see it. Remind the students that *antonyms* are “words with opposite meanings” and that they discussed the antonyms *likely* and *unlikely*. Review the meanings of *likely* and *unlikely* and write the words on the chart.

Invite the students to suggest other antonyms and add them to the chart. (If the students have trouble thinking of antonyms, stimulate their thinking by providing a few more examples, such as *forward* and *backward*, *long* and *short*, and *rise* and *fall*.) Throughout the year, encourage the students to share other antonyms they think of with the class; then add the antonyms the students suggest to the chart.

---

### Teacher Note

Listen as partners share their thinking. If the students are struggling to answer the question, call for their attention and give some examples of things they are unlikely to do after school (for example, tear up their homework, stay up late, play outside after dark, read 100 chapter books, or build a rocket ship). Then ask the question again.

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### Materials

- Chart paper and a marker

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### Teacher Note

Post the “Antonyms” chart to use throughout the year.

### TEKS 3.B.ii

Student/Teacher Narrative  
More Strategy Practice (from the beginning of the step through the second paragraph on page 20)

### TEKS 3.B.ii

Student/Teacher Activity  
More Strategy Practice  
(from "Read the following sentence..." to the end of the step)

## Discuss the Multiple Meanings of *Snap*

Remind the students that words often have more than one meaning and that sometimes the meanings are very different. Write *snap* where everyone can see it and remind the students that *snap* means "speak sharply or angrily." Discuss as a class:

**Q** *What else do you know about the word snap?*

If necessary, ask follow-up questions such as:

**Q** *If a turtle snaps, what does it do?*

**Q** *If the cap on a marker snaps shut, what does it do?*

**Q** *If you snap a twig, what do you do?*

Explain that *snap* can mean any of the following:

- "Bite or grab suddenly," as when a turtle snaps at its food
- "Close with a clicking sound," as when a marker cap snaps shut
- "Break with a loud cracking sound," as when you snap a twig

Tell the students that when they hear a word like *snap* that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a sentence that uses the word *snap*. Students will decide which definition of *snap* is the correct meaning in the sentence.

Read the following sentence aloud:

- *The fox snapped at the hen.*

Ask:

**Q** *What does snap mean in the sentence? Why do you think that?*

Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT:** "I think *snap* means ['bite or grab suddenly'] because . . ."

Using the same procedure, discuss:

- *Jerome's mother snapped at him for playing with his food.*
- *A tree outside our house snapped in the storm.*
- *Susie filled the container with rice and snapped the lid shut.*

# Review *Snap, Likely,* and *Unlikely*

# Day 4

## In this lesson, the students:

- Review and practice using the words *snap*, *likely*, and *unlikely* from Day 3
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### snap

*Snap* means “speak sharply or angrily.”

### likely

When something is likely, it probably will happen or is probably true.

### unlikely

*Unlikely* means “not likely.” When something is unlikely, it probably will not happen or is probably not true.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA7). Remind the students that yesterday they learned three words from or about *Miss Nelson Is Missing!* Point to each of the following words as you review the pronunciation and meaning: *snap*, *likely*, and *unlikely*. Tell the students that today they will think more about these words.

Discuss as a class:

- Q** *Which of the words we learned yesterday might you use in your writing? How might you use the word?*

Click **1** on the daily review cards (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

## Materials

- Daily review cards (WA7)
- Copy of this week’s family letter (BLM2) for each student

## Teacher Note

If the students struggle to answer the question, give examples of how they might use a word in a story, poem, or other writing. For example, say “If you were writing a story and someone said something angrily, you might use the word *snapped* instead of *said* because *snapped* means ‘spoke sharply or angrily.’ You might also use *snap* in a poem because it rhymes with lots of other words like *rap*, *clap*, and *tap*. If you were writing in your journal about what you might do this weekend, you might use the word *likely* to tell about the things you will probably do.”

snap      likely      unlikely

**PROMPT 1:** I might use the word \_\_\_\_\_ in my writing. I might write . . .

1   2   3   4   5

**PROMPT 1:** “I might use the word [*unlikely*] in my writing. I might write . . .”

## PRACTICE USING THE WORDS

### 2 Discuss Whether We Would Be Likely or Unlikely to Snap

Ask the students to imagine the following situation:

- *You are in a bad mood. You want to be left alone, but your friend keeps pestering you and asking you over and over, “What’s the matter? What’s the matter?”*

Ask:



**Q** *Would you be likely or unlikely to snap at your friend? Why?* [Click **2** on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “If my friend is pestering me, I would be [likely/unlikely] to snap at her because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class.

### 3 Discuss What We Are Likely and Unlikely to Do This Evening

Tell the students that you will ask them a question about something they might do this evening, and partners will discuss whether they are likely or unlikely to do it. Explain that the students may not always agree and that is fine. What is important is that they explain their thinking.

Begin by asking:



**Q** *Is it likely or unlikely that you'll have dessert with dinner this evening? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** "It's [likely/unlikely] that I'll have dessert because . . ."

Have partners use the prompt to share their thinking. After a few moments, signal for the students' attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Using the same procedure, have the students discuss:



**Q** *Is it likely or unlikely that you'll read a book this evening? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** "It's [likely/unlikely] that I'll read a book this evening because . . ."



**Q** *Is it likely or unlikely that you'll go to bed early this evening? Why?* [Click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** "It's [likely/unlikely] that I'll go to bed early this evening because . . ."

Tell the students that tomorrow they will talk more about some of the words they have been learning.

#### Teacher Note

Send home with each student a copy of this week's family letter (BLM2). Encourage the students to talk about this week's words with their families.

### Materials

- Ongoing review cards (WA8)

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### likely

When something is likely, it probably will happen or is probably true.

#### rap

*Rap* means “tap or hit something sharply (forcefully) and quickly.” *Rap* is also a “type of music in which words are spoken in time to music with a steady beat.”

#### snap

*Snap* means “speak sharply or angrily.”

#### squirm

*Squirm* means “wobble, or twist your body from side to side, usually because you are bored or uncomfortable.”

#### unlikely

*Unlikely* means “not likely.” When something is unlikely, it probably will not happen or is probably not true.

#### whiz

*Whiz* means “move very fast.” Some things that whiz make a buzzing or hissing sound.

### ABOUT ONGOING REVIEW

Research shows that it is critical for students to use a word repeatedly over an extended period of time if the word is to become a permanent part of their vocabularies. Each week we provide an activity for reviewing words. The words reviewed today are the six words the students learned this week. Beginning next week, the review will include words from the most recent week and previous weeks. For more information about Ongoing Review and helping the students retain vocabulary, see “Retaining the Words” in the Introduction.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (🗉 WA8). Remind students that they learned these words earlier. Explain that today they will talk more about the words.

Point to the word *whiz* and ask:

**Q** *What do you know about the word whiz?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *whiz* as they share their ideas.

Use the same procedure to review the remaining words.

## PRACTICE USING THE WORDS

### 2 Introduce the Activity “Imagine That!”

Tell the students that they will do an activity called “Imagine That!” Explain that you will describe a few imaginary situations. Tell the students that as they listen, they will make pictures in their minds and use the words to discuss what they imagined. Explain that before playing the game in pairs, they will play a round as a class.

Ask the students to close their eyes and picture the following situation:

- *You are working quietly at your seat. A person at your table starts rapping on the tabletop with a pencil.*

Ask:

**Q** *Are you likely or unlikely to snap at the person? Why?* [Click **1** on WA8 to reveal the first prompt.] *Open your eyes.*

whiz	squirm	rap
snap	likely	unlikely

**PROMPT 1:** If someone is **rapping** on the table, I am [likely/unlikely] to **snap** at the person because . . .

1 2

WA8

### Teacher Note

Even when the students know the meaning of a word, it is often difficult for them to articulate a definition. For this reason, we do not ask the students the question “What does the word *whiz* mean?” Instead we ask them what they know about the word, giving them an opportunity to show their understanding of the word’s meaning in various ways (for example, by using the word in a sentence, giving an example of a situation in which the word might be used, or acting out the word). If the students do not recall the meaning of the word, tell them.

**PROMPT 1:** “If someone is rapping on the table, I am [likely/unlikely] to snap at the person because . . .”

After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Have the students imagine and discuss the following situation in pairs:

- *You are on a trip with your family. You have been sitting in the back seat of the car for an hour.*



**Q** *Are you likely or unlikely to be squirming? Why? [Click 2 to reveal the prompt.] Turn to your partner.*

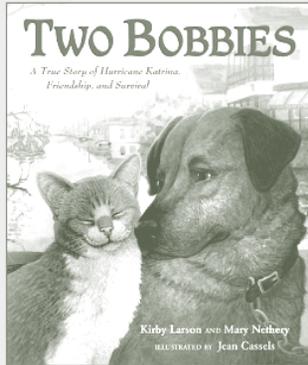
**PROMPT 2:** “I am [likely/unlikely] to be squirming because . . .”

Tell the students that next week they will learn more new words.



# Week 2

## RESOURCES



### Read-aloud

- *Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival* by Kirby Larson and Mary Nethery, illustrated by Jean Cassels

### More Strategy Practice

- “Start a Synonym Chart”

### Extension

- “Explore Vivid Verbs in *Two Bobbies*”

### Assessment Resource Book

- Week 2 vocabulary assessment



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA11

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 2 family letter (BLM1)
- (Optional) “Week 2 Word Cards” (BLM2)
- (Optional) “Week 2 Crossword Puzzle” (BLM3)

### Professional Development Media

- “Using “Think, Pair, Share”” (AV8)
- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

bustle  
volunteer  
debris  
devastate  
ruckus  
lounge

## Words Reviewed

bustle  
lounge  
ruckus  
squirm  
unlikely

## Word-learning Strategies

- Recognizing synonyms
- Using context to determine word meanings

## Vocabulary Focus

- Students learn and use six words from the story.
- Students discuss synonyms.
- Students discuss using context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students practice the procedure for “Think, Pair, Share.”
- Teacher and students build the reading community.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

## 1 DO AHEAD

- ✓ This week the students use “Think, Pair, Share” to discuss their thinking. You may wish to review the procedure for “Think, Pair, Share” prior to Day 1. (See Step 1 in Unit 1, Week 2, Day 1 on page 26 of the *Teacher’s Manual*.) To see an example of how to use this strategy with your students, view “Using “Think, Pair, Share”” (AV8).
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Start a Synonym Chart” on page 35. You might do the activity at the end of vocabulary time or at another time.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 151 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 2 Word Cards” (BLM2) and “Week 2 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words. For more information, see “Additional Ways to Review the Words” in the Introduction.



# Introduce *Bustle, Volunteer,* and *Debris*

# Day 1

## In this lesson, the students:

- Learn and use the words *bustle*, *volunteer*, and *debris*
- Discuss synonyms
- Practice using “Think, Pair, Share”
- Build their speaking and listening skills
- Act in fair and caring ways
- Listen respectfully to the thinking of others and share their own

## Words Taught

### **bustle** (p. 4)

*Bustle* means “rush or hurry in an excited, noisy, or busy way.”

### **volunteer** (p. 8)

*Volunteer* means “offer to do something or help someone by choice.” When you volunteer, you do something because you want to do it. You do not expect pay or a reward.

### **debris** (p. 11)

*Debris* is the “scattered pieces of something that has been thrown away, broken, or destroyed.”

## ABOUT RECOGNIZING SYNONYMS

In this lesson, the students discuss *synonyms*, or “words that mean the same thing or almost the same thing.” Connecting a new word to a known word that is a synonym helps the students remember the new word. Synonyms also provide the students with words that can replace overused words in their writing, making their writing more interesting. We suggest that you start a synonym chart this week and add to it during the year as the students learn new synonyms (see the more strategy practice activity “Start a Synonym Chart” on page 35). For a complete table of the synonyms taught in grade 3 and the weeks in which they are introduced, see Appendix C.

## Materials

- *Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival*
- Word card 7 (WA1)
- Word card 8 (WA2)
- Word card 9 (WA3)

# INTRODUCE AND USE *BUSTLE*

## 1 Introduce and Define *Bustle* and Introduce Synonyms

Gather the students with partners sitting together, facing you.

Show the cover of *Two Bobbies*, read the title and name of the authors aloud, and remind the students that they heard this story earlier. Explain that the words they will learn this week are from the story.

Remind the students that *Two Bobbies* is the true story of a dog named Bobbi and a cat named Bob Cat and what happened to them when Hurricane Katrina struck New Orleans in 2005. Show pages 4–5 and ask the students to listen carefully as you read the beginning of the story. Then read page 4 aloud, emphasizing the word *bustled*.

Tell the students that the first word they will learn today is *bustle*, and explain that *bustle* means “rush or hurry in an excited, noisy, or busy way.” Explain that when the authors write that the city of New Orleans “bustled with life day and night,” they mean that at all hours of the day, the busy people of New Orleans bustled here and there, or hurried or rushed in an excited way.

Tell the students that *bustle*, *hurry*, and *rush* are synonyms, and explain that *synonyms* are “words that mean the same thing or almost the same thing.”

Display word card 7 (🎧 WA1) and have the students say the word *bustle*.

## 2 Discuss *Bustle*

Remind the students that when people are bustling, they are rushing about or hurrying in an excited, noisy, or busy way. Give examples of times you have bustled or seen people bustling.

### You might say:

“When my family gets ready for visitors, we bustle about the house, or rush about busily, vacuuming, straightening things up, and preparing food. When we took our field trip to the science museum last week, groups of students were bustling through the hallways—they were walking quickly and talking loudly and excitedly about the exhibits.”

Use “Think, Pair, Share” to discuss:

 **Q** *Where might you see people bustling? Why?*

Give the students a few moments to think about the question. Then click 1 on word card 7 (WA1) to reveal the first prompt and say “Turn to your partner.” Have partners take turns using the prompt to answer the questions.

### Teacher Note

For more practice with synonyms, see the more strategy practice activity “Start a Synonym Chart” on page 35.

### Technology Tip

To find web-based activities that focus on recognizing synonyms, you might search online using the keywords “whiteboard synonyms activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### Teacher Note

Support struggling students by asking questions such as “What is an [outdoor/indoor] place where people might bustle, or rush or hurry in an excited, noisy, or busy way?” and “Where might you see people bustle during school? After school? On the weekend?”

### Teacher Note

Follow this procedure for all subsequent “Think, Pair, Share” activities.

bustle

**PROMPT 1:** I might see people **bustling** \_\_\_\_\_  
because . . .

1
2

**PROMPT 1:** “I might see people bustling [at a shopping mall] because . . .”

After a few moments, signal for the students’ attention. Have one or two volunteers use the prompt to share their thinking with the class.

Discuss as a class:

**Q** *When have you bustled? Why?*

Click **2** to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I bustled when [I was getting ready for school today] because . . .”

Point to the word *bustle* and ask:

**Q** *What’s the new word we are learning that means “rush or hurry in an excited, noisy, or busy way”?*

## INTRODUCE AND USE VOLUNTEER

### 3 Introduce and Define *Volunteer*

Show page 8 of *Two Bobbies* and review that after the storm Bobbi and Bob Cat are stranded without food or water. Read page 8 aloud, emphasizing the word *volunteers*.

Tell the students that the next word they will learn today is *volunteer*, and explain that *volunteer* means “offer to do something or help someone by choice.” When you volunteer, you do something because you want to do it. You do not expect pay or a reward. Point to the volunteers in the boat on page 8 and explain that they are volunteering, or offering to help save people and animals in New Orleans after Hurricane Katrina.

Display word card 8 (🌐 WA2) and have the students say the word *volunteer*.

### Teacher Note

If the students struggle to answer the questions, ask questions such as “When have you bustled because you were late? Excited? Anxious?” “When have you bustled because you had a lot to get done in a short time?” and “When have you been part of a group of people who were bustling?”

**ELPS 1.A.ii**  
Step 3 and Step 4  
(all, beginning on page 33 and continuing on to page 34)

### 🌐 ELL Note

The Spanish cognate of *volunteer* is *voluntario/a*.

## 4 Discuss Volunteering

Remind the students that when people volunteer, they offer to do something or help someone by choice. Give examples of times you have volunteered or seen people volunteering.

**You might say:**

"I volunteer at my local animal shelter. I help feed the animals and play with the cats and dogs. I'm not getting paid to help. I do it because I want to and because I love animals. Many times without being asked you volunteer to help me here in the classroom. For example, [Jake and Cinna] recently volunteered to help me straighten up the game shelf and tidy up the library."

Use "Think, Pair, Share" to discuss:



**Q** *When have you volunteered to help do something? Why did you volunteer?* [Pause; click ❶ on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** "I volunteered to [help my brother do his homework] because . . ."

Have partners use the prompt to share their thinking. After a few moments, signal for the students' attention and ask one or two volunteers to use the prompts to share their thinking with the class.

Follow up by asking:

**Q** *How did you feel when you volunteered? Why did you feel that way?*

Click ❷ to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** "When I volunteered I felt [happy] because . . ."

Point to the word *volunteer* and ask:

**Q** *What's the new word we are learning that means "offer to do something or help someone by choice"?*

## INTRODUCE AND USE *DEBRIS*

### 5 Introduce and Define *Debris*

Show pages 10–11 of *Two Bobbies* and read page 11 aloud, emphasizing the word *debris*.

Tell the students that the last word they will learn today is *debris*, and explain that *debris* is the "scattered pieces of something that has been thrown away, broken, or destroyed."

### Teacher Note

Support struggling students by asking questions such as "When have you helped someone who didn't ask for help?" and "When have you helped someone without expecting anything in return?"

Point to the picture on page 13 and explain that the litter, furniture, and toys on the sidewalk are debris. Explain that Hurricane Katrina destroyed houses and other buildings across New Orleans, leaving behind lots of debris.

Display word card 9 (🗨️ WA3) and have the students say the word *debris*.

## 6 Discuss Debris

Remind students that you see debris after a disaster such as a hurricane. For example, after an earthquake shakes a city, you might see debris such as pieces of concrete, metal, and glass from collapsed buildings and bridges. After a house fire, you might see debris such as scorched (burned) wood and clothing, bricks, and glass.

Ask:



**Q** *What debris might you see after a tornado has struck a town? Why?*  
[Click 1 on WA3 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “Debris I might see after a tornado or hurricane is . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Point to the word *debris* and ask:

**Q** *What’s the new word we are learning that means the “scattered pieces of something that has been thrown away, broken, or destroyed”?*

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## MORE STRATEGY PRACTICE

### Start a Synonym Chart

Help the students further explore synonyms by starting a synonym chart. Prepare a sheet of chart paper titled “Synonyms” and post the chart where everyone can see it. Write the words *bustle*, *hurry*, and *rush* on the chart and review that the words *bustle*, *hurry*, and *rush* are *synonyms*, or “words that mean the same thing or almost the same thing.”

Explain that when the students write stories, reports, and other pieces, they can use the synonyms they are learning. Explain that using synonyms helps them avoid using the same words over and over and makes their writing more interesting.

Throughout the year, encourage the students to share other synonyms they think of with the class; then add the synonyms the students suggest to the chart. As synonyms are introduced in vocabulary lessons, add them to the chart as well.

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### Materials

- Chart paper and a marker

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### Teacher Note

Post the “Synonyms” chart to use throughout the year.

# Day 2

## Review *Bustle*, *Volunteer*, and *Debris*

### Materials

- Daily review cards (WA4)

### Teacher Note

If the students struggle to answer the question, talk about a word you thought was especially fun to discuss. For example, say “I thought the word *bustle* was especially fun to talk about because you gave some interesting examples of times when you have bustled. I also thought it was fun when we talked about the word *volunteer* because so many of you like to volunteer.”

### In this lesson, the students:

- Review and practice using the words *bustle*, *volunteer*, and *debris* from Day 1
- Build their speaking and listening skills
- Act in fair and caring ways
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **bustle**

*Bustle* means “rush or hurry in an excited, noisy, or busy way.”

#### **volunteer**

*Volunteer* means “offer to do something or help someone by choice.” When you volunteer, you do something because you want to do it. You do not expect pay or a reward.

#### **debris**

*Debris* is the “scattered pieces of something that has been thrown away, broken, or destroyed.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the students with partners sitting together, facing you. Display the daily review cards (WA4). Remind the students that yesterday they learned three words from the story *Two Bobbies*. Point to each of the following words as you review the pronunciation and meaning: *bustle*, *volunteer*, and *debris*. You might give the meaning or ask the students to tell you what they know about the word. Explain that today they will talk more about the words.

Discuss as a class:

- Q Which of the words we learned yesterday do you think was especially fun to talk about? Why?

Click 1 on WA4 to reveal the first prompt and have volunteers use the prompt to share their thinking with the class.

bustle

volunteer

debris

**PROMPT 1:** I think the word \_\_\_\_\_ was especially fun to talk about because . . .

1

2

3

**PROMPT 1:** “I think the word [*bustle*] was especially fun to talk about because . . .”

## PRACTICE USING THE WORDS

### 2

 Introduce the Game “I’m Thinking of a Word”

Tell the students that partners will play a game called “I’m Thinking of a Word.” Explain that you will think aloud about one of the vocabulary words, and partners will discuss which word they think it is. Explain that partners may not always agree, and that is fine. What is important is that they explain their thinking.

Tell the students that before they play the game in pairs, they will practice as a class. Begin by reading the following clue aloud, slowly and clearly:

- *I’m thinking of a word you might use to describe trash and litter on the beach.*

Discuss as a class:

**Q** *What word am I thinking of? Why do you think that?*

Give the students a few moments to think about the questions. Then click **2** to reveal the prompt, and have one or two students use the prompt to share their thinking with the class.

**PROMPT 2:** “You’re thinking of the word [*debris*] because . . .”

### 3 Play the Game in Pairs

Play a round of the game with the students in pairs, using the following clue:

- *I'm thinking of a word that is a synonym of the word rush.*

Ask:



Q *What word am I thinking of? Why do you think that?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “[Ms. Collins] is thinking of the word [*bustle*] because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Continue playing the game using the following clues:

- *I'm thinking of a word that tells what you do when you help someone without asking for anything in return. (volunteer)*
- *I'm thinking of a word that tells what you might do when you are excited and in a hurry to get somewhere. (bustle)*
- *I'm thinking of a word you might use to describe the fallen objects that cover the ground after an earthquake. (debris)*
- *I'm thinking of a word that describes what you do when you help clean up the classroom after an art project. (volunteer)*

Tell the students that tomorrow they will learn and talk about three new words.

#### Teacher Note

For more practice, you or the students might make up additional clues.

# Introduce *Devastate*, *Ruckus*, and *Lounge*

## Day 3

### In this lesson, the students:

- Learn and use the words *devastate*, *ruckus*, and *lounge*
- Review synonyms
- Discuss using context to determine word meanings
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Taught

#### **devastate** (p. 12)

*Devastate* means “destroy or badly damage.”

#### **ruckus** (p. 18)

*Ruckus* means “noisy confusion or excitement.”  
Something unexpected or frightening can cause a ruckus.

#### **lounge** (p. 30)

*Lounge* means “sit or lie in a lazy or relaxed way.”

### ABOUT USING CONTEXT TO DETERMINE WORD MEANINGS

This week we formally introduce the students to using context to determine word meanings, an important word-learning strategy they can use in their independent reading. In this lesson, the students learn that they can sometimes figure out the meaning of a word by reading the sentence that includes the word, or the sentence that comes before or after that sentence, to look for clues. In subsequent lessons, the students will review and practice the strategy. It is important to point out that we have the students practice the strategy only when the text of a read-aloud provides explicit clues to a word’s meaning. If you wish to use other texts to provide the students with more practice in using context to determine word meanings, we suggest that you look for words that are clearly defined or explained by the context, so that the students will not have to guess at the meanings. For a complete table of words for which students use context to determine their meanings in grade 3 and the weeks in which they are introduced, see Appendix C. For more information about using context clues to determine word meanings and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

### Materials

- *Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival*
- Word card 10 (WA5)
- “Sentences from *Two Bobbies*” chart (WA6)
- Word card 11 (WA7)
- Word card 12 (WA8)

# INTRODUCE AND USE *DEVASTATE*

## 1 Introduce and Define *Devastate* and Review Synonyms

Gather the students with partners sitting together, facing you.

Show pages 12–13 of *Two Bobbies* and review that the hurricane caused a lot of damage to the city of New Orleans. Read the first sentence on page 12 aloud, emphasizing the word *devastated*.

Tell the students that the first word they will learn today is *devastate*. Explain that *devastate* means “destroy or badly damage” and that *devastate* and *destroy* are synonyms. Review that *synonyms* are “words that mean the same thing or almost the same thing.” Point to the picture on page 13 and explain that the hurricane devastated, or destroyed, the city of New Orleans. Display word card 10 (WA5) and have the students say the word *devastate*.

Discuss as a class:

**Q** What other words can you think of that are synonyms of *devastate* and *destroy*?

Click **1** on word card 10 (WA5) to reveal the first prompt and have a few volunteers use the prompt to share their thinking with the class.

WA5

devastate

**PROMPT 1:** \_\_\_\_\_ is a synonym of *devastate* and *destroy*.

1 2 3

**PROMPT 1:** “[*Wreck*] is a synonym of *devastate* and *destroy*.”

Explain that *wreck*, *ruin*, and *demolish* are synonyms of *devastate* and *destroy*.

### ELL Note

The Spanish cognate of *devastate* is *devastar*.

### Teacher Note

If you started a synonym chart, add the words *devastate*, *destroy*, *wreck*, *ruin*, and *demolish* to it.

## 2 Imagine a Flood That Devastates a Town

Remind the students that places can be devastated by nature. For example, a hurricane, earthquake, or tornado can devastate, or destroy, a city. Insects and droughts can devastate farmland.

Ask the students to close their eyes and imagine:

- *A flood devastates a town near where you live. You and your friends rush to the town and volunteer to help rescue people and pick up debris.*

Use “Think, Pair, Share” to discuss:



**Q** *What might you see after a flood has devastated a town?* [Pause.]  
*Open your eyes.* [Click 2 on WA5 to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 2:** “After a flood has devastated a town, I might see . . .”

After partners have talked, click 3 to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “[Leo] said that after a tornado has devastated a town, he might see . . .”

Point to the word *devastate* and ask:

**Q** *What’s the new word we are learning that means “destroy or badly damage”?*

## INTRODUCE AND USE RUCKUS

### 3 Introduce and Define *Ruckus* and Introduce Using Context to Determine Word Meanings

Display the “Sentences from *Two Bobbies*” chart (WA6). Show pages 18–19 of *Two Bobbies* and remind the students that in this part of the story Bobbi and Bob Cat have been rescued, taken to a shelter, and placed in separate rooms. Read the charted sentences aloud where they appear on page 18, emphasizing the word *ruckus*.

Tell the students that *ruckus* is the next word they will learn today. Direct their attention to the context sentences on the chart (WA6), and explain that these are the sentences you just read. Point to the word *ruckus* and underline it. Tell the students that they can sometimes figure out the meaning of an unfamiliar word—like *ruckus*—by looking for clues. Explain that they can look for clues by reading the sentence that includes the word, or by reading the sentences before or after. Explain that, as you read the sentences again, you want the students to think about what the word *ruckus* might mean and which words in the sentences are clues to the meaning of *ruckus*.

**TEKS 3.B.iii**  
Student/Teacher Narrative  
Step 3  
(second paragraph on page 41)

#### Teacher Note

Alternatively, you may wish to write the context sentences where everyone can see them.

#### Technology Tip

To find web-based activities that focus on using context to determine word meanings, you might search online using the keywords “whiteboard context clues activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



**TEKS 3.B.iii**

Student/Teacher Activity

Step 3

(two discussion questions on page 42)

**Teacher Note**

If the students do not immediately determine the meaning of *ruckus* from the context, give them the definition rather than having them guess.

Read the sentences aloud. Then discuss as a class:

**Q** *Based on what you just heard, what do you think the word ruckus might mean?*

Point to the first prompt and read it aloud.

WA6

**Sentences from *Two Bobbies***

All night long Bobbi howled and barked. Bob Cat paced back and forth.

No one could sleep with Bobbi making such a ruckus.

**PROMPT 1:** I think *ruckus* might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word *ruckus*.

**PROMPT 1:** “I think *ruckus* might mean . . .”

After a few moments, signal for the students’ attention and have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *ruckus* means “noisy confusion or excitement.” Something unexpected or frightening can cause a ruckus. Then ask:

**Q** *What clues help you figure out the meaning of the word ruckus?*

Point to the second prompt and have a few volunteers use the prompt to share their thinking.

**PROMPT 2:** “The clues [‘howled and barked’] help me figure out the meaning of the word *ruckus*.”

Circle the context clues on the chart as the students identify them. If necessary, point out that *howled and barked*, *paced back and forth*, and *no one could sleep* are clues that help us figure out that a *ruckus* is “noisy confusion or excitement.”

Display word card 11 (WA7) and have the students say the word *ruckus*.

**4 Review the Activity “Imagine That!”**

Tell the students that they will do the activity “Imagine That!” Review that you will describe a few imaginary situations, and the students will make pictures in their minds and use the words to discuss what they imagined.

Have the students close their eyes and picture the following scene in their minds:

- *We are in the cafeteria eating lunch. Our principal [Mrs. Clements] rides into the cafeteria on a horse.*

Use “Think, Pair, Share” to discuss:



**Q** *Would that cause a ruckus? Why? [Pause.] Open your eyes. [Click 1 on WA7 to reveal the prompt.] Turn to your partner.*

**PROMPT 1:** “I think that [would/would not] cause a ruckus, because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class. Ask follow-up questions such as:

- Q** *[Quinn], you said the students might be afraid of the horse. How might that cause a ruckus?*
- Q** *[Tomiko], you said that everyone would want to pet the horse. How might that cause a ruckus?*

Using the same procedure, discuss:

- *We are at recess on the playground. We hear a loud noise. We look up and see a spaceship coming toward us.*



**Q** *Would that cause a ruckus? Why? [Pause.] Open your eyes. [Point to prompt 1.] Turn to your partner.*

Point to the word *ruckus* and ask:

- Q** *What’s the new word we are learning that means “noisy confusion or excitement”?*

## INTRODUCE AND USE LOUNGE

### 5 Introduce and Define *Lounge*

Show pages 30–31 of *Two Bobbies* and review that in this part of the book Bobbi and Bob Cat have been adopted by Melinda and have a new home. Read the first paragraph on page 30 aloud, emphasizing the word *lounges*.

Tell the students that *lounge* is the last word they will learn today and that *lounge* means “sit or lie in a lazy or relaxed way.” Explain that Bobbi lounges, or sits and relaxes, in the pond on hot days.

Display word card 12 (🗨️ WA8) and have students say the word *lounge*.

## 6 Discuss and Act Out Lounging

Use “Think, Pair, Share” to discuss:



**Q** *After a hard day at school, where do you most enjoy lounging at home? What do you do when you lounge?* [Pause; click **1** on WA8 to reveal the first prompt.] *Turn to your partner.*

lounge

**PROMPT 1:**

I most enjoy **lounging** . . .

**and**

When I **lounge**, I . . .

1 2

WA8

**PROMPT 1:** “I most enjoy lounging . . .” and “When I lounge, I . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Ask a volunteer to act out lounging at home after a hard day. Then discuss as a class:

**Q** *What did you see [Julian] doing when he lounged?*

Click **2** to reveal the next prompt and have one or two volunteers use the prompt to share their thinking with the class:

**PROMPT 2:** “When [Julian] lounged, he . . .”

Point to the word *lounge* and ask:

**Q** *What’s the new word we are learning that means “sit or lie in a lazy or relaxed way”?*

Tell the students that tomorrow they will talk more about the words they learned today.

# Review *Devastate*, *Ruckus*, and *Lounge*

# Day 4

## In this lesson, the students:

- Review and practice using the words *devastate*, *ruckus*, and *lounge* from Day 3
- Build their speaking and listening skills
- Act in fair and caring ways
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### devastate

*Devastate* means “destroy or badly damage.”

### ruckus

*Ruckus* means “noisy confusion or excitement.” Something unexpected or frightening can cause a ruckus.

### lounge

*Lounge* means “sit or lie in a lazy or relaxed way.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA9) and remind the students that yesterday they learned these three words from the story *Two Bobbies*. Point to each of the following words as you review the pronunciation and meaning: *devastate*, *ruckus*, and *lounge*. Explain that today they will talk more about these words.

You might give the meaning or ask the students to tell what they know about the words. Discuss as a class:

**Q** *Which of these words might you use when you are talking to your family or friends? How might you use the word?*

Click 1 on the daily review cards (WA9) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “I might use the word [*ruckus*]” and “I might say, [‘Kevin, stop making a ruckus. I am trying to read’].”

## Materials

- Daily review cards (WA9)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 2 Crossword Puzzle” (BLM3) for each student

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 1 and 2, you might distribute a copy of the "Week 2 Crossword Puzzle" (BLM3) to each student.

## PRACTICE USING THE WORDS

### 2 Discuss "Would You?" Questions

Tell the students that you will ask them questions about the words. Point to the words *lounge* and *ruckus*, and ask:

 **Q** *Would you lounge if there was a ruckus outside? Why?* [Click 2 on WA9 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** "I [would/would not] lounge if there was a ruckus outside because . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students' attention and ask a few volunteers to use the prompt to share their thinking with the class.

Discuss the following questions using the same procedure:

[**ruckus, devastate**]

 **Q** *Would you make a ruckus if someone devastated your neighborhood playground? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** "I [would/would not] make a ruckus if someone devastated my neighborhood playground because . . ."

Tell the students that tomorrow they will talk more about some of the words they have been learning.

## EXTENSION

### Explore Vivid Verbs in *Two Bobbies*

Tell the students that good writers like Kirby Larson and Mary Nethery, the authors of *Two Bobbies*, often use interesting or unusual verbs, or action words, to help readers picture in their mind what is happening in a story. Show pages 6–7 of the book and review that Bobbi and Bob Cat were stuck in the storm. Explain that as you read, you want the students to listen for interesting verbs that help them picture in their mind what happens during the storm. Then read the first paragraph on page 6 aloud. Discuss as a class:

**Q** *What verbs help you picture what happens during the storm?*

If necessary, explain that the words *roared*, *pounded*, and *pushed* help us picture how powerful the storm was.

Explain that we sometimes refer to interesting verbs like *roared*, *pounded*, and *pushed* as *vivid verbs* and that the word *vivid* means "clear and strong." Explain that vivid verbs paint a clear picture for the reader of what is happening in a story.

Encourage the students to use vivid verbs in their own writing.

## In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Act in fair and caring ways
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### **bustle**

*Bustle* means “rush or hurry in an excited, noisy, or busy way.”

### **lounge**

*Lounge* means “sit or lie in a lazy or relaxed way.”

### **ruckus**

*Ruckus* means “noisy confusion or excitement.” Something unexpected or frightening can cause a ruckus.

### **squirm**

*Squirm* means “wiggle, or twist your body from side to side, usually because you are bored or uncomfortable.”

### **unlikely**

*Unlikely* means “not likely.” When something is unlikely, it probably will not happen or is probably not true.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (WA10). Remind the students that they learned these words earlier. Explain that today they will think and talk more about the words.

Point to the word *ruckus*, pronounce it, and have the students say it. Ask:

**Q** *What do you know about the word ruckus?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *ruckus* as they share their ideas.

Repeat the procedure to review the remaining words.

## Materials

- Ongoing review cards (WA10)
- Ongoing review activity (WA11)
- “Class Vocabulary Assessment Record” sheet (CA1)

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Act Out the Words”

Tell the students that partners will play a game called “Act Out the Words.” Explain that before the students play the game in pairs, they will play the game as a class. Explain that you will point to a word, review its meaning, and ask a volunteer to act out the word.

Point to the word *squirm* on the ongoing review cards (WA10) and review its meaning. Then ask a volunteer to act out for the class how she would look if she were squirming.

Remind the class to watch the volunteer carefully. Then discuss as a class:

**Q** *What did you see [Rose] do when she acted out the word squirm?*

Then click **1** to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA10

bustle

loungue

ruckus

squirm

unlikely

**PROMPT 1:** When \_\_\_\_\_ acted out  
\_\_\_\_\_, ...

**1**

**PROMPT 1:** “When [Rose] acted out [*squirm*], . . .”

Point to the word *bustle* and have partners take turns acting out the word. Then have one or two volunteers act out bustling for the class. Ask:

**Q** *What did you see Jermaine do when he acted out the word bustle?*

Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “When [Jermaine] acted out [*bustle*], . . .”

Using the same procedure, discuss the word *loungue*.

### 3 Introduce the Game “What’s the Missing Word?”

Tell the students that they will play a game called “What’s the Missing Word?” Explain that you will read some sentences aloud and that a word will be missing from each one. Explain that the students will decide which vocabulary word could replace the missing word and explain why they think so. Tell the students that they will discuss the first sentence as a class, and then you will ask partners to discuss the other sentences 28with each other and share their thinking with the class.

Display the ongoing review activity (🎧 WA11) and begin playing the game:

1. Point to the words *bustle*, *lounge*, *ruckus*, *squirm*, and *unlikely*. Then click ❶ to reveal the first sentence and read it aloud. Point out that a word is missing.

- Sentence 1: *On warm sunny days, our cat, Percy, \_\_\_\_\_ in the sun and takes naps.*

2. Give the students a few moments to think about the sentence. Then ask:

Q *What’s the missing word? Why do you think so?*

Click ❶ again to reveal the prompt. Point to the prompt and read it aloud.

**PROMPT:** “I think [*lounges*] is the missing word because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this sentence by clicking ❶ a third time to highlight the correct vocabulary word and reveal the correct word in place. Read the sentence again with the word *lounges*.

bustle lounge ruckus squirm unlikely

**SENTENCE 1:** On warm sunny days, our cat, Percy, lounges in the sun and takes naps.

❶ ❷ ❸ ❹ ❺

4. Click ❶ to clear the screen.

#### Teacher Note

Each sentence on the ongoing review activity (WA11) has a corresponding number: the first sentence is ❶; the second sentence is ❷; the third sentence is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click reveals the correct answer and the story with the correct word in place.
- The fourth click clears the screen.

#### Teacher Note

You might explain that the students need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-es*, or *-ing*.

WA11

## 4 Continue Playing the Game in Pairs

Now play the game in pairs:

1. Click ② to reveal the second sentence. Read the sentence aloud twice, slowly and clearly.
  - Sentence 2: *It's very \_\_\_\_\_ that a cat and mouse will be friends.*
2. Give the students a few moments to think about the sentence. Then ask:



**Q** *What's the missing word? Why do you think so? [Click ② again and read the prompt aloud.] Turn to your partner.*

**PROMPT:** "I think [*unlikely*] is the missing word because . . ."

Have partners use the prompt to take turns answering the questions. When partners have finished talking, signal for their attention and have one or two pairs use the prompt to share their thinking with the class.

3. Conclude the discussion of this sentence by clicking ② a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the sentence with the word *unlikely*.
4. Click ② to clear the screen.

Repeat the procedure to discuss the following sentences:

- Sentence 3: *Wild monkeys running down the aisle of a grocery store would cause a \_\_\_\_\_. (ruckus)*
- Sentence 4: *On the first day of school, everyone \_\_\_\_\_ with excitement. (bustles)*
- Sentence 5: *During long car rides, I always \_\_\_\_\_ in my seat. (squirm)*

Explain that next week the students will learn more new words.



### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to act out the words and choose the appropriate word to complete each sentence?
- Does their discussion of the words indicate that they understand the words' meanings?
- Do they enjoy learning and using new words?

*(continues)*

## CLASS VOCABULARY ASSESSMENT NOTE

(continued)

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 151 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by asking a question that requires the student to talk about the word in terms of her own experiences. For example, ask questions such as “When have you had to bustle because you were late getting somewhere? What did you do when you bustled?” or “It is likely that you will eat dinner this evening. What is something that it is unlikely you will do this evening? Why do you say it is unlikely?”

For more information about reviewing and practicing the words, see “Retaining the Words” in the Introduction.

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### Teacher Note

For more information about whole-class assessment, see “Class Vocabulary Assessment” in the Assessment Overview of the *Assessment Resource Book*.

# Week 3

## RESOURCES

### Poem

#### Read-aloud

- “Seal” by William Jay Smith (see page 75)

#### Extensions

- “Explore Movement Words in ‘Seal’”
- “Explore Onomatopoeia”



#### More ELL Support

- “Discuss Other Speedy Animals”



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA1–WA13

#### Reproducibles

- Week 3 family letter (BLM1)
- (Optional) “Week 3 Word Cards” (BLM2)

#### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

swerve  
flick  
*speedy*  
utter  
whoop  
plop

## Words Reviewed

devastate  
swerve  
utter  
volunteer  
whoop

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing shades of meaning

## Vocabulary Focus

- Students learn and use six words from or about the poem.
- Students review synonyms.
- Students discuss shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.
- Students share their partners' thinking.

## ① DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print "Week 3 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words. For more information, see "Additional Ways to Review the Words" in the Introduction.

# Introduce Swerve, Flick, and Speedy

# Day 1

## In this lesson, the students:

- Learn and use the words *swerve*, *flick*, and *speedy*
- Review synonyms
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Taught

### **swerve** (p. 75)

*Swerve* means “change directions quickly, usually to avoid something.”

### **flick** (p. 75)

*Flick* means “move, or make something move, with a quick, sudden motion.”

### **speedy**

*Speedy* means “fast.”

## Materials

- “Seal” (see page 75)
- “Seal” poem (WA1)
- Word card 13 (WA2)
- “Tell Me a Story” chart (WA3)
- Word card 14 (WA4)
- Word card 15 (WA5)

## INTRODUCE AND USE SWERVE

### 1 Introduce and Define Swerve

Display the poem “Seal” (WA1) and remind the students that they heard this poem earlier. Remind the students that in this poem the poet describes how a seal moves. Have the students follow along as you read the following lines aloud, emphasizing the word *swerve*:

See how he swims  
With a swerve and a twist,  
A flip of the flipper,  
A flick of the wrist!

Tell the students that *swerve* is the first word they will learn today. Explain that *swerve* means “change directions quickly, usually to avoid something.” Explain that seals swerve as they swim, and use your arm to show how a seal looks as it swerves through the water. Point out that swerving, or changing directions quickly, helps the seal avoid predators such as sharks. Explain that people also swerve.

Display word card 13 (WA2) and have the students say the word *swerve*. Ask:

**Q** *Why do you think someone might swerve?*

Click ❶ on word card 13 (WA2) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

WA2

swerve

**PROMPT 1:** I think someone might **swerve** because . . .

❶

**PROMPT 1:** “I think someone might swerve because . . .”

## 2 Introduce the Activity “Tell Me a Story”

Tell the students that they will do an activity called “Tell Me a Story.” Explain that you will tell them the beginning of a story that includes the word *swerve*. They will use their imaginations and what they know about the word to make up an ending for the story. Tell the students that before they do the activity in pairs, they will practice the activity as a class.

Display the “Tell Me a Story” chart (❷ WA3) and show story 1 and its accompanying prompt. Read the story aloud, slowly and clearly:

- Story 1: *You are riding your bike on a street in your neighborhood. Suddenly, you have to swerve because . . .*

Ask:

**Q** *How might you finish the story? Why did you have to swerve?*

Give the students a few moments to think; then point to prompt 1 on the chart and have a few volunteers use the prompt to share their thinking with the class.

WA3

**Tell Me a Story**

You are riding your bike on a street in your neighborhood.  
Suddenly, you have to swerve because . . .

---

**PROMPT 1:** I have to **swerve** because . . .

### Teacher Note

If you are not using an interactive whiteboard, write each story where everyone can see it.

**PROMPT 1:** “I have to swerve because . . .”

Follow up by asking:

**Q** *What does it look like when you swerve?*

**Q** *What does it feel like when you swerve?*

### 3 Do the Activity “Tell Me a Story” in Pairs

Continue doing the activity in pairs. Tell the students that you will tell them the beginning of another story that includes the word *swerve*.

Show story 2 on the chart (WA3) and read it aloud, slowly and clearly:

- Story 2: *You are walking down the sidewalk on your way to school. A car passes by you on the street. All of a sudden, the car swerves because . . .*

Use “Think, Pair, Share.” Ask:



**Q** *How might you finish the story? Why does the car swerve? [Pause; point to prompt 2.] Turn to your partner.*

**PROMPT 2:** “The car swerves because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and have a few volunteers share their thinking with the class.

Point to the word *swerve* and ask:

**Q** *What’s the new word we are learning that means “change directions quickly, usually to avoid something”?*

## INTRODUCE AND USE *FLICK*

### 4 Introduce and Define *Flick*

Remind the students that seals use their flippers to swim quickly through the water. Then direct the students’ attention to the poem “Seal” (WA1) and have the students follow along with you as you reread the following lines, emphasizing the word *flick*:

See how he swims  
With a swerve and a twist,  
A flip of the flipper,  
A flick of the wrist!

Tell the students that *flick* is the next word they will learn today. Explain that *flick* means “move, or make something move, with a quick, sudden motion.” Explain that when the poet says “flick of the wrist,” he is describing how the seal swerves and twists by flicking, or moving, his wrist quickly.

Display word card 14 (C WA4) and have the students say the word *flick*.

## 5 Act Out Flicking a Piece of Lint

Explain that animals flick other parts of their bodies. Some animals, such as horses and cows, flick their tails when flies or other insects bother them. Flick your arm and hand to simulate an animal flicking its tail.

Explain that people sometimes use their fingers to flick something, or move it with a quick motion. Ask the students to watch as you act out flicking an imaginary piece of lint off of your clothes with your finger.

Have partners take turns acting out flicking a crumb off their shirt.

Ask and discuss as a class:

**Q** *What did you do when you acted out flicking a crumb off your shirt?*

Click **1** on word card 14 (WA4) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “When I flicked a crumb, I . . .”

Then ask:



**Q** *What else besides a crumb or a piece of lint might you flick with your finger?* [Click **2** on WA4 to reveal the next prompt.]  
*Turn to your partner.*

**PROMPT 2:** “I might flick [a marble] with my finger.”

Have partners use the prompt to share their thinking. After a few moments, ask a few volunteers to use the prompt to share their thinking with the class.

Point to the word *flick* and ask:

**Q** *What’s the new word we are learning that means “move, or make something move, with a quick, sudden motion”?*

## INTRODUCE AND USE *SPEEDY*

### 6 Introduce and Define *Speedy* and Review Synonyms

Direct the students’ attention to the poem “Seal” (WA1) and remind the students that seals swim very quickly through the water. Have the students follow along with you as you read the following lines aloud:

Quicksilver-quick,  
Softer than spray,  
Down he plunges  
And sweeps away;

Explain that when the poet says “Quicksilver-quick,” he is describing the seal as an animal that is very fast. Tell the students that the last word they will learn today is a synonym of *quick* and *fast*—the word *speedy*.

Remind the students that *synonyms* are “words that mean the same thing or almost the same thing.”

Display word card 15 (🔊 WA5) and have the students say the word *speedy*.

## 7 Discuss *Speedy*

Remind the students that seals are *speedy*.

Use “Think, Pair, Share” to discuss:



**Q** *What other animals are speedy?* [Pause; click 1 on WA5 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “A [jaguar] is speedy.”

Have partners use the prompt to share their thinking. When most pairs have finished talking, ask a few volunteers to use the prompt to share their thinking with the class.

Point out that people can be *speedy*. Ask and discuss as a class:

**Q** *Who do you know who is a speedy runner?*

Click 2 to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “[Jared] is a speedy runner.”

Point to the word *speedy* and ask:

**Q** *What’s the new word we are learning that is a synonym of fast?*

Tell the students that tomorrow they will talk more about the words they learned today.

---

## EXTENSION

### Explore Movement Words in “Seal”

Display the poem “Seal” (🔊 WA1).

Tell the students that the poet William Jay Smith uses many interesting words in the poem “Seal.” Some of them help us imagine how the seal moves through the water. Direct the students’ attention to the poem, and explain that you are going to read parts of the poem again. Explain that you want the students to follow along and look for words that help them imagine, or picture in their minds, how the seal is moving.

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### Teacher Note

You may want to point out that *speedy* is related to the word *speed*, which means “quickness or fast movement.”

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### Teacher Note

If the students struggle to name *speedy* animals, provide a few examples (rabbits, jaguars, cheetahs, horses, squirrels, eagles, mosquitoes). Then ask the question again.

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### Technology Tip

To find web-based activities that focus on recognizing synonyms, you might search online using the keywords “whiteboard synonyms activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Read the first part of the poem, stopping after “Minnow feed!” Ask:

**Q** *What words help you picture how the seal is moving?*

As the students identify words, underline them in the poem. If they do not identify the words *dives*, *zoom*, and *darts*, point out the words and underline them. Follow up by asking:

**Q** *What do you picture in your mind when you hear the words dives, zoom, and darts?*

Using the same procedure, read the second part of the poem, beginning with “See how he swims” and ending with “And sweeps away.” Have the students identify the “movement words.” If they do not identify the following words, point them out and underline them: *swims*, *swerve*, *twist*, *flip*, *flick*, *plunges*, and *sweeps*. Follow up by asking:

**Q** *What do you picture in your mind when you hear the words swerve, twist, and flip?*

Encourage the students to use interesting movement words like these in their own poems, stories, and other writing to paint a word picture for their readers.

## Day 2

## Review Swerve, Flick, and Speedy

### Materials

- Daily review cards (WA6)
- Daily review activity (WA7)

### In this lesson, the students:

- Review and practice using the words *swerve*, *flick*, and *speedy* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **swerve**

*Swerve* means “change directions quickly, usually to avoid something.”

#### **flick**

*Flick* means “move, or make something move, with a quick, sudden motion.”

#### **speedy**

*Speedy* means “fast.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the students with partners sitting together, facing you.

Display the daily review cards (🗨️ WA6) and remind the students that they learned these words from “Seal.” Point to each of the following words as you review the pronunciation and meaning: *swerve*, *flick*, and *speedy*. Explain that today they will talk more about the words.

Tell the students that you are going to ask some questions about the words and that you may ask them to share their partners’ thinking, so they should listen carefully to what their partners say.

Use “Think, Pair, Share” to discuss:



**Q** Which of these words do you think is the most interesting? Why? [Pause; click 1 on WA6 to reveal the first prompt.] Turn to your partner.

swerveflickspeedy

**PROMPT 1:** I think the word \_\_\_\_\_ is the most interesting because . . .

1 2

WA6

**PROMPT 1:** “I think the word [*speedy*] is the most interesting because . . .”

Click 2 to reveal the next prompt. Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their partners’ thinking with the class.

**PROMPT 2:** “[Evy] said the word [*speedy*] is the most interesting because . . .”

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Finish the Story”

Tell the students that they are going to play a game called “Finish the Story.” Explain that you will read a story, leaving off the last word. Then partners will decide which word makes the best ending for the story. Tell

### Teacher Note

Each story on the weekly review activity (WA7) has a corresponding number: the first story is 1; the second story is 2; and the third story is 3. To play the game, click the corresponding number four times:

- The first click reveals the story and the word choices.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

### Teacher Note

If you are not using an interactive whiteboard, you might write the words and stories where everyone can see them.

the students that before partners play the game with one another, they will play the game as a class.

Display the daily review activity (WA7) and begin playing the game:

1. Click 1 to reveal the first story and the word choices. Point to the story and read it aloud twice, slowly and clearly. Point out that the ending is missing.
  - Story 1: *Ethan was riding his bike. Suddenly, a squirrel jumped in front of him. Ethan yelled and had to \_\_\_\_\_.*
2. Give the students a few moments to think about the story. Then point to the word choices and read each word aloud. Ask:

Q Which vocabulary word makes the best ending for the story? Why do you think that?

Click 1 again to reveal the prompt.

**PROMPT:** "I think [swerve] makes the best ending because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place. Reread the story with the word *swerve* at the end.

swerve flick speedy

STORY 1: Ethan was riding his bike. Suddenly, a squirrel jumped in front of him. Ethan yelled and had to swerve.

1 2 3

WA7

4. Click 1 to clear the screen.

## 3 Continue Playing the Game in Pairs

Now play the game in pairs.

1. Click 2 to reveal the second story and the word choices. Read the story aloud twice, slowly and clearly.
  - Story 2: *Annabelle was late for a soccer game. As she rushed to get dressed, she said to herself, "I need to be \_\_\_\_\_!"*

2. Give the students a few moments to think about the story. Then point to the words and read each word aloud. Ask:



**Q** Which of yesterday's words makes the best ending for the story? Why do you think that? [Click 2 again and read the prompt aloud.]  
Turn to your partner.

**PROMPT:** "I think [*speedy*] makes the best ending because . . ."

Have partners use the prompt to take turns answering the questions. When partners have finished talking, signal for their attention and have one or two pairs use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 2 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *speedy* at the end.
4. Click 2 to clear the screen.

Repeat the procedure to discuss the following story:

- Story 3: *At the petting zoo, the zookeeper warned us not to stand behind the goats. He said, "Be careful! Their hooves kick and their tails \_\_\_\_\_."* (flick)

Tell the students that tomorrow they will learn and talk about three new words.



## MORE ELL SUPPORT

### Discuss Other Speedy Animals

Review that the poem "Seal" describes a speedy seal moving through the water. Review that *speedy* means "fast." When an animal is speedy it moves very fast. Explain that the seal is just one kind of speedy animal and there are many others.

Ask:

**Q** What other animal is speedy? Why are [*cheetahs*] speedy?

Have the students discuss the question in pairs using the following prompt:

**PROMPT:** "I chose [*cheetahs*]. [*Cheetahs*] are speedy because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking.

**ELPS 1.A.i**  
More ELL Support (all)

# Day 3

## Introduce *Utter*, *Whoop*, and *Plop*

### Materials

- “Seal” (see page 75)
- “Seal” poem (WA1) from Day 1
- Word card 16 (WA8)
- Word card 17 (WA9)
- Word card 18 (WA10)

### In this lesson, the students:

- Learn and use the words *utter*, *whoop*, and *plop*
- Discuss shades of meaning
- Build their speaking and listening skills
- Act in fair and caring ways
- Share their partners’ thinking

### Words Taught

#### **utter** (p. 75)

*Utter* means “say something or make some sort of sound.”

#### **whoop** (p. 75)

*Whoop* means “shout from excitement.”

#### **plop** (p. 75)

*Plop* means “sit down heavily or put something down heavily.”

### ABOUT RECOGNIZING SHADES OF MEANING

This week the students begin an exploration of shades of meaning that continues throughout the program. In this lesson, they are introduced to recognizing shades of meaning among verbs that differ in manner through a discussion of the words *plop* and *sit*. Later in the year, they are introduced to shades of meaning among adjectives that differ in intensity (for example, *happy* and *exhilarated*). Recognizing differences among words helps the students remember the words and enables them to use more precise and interesting words in conversation and in their writing. For a complete table of the words with shades of meaning discussed in the program, see Appendix C. For more information about recognizing words with multiple meanings and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

## INTRODUCE AND USE *UTTER*

### 1 Introduce and Define *Utter*

Gather the students with partners sitting together, facing you.

Display the poem “Seal” (WA1) and review that William Jay Smith, the author of “Seal,” describes how fast a seal moves. Have the

students follow along as you read the following lines of the poem aloud, emphasizing the word *utter*:

Before you can think,  
Before you can utter  
Words like “Dill pickle”  
Or “Apple butter,”  
Back up he swims

Tell the students that the first word they will learn today is *utter*. Explain that *utter* means “say something or make some sort of sound.” Explain that when the poet says the seal swims back up to the surface before you can utter, or say, “Dill pickle” or “Apple butter,” he is describing in a funny way how fast the seal is moving. Explain that in addition to words, people utter sounds.

Ask:

**Q** *Why might people utter a sound?*

Display word card 16 (🌐 WA8) and have the students say the word *utter*.

## 2 Play “What Might You Utter?”

Tell the students that partners will play a game called “What Might You Utter?” Explain that you will describe a situation. Partners will discuss what words or sounds they might utter in that situation and why. Tell the students that you will ask them to share their partners’ thinking, so they need to listen carefully. Begin with the following scenario:

- *You are excited about going to a sleepover at your best friend’s house. Then you find out the sleepover has been cancelled because your friend is sick.*

Use “Think, Pair, Share” to discuss:



**Q** *What might you utter when you hear that the sleepover has been cancelled? Why?* [Pause; click 1 on WA8 to reveal the first prompt.]  
*Turn to your partner.*

utter

**PROMPT 1:** I might **utter** \_\_\_\_\_ because . . .

1 2

WA8



### ELL Note

Explain that “the sleepover has been cancelled” means that the sleepover is not going to happen anymore.

**PROMPT 1:** “I might utter [a moan] because . . .”

Click 2 to reveal the next prompt and have one or two volunteers share their partners’ thinking with the class.

**PROMPT 2:** “[Tess] said she might utter [a moan] because . . .”

If the students need more practice with the word, discuss the following scenario using the same procedure:

- *Your mother says your family is going for a two-week camping trip in a desert.*

Point to the word *utter* and ask:

**Q** *What’s the new word we are learning that means “say something or make some sort of sound”?*

## INTRODUCE AND USE WHOOP

### 3 Introduce and Define Whoop

Direct the students’ attention to the poem “Seal” (WA1) and review that the poet also describes the sounds a seal makes. Read the following lines of the poem aloud, emphasizing the word *whoop*:

Back up he swims  
Past Sting Ray and Shark,  
Out with a zoom,  
A whoop, a bark;

Tell the students that the next word they will learn today is *whoop*. Explain that *whoop* means “shout from excitement.” Point out that the seal whoops and barks because he is excited to be playing in the water and catching fish.

Write the word *whoopee* where everyone can see it. Underline *whoop* in *whoopee* and explain that the words *whoop* and *whoopee* are related. Explain that *whoopee* is a word people sometimes say when they *whoop*, or shout from excitement.

Display word card 17 (WA9) and have the students say the word *whoop*.

### 4 Discuss Times the Students Have Whooped

Explain that people whoop when they are excited, and give a couple of examples of times you have whooped or heard someone whoop.

**You might say:**

“Last summer I went to an amusement park with my daughter. We rode the rollercoaster and I whooped the entire time. I recently bought my nephew a guitar for his birthday. He smiled and whooped after he unwrapped his gift.”

Ask:



**Q** *When have you whooped because you were excited?* [Click ❶ on WA9 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “I whooped when . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Point to the word *whoop* and ask:

**Q** *What’s the new word we are learning that means “shout from excitement”?*

## INTRODUCE AND USE PLOP

### 5 Introduce and Define Plop

Direct the students’ attention to the poem “Seal” (WA1) and review that at the end of the poem, the seal jumps out of the water. Read the last four lines of the poem aloud, emphasizing the word *plops*:

Before you can say  
Whatever you wish,  
He plops at your side  
With a mouthful of fish!

Tell the students that the last word they will learn today is *plop*. Explain that when you plop, you sit down heavily or put something down heavily. Point out that the seal plops, or sits down heavily, after his swim.

Display word card 18 (🔊 WA10) and have the students say the word *plop*.

### 6 Discuss Plop and Sit and Introduce Shades of Meaning

Explain that *plop* and *sit* mean about the same thing, with one important difference. When you plop, you do not just sit in the usual way—you sit down *heavily*. Tell the students that you will act out sitting in the usual way and then plopping, and that you want them to notice the difference. First, sit down slowly and carefully in your chair. Then plop into the chair by sitting heavily and carelessly, as if you are exhausted. Discuss as a class:

**Q** *What did you see me do when I plopped into my chair?*

Click ❶ on word card 18 (WA10) to reveal the first prompt.

**PROMPT 1:** “When you plopped into your chair, you . . .”

Then ask:

**Q** *Why might a person plop?*

Click ❷ to reveal the next prompt.



#### Technology Tip

To find web-based activities that focus on recognizing shades of meaning, you might search online using the keywords “whiteboard shades of meaning activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



#### Teacher Note

Alternatively, you might ask volunteers to act out sitting and plopping into a chair.

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### Teacher Note

You might start a chart of words with shades of meaning titled “Just the Right Word.” Write the word *plop* on the chart, along with its definition, “sit down heavily or put something down heavily.”

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### Teacher Note

You might create a chart titled “Onomatopoeia.” Invite the students to listen and look for other examples, discuss them, and add them to the chart. Encourage the students to use onomatopoeia in their writing.

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### Teacher Note

For examples of onomatopoeia, visit the CCC Learning Hub ([cclearninghub.org](http://cclearninghub.org)) to view the “Onomatopoeia” list in the General Resources section.

**PROMPT 2:** “A person might plop because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Point to the word *plop* and ask:

**Q** *What’s the new word we are learning that means “sit down heavily or put something down heavily”?*

Tell the students that tomorrow they will talk more about the words they learned today.

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## EXTENSION

### Explore Onomatopoeia

Write the word *plop* where everyone can see it. Remind the students that *plop* means “sit down heavily or put something down heavily.” Explain that the word *plop* can also mean “the sound that something makes when it falls into water without splashing.” Ask the students to listen carefully as you drop a penny into a cup of water. Ask:

**Q** *What did you hear when I dropped the penny into the water?*

Explain that the word *plop* is an example of onomatopoeia, and that *onomatopoeia* is the “use of words that sound like what they are describing.” Point out that when you say the word *plop*, the word sounds like the sound something makes when it plops.

Write the words *whoop* and *whoopee* where everyone can see them and explain that they are also examples of onomatopoeia because they are words that sound like sounds. Add *whoop* and *whoopee* to the list. Discuss other examples of onomatopoeia such as *hiss*, *clap*, *squish*, and *pop*. Ask the students for additional examples and add them to the list.

## In this lesson, the students:

- Review and practice using the words *utter*, *whoop*, and *plop* from Day 3
- Build their speaking and listening skills
- Act in fair and caring ways
- Share their partners' thinking

## Words Reviewed

### utter

*Utter* means "say something or make some sort of sound."

### whoop

*Whoop* means "shout from excitement."

### plop

*Plop* means "sit down heavily or put something down heavily."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the students with partners sitting together, facing you.

Display the daily review cards (WA11) and remind the students that they learned these words earlier. Point to each of the following words as you review the pronunciation and meaning: *utter*, *whoop*, and *plop*. Explain that today they will talk more about the words.

Tell the students that you are going to ask some questions about the words. Ask them to listen carefully to their partners because you will ask them to share their partners' thinking.

Use "Think, Pair, Share" to discuss:



**Q** Which of these words might you use to tell a story? Why? [Pause; click 1 on WA11 to reveal the first prompt.] Turn to your partner.

## Materials

- Daily review cards (WA11)
- Week 3 family letter (BLM1)

utter
whoop
plop

**PROMPT 1:** I might use the word \_\_\_\_\_ to tell a story about \_\_\_\_\_ because . . .

1
2
3
4
5

**PROMPT 1:** “I might use the word [*whoop*] to tell a story about [my first ride on a horse] because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and click **2** to reveal the next prompt. Then ask one or two volunteers to use the prompt to share their partners’ thinking with the class.

**PROMPT 2:** “[Eli] said he might use the word [*whoop*] to tell a story about [his first ride on a horse] because . . .”

## PRACTICE USING THE WORDS

### **2** Think More About the Words

Direct the students’ attention to the words at the top of the daily review cards (WA11) and tell them that they will use these words to discuss some things that Olive is doing. Point to the word *utter*, and explain that this is the first word the students will use. Then read this scenario:

- *Olive’s first soccer game of the season is Saturday. When she wakes up Saturday morning, she is very surprised to find out that the game has been cancelled.*

Ask:

 **Q** *What might Olive utter? Why do you think that?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “Olive might utter [‘Oh, no! I can’t believe it’] because . . .”

Using the same procedure, have the students discuss the following scenarios:

[plop]

- *Olive is helping her mother. She is carrying a bag of groceries from the car into the kitchen of her house.*



**Q** *Will Olive plop the bag of groceries down on the kitchen table? Why do you think that?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** "Olive [will/will not] plop the bag of groceries down because . . ."

[whoop]

- *Olive's cousin arrives for a visit.*



**Q** *Will Olive whoop when she sees her cousin? Why do you think that?* [Click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** "Olive [will/will not] whoop when she sees her cousin because . . ."

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

## Ongoing Review

# Day 5

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Share ideas with one another

### Words Reviewed

**devastate**

*Devastate* means "destroy or badly damage."

**swerve**

*Sswerve* means "change directions quickly, usually to avoid something."

**utter**

*Utter* means "say something or make some sort of sound."

**volunteer**

*Volunteer* means "offer to do something or help someone by choice." When you volunteer, you do something because you want to do it. You do not expect pay or a reward.

**whoop**

*Whoop* means "shout from excitement."

### Materials

- Ongoing review cards (WA12)
- Ongoing review activity (WA13)

### Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

### Teacher Note

Each sentence in the ongoing review activity (WA13) has a corresponding number: the first sentence is ①; the second sentence is ②; the third sentence is ③; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the correct answer in place.
- The fourth click clears the screen.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the students with partners sitting together, facing you. Display the ongoing review cards (🎧 WA12). Remind the students that they learned these words earlier. Explain that today they will talk more about the words.

Point to the word *swerve* and ask:

Q *What do you know about the word swerve?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *swerve* as they share their ideas.

Use the same procedure to review the remaining words.

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Explain that you will show a sentence with one or more words underlined. You will read each sentence aloud, and partners will decide which vocabulary word can replace the underlined part of the sentence. Tell the students that before partners play the game with one another, they will play the game as a class.

Display the ongoing review activity (🎧 WA13) and begin playing the game:

1. Click ① to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined words.

- Sentence 1: *During the storm, the boat changed directions quickly to avoid rocks. The waves were huge and it was very difficult for the captain to see.*

2. Give the students a few moments to think about the sentence and the underlined words. Then point to the five word choices and ask:

Q *Which vocabulary word could replace the underlined words? Why?*

Click ① again to reveal the prompt.

**PROMPT 1:** “I think the word [*swerved*] could replace *changed directions quickly* because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

devastate   swerve   utter   volunteer   whoop

**SENTENCE 1:** During the storm, the boat swerved to avoid rocks. The waves were huge and it was very difficult for the captain to see.

❶   ❷   ❸   ❹   ❺

WA13

4. Click ❶ to clear the screen.

### 3 Play the Game in Pairs

Now play the game with the students in pairs:

1. Click ❷ to reveal the second sentence and read it aloud, emphasizing the underlined word.
  - Sentence 2: *After dinner Monique offered to do the dishes. Her dad gave her a big hug and said, "Thank you."*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the five word choices and ask:



**Q** Which vocabulary word could replace the underlined word? Why? [Click ❷ again and point to the prompt.] Turn to your partner.

**PROMPT 2:** "I think [*volunteered*] could replace *offered* because . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, ask one or two volunteers to use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❷ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.
4. Click ❷ to clear the screen.

### Teacher Note

You might point out that students learned the word *debris* earlier and that *debris* is the “scattered pieces of something that has been thrown away, broken, or destroyed.”

Use the same procedure to discuss the following sentences:

- Sentence 3: *Caleb found out his best friend is going to the same camp that he is. He was so happy he shouted with excitement.* (whooped)
- Sentence 4: *On the news, we watched a flood destroy many homes and businesses. They were completely underwater, and there was debris everywhere.* (devastate)
- Sentence 5: *Rona’s favorite board game was lost when her family moved. “I can’t believe it’s gone,” she said when she discovered that the game was lost.* (uttered)

Tell the students that next week they will learn more new words.

# Poem

## Seal

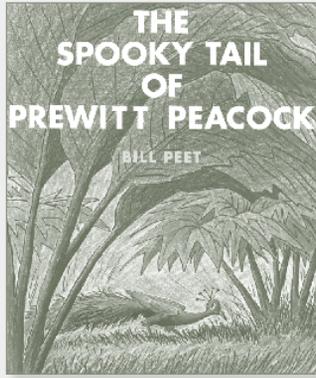
by William Jay Smith

See how he dives  
From the rocks with a zoom!  
See how he darts  
Through his watery room  
Past crabs and eels  
And green seaweed,  
Past fluffs of sandy  
Minnow feed!  
See how he swims  
With a swerve and a twist,  
A flip of the flipper,  
A flick of the wrist!  
Quicksilver-quick,  
Softer than spray,  
Down he plunges  
And sweeps away;  
Before you can think,  
Before you can utter  
Words like “Dill pickle”  
Or “Apple butter,”  
Back up he swims  
Past Sting Ray and Shark,  
Out with a zoom,  
A whoop, a bark;  
Before you can say  
Whatever you wish,  
He plops at your side  
With a mouthful of fish!

“Seal” from *Laughing Time: Collected Nonsense* by William Jay Smith. Copyright © 1990 by William Jay Smith. Reprinted by permission of Farrar, Straus and Giroux, LLC.

# Week 4

## RESOURCES



### Read-aloud

- *The Spooky Tail of Prewitt Peacock* by Bill Peet

### More Strategy Practice

- “Discuss Shades of Meaning with *Sad* and *Heartbreaking*”

### Extensions

- “Explore Homophones with *Tail* and *Tale*”
- “Explore Sensory Details in *The Spooky Tail of Prewitt Peacock*”

### Assessment Resource Book

- Week 4 vocabulary assessments



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 4 family letter (BLM1)
- (Optional) “Week 4 Word Cards” (BLM2)
- (Optional) “Week 4 Crossword Puzzle” (BLM3)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)
- “Using the Individual Vocabulary Assessment” (AV51)

# OVERVIEW

## Words Taught

flutter  
clutch  
dodge  
heartbreaking  
fury  
bewildered

## Words Reviewed

clutch  
debris  
dodge  
heartbreaking  
speedy

## Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing shades of meaning (review)
- Recognizing synonyms (review)

## Vocabulary Focus

- Students learn and use six words from the story.
- Students review using context to determine word meanings.
- Students review shades of meaning and synonyms.
- Students build their speaking and listening skills.

## Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.
- Students share their partners' thinking.

## 1 DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Shades of Meaning with *Sad* and *Heartbreaking*” on page 90. You might do the activity at the end of vocabulary time or at another time.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 152 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1); see page 156 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself. Also, make a class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1); see page 224 of the *Assessment Resource Book*. Use this sheet to record each student’s scores from Word Checks 1–7 over the course of the year. You might also make a copy of the “Individual Vocabulary Assessment Class Record” sheet (CR1); see page 226 of the *Assessment Resource Book*. Use this sheet to record the scores of all of the students in the class across the year.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 159 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Week 4 Word Cards” (BLM2) and the “Week 4 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words. For more information, see “Additional Ways to Review the Words” in the Introduction.

# Introduce *Flutter, Clutch,* and *Dodge*

# Day 1

## In this lesson, the students:

- Learn and use the words *flutter*, *clutch*, and *dodge*
- Review using context to determine word meanings
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Taught

**flutter** (p. 5)

*Flutter* means “wave or flap rapidly.”

**clutch** (p. 8)

*Clutch* means “grab or hold onto something tightly.”

**dodge** (p. 20)

*Dodge* means “move quickly to avoid someone or something.”

## INTRODUCE AND USE *FLUTTER*

### 1 Introduce and Define *Flutter*

Gather the students with partners sitting together, facing you.

Show the cover of *The Spooky Tail of Prewitt Peacock*, read the title and name of the author aloud, and remind the students that they heard this story earlier. Explain that the words they will learn this week are from the story.

Remind the students that *The Spooky Tail of Prewitt Peacock* is about a peacock named Prewitt who has a tail that is different from the other peacocks’ tails. Show pages 4–5 and review that Travis the tiger chases Prewitt and the other peacocks, hoping for a meal. Read page 5 aloud, emphasizing the word *fluttering*.

Tell the students that the first word they will learn today is *flutter*, and explain that *flutter* means “wave or flap rapidly.” Point to the flying peacocks in the picture and explain that when Travis leaps at them, they flutter their wings, or flap them rapidly, to fly into the treetops. Point out that many birds flutter their wings to fly fast, and insects such as butterflies and moths also flutter their wings. Ask the students to flutter their arms, or flap them, like a bird or butterfly fluttering its wings.

Display word card 19 (WA1) and have the students say the word *flutter*.

## Materials

- *The Spooky Tail of Prewitt Peacock*
- Word card 19 (WA1)
- Word card 20 (WA2)
- “Sentence from *The Spooky Tail of Prewitt Peacock*” (WA3)
- Word card 21 (WA4)

## Teacher Note

Explain that *rapidly* means “very quickly or very fast.”

## 2 Act Out Fluttering Eyelashes

Tell the students that when people get a piece of dirt in their eye, they flutter their eyelashes, or move them rapidly up and down, to get rid of the dirt. Have the students turn to their partners and act out fluttering their eyelashes as if they had a piece of dirt in their eyes. Then have a volunteer demonstrate for the class.

Ask:

**Q** *What did you see [Spiro] do when he fluttered his eyelashes?*

Click **1** on word card 19 (WA1) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

flutter

**PROMPT 1:** When \_\_\_\_\_ **fluttered** [his/her] eyelashes, [he/she] . . .

**1** **2**

WA1

**PROMPT 1:** “When [Spiro] fluttered his eyelashes, he . . .”

## 3 Discuss Clothes Fluttering on a Clothesline

Explain that things such as flags, curtains, and clothes on a clothesline can also flutter, or flap rapidly.

Use “Think, Pair, Share” to discuss:



**Q** *When might the clothes on a clothesline flutter?* [Click **2** on WA1 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “The clothes on a clothesline might flutter when . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Point to the word *flutter* and ask:

**Q** *What’s the new word we are learning that means “wave or flap rapidly”?*

## INTRODUCE AND USE CLUTCH

### 4 Introduce and Define *Clutch*

Show pages 8–9 of *The Spooky Tail of Prewitt Peacock* and review that in this part of the story Prewitt notices that his tail is changing. Read page 8 aloud, emphasizing the word *clutching*.

Tell the students that the next word they will learn today is *clutch*, and explain that *clutch* means “grab or hold onto something tightly.” Point to the clutching claws in the illustration on page 9 and explain that the feathery arms of the monster have claws that can clutch things, or grab or hold onto things tightly.

Display word card 20 (🔊 WA2) and have the students say the word *clutch*.

### 5 Discuss Times the Students Have Clutched Things

Give some examples of when you have clutched or seen someone clutching something, and model clutching.

**You might say:**

“I clutch things like books when I don’t want to drop them.” [Model clutching a book.] “Sometimes my baby niece clutches my finger and won’t let go. Recently I went to a baseball game. The left fielder caught a fly ball and clutched it in his mitt with both hands.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you clutched something or seen someone clutching something?* [Pause; click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I clutched . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *What did it look like when you [clutched your dog’s leash]?*

Have volunteers model what it looked like when they clutched or saw someone clutching.

Point to the word *clutch* and ask:

**Q** *What’s the new word we are learning that means “grab or hold onto something tightly”?*

**ELPS 1.A.ii**  
Step 4 and Step 5 (all)

**ELPS 2.E.iii**  
Step 5 (all, including teacher note in the green margin next to Step 5)

#### Teacher Note

Support struggling students by reviewing the definition of *clutch* and asking questions such as “When have you clutched something so that you wouldn’t drop or lose it?” and “When have you clutched someone’s hand? When has someone clutched your hand?”

**TEKS 3.B.i**  
Student/Teacher Narrative  
Step 6  
(second paragraph on page 82)

### Teacher Note

Alternatively, you may wish to write the context sentence where everyone can see it.

### Technology Tip

To find web-based activities that focus on using context to determine word meanings, you might search online using the keywords “whiteboard context clues activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



**TEKS 3.B.i**  
Student/Teacher Activity  
Step 6  
(two discussion questions on page 82)

## INTRODUCE AND USE *DODGE*

### 6 Introduce and Define *Dodge* and Review Using Context to Determine Word Meanings

Display the “Sentence from *The Spooky Tail of Prewitt Peacock*” chart (WA3). Show pages 20–21 of the book and remind the students that when Prewitt decides he will stay and keep his tail, the other peacocks chase him. Read the charted sentence aloud where it appears on page 20, emphasizing the word *dodge*.

Tell the students that *dodge* is the last word they will learn today. Direct their attention to the context sentence on the chart (WA3), and explain that this is the sentence you just read. Point to the word *dodge* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word—like *dodge*—by rereading the sentence that includes the word, and looking for clues. Explain that, as you reread the sentence, you want the students to think about what the word *dodge* might mean and which words in the sentence are clues to the meaning of *dodge*.

Read the sentence aloud; then ask:

-  **Q** Based on what you just heard, what do you think the word *dodge* might mean? [Point to prompt 1.] Turn to your partner.

WA3

**Sentence from *The Spooky Tail of Prewitt Peacock***

By zigzagging in and out through the trees and darting under bushes and ferns Prewitt managed to dodge his pursuers.

\_\_\_\_\_

**PROMPT 1:** I think ***dodge*** might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word ***dodge***.

**PROMPT 1:** “I think *dodge* might mean . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class. If necessary, explain that *dodge* means “move quickly to avoid someone or something.” Prewitt dodges, or moves quickly to avoid the other peacocks, and he gets away from them. Then ask:

-  **Q** What words in the sentence are clues to the meaning? [Point to prompt 2.] Turn to your partner.

**PROMPT 2:** “The clues [‘zigzagging in and out’ and ‘darting under bushes’] help me figure out the meaning of the word *dodge*.”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Circle the context clues on the chart as the students identify them. If necessary, point out that “zigzagging in and out” and “darting under bushes” are clues that help us figure out that *dodge* means “move quickly to avoid someone or something.”

## 7 Discuss Times the Students Have Dodged Things

Display word card 21 (🔊 WA4) and have the students say the word *dodge*. Give a few examples of when you have dodged someone or something or seen someone dodge.

**You might say:**

“I dodged children playing on the playground today while I was on recess duty. Yesterday in the grocery store, one of the workers spilled a box of apples. I had to dodge the apples rolling on the floor.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you dodged something or seen someone dodge something?*  
[Click 1 on WA4 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “I dodged . . .” or “I saw [a soccer player] dodge . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Point to the word *dodge* and ask:

**Q** *What’s the new word we are learning that means “move quickly to avoid someone or something”?*

Tell the students that tomorrow they will talk more about the words they learned today.

# Day 2

## Review *Flutter, Clutch,* and *Dodge*

### Materials

- Daily review cards (WA5)

### Teacher Note

If the students struggle to answer the question, review the meaning of *flutter* and ask the question again.

### In this lesson, the students:

- Review the words *flutter*, *clutch*, and *dodge* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### flutter

*Flutter* means “wave or flap rapidly.”

#### clutch

*Clutch* means “grab or hold onto something tightly.”

#### dodge

*Dodge* means “move quickly to avoid someone or something.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the students with partners sitting together, facing you.

Display the daily review cards (WA5). Remind the students that yesterday they learned three words from *The Spooky Tail of Prewitt Peacock*. Explain that today they will talk more about the words.

Point to the word *flutter* and ask:

**Q** *What might flutter on a windy day? Why?*

Click 1 on the daily review cards (WA5) to reveal the first prompt and have a few volunteers use the prompt to share their thinking with the class.

WA5

flutter

clutch

dodge

**PROMPT 1:** On a windy day \_\_\_\_\_ might **flutter**  
because . . .

1 2 3 4 5

**PROMPT 1:** “On a windy day [leaves on a tree] might flutter because . . .”

Point to the word *clutch* and ask:

**Q** *What might you clutch on a windy day? Why?*

Click **2** to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “On a windy day you might clutch . . .”

Point to the word *dodge* and ask:

**Q** *What might you dodge on the playground? Why?*

Click **3** to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “On the playground you might dodge . . .”

## PRACTICE USING THE WORDS

### **2** Review the Game “Which Word Goes With?”

Tell the students that partners will play the game “Which Word Goes With?” Review that you will write a word they know, like *forest* or *classroom*, where everyone can see it and that they are to think about which of this week’s words goes with the word you wrote. Explain that when you say “Turn to your partner,” partners will discuss their thinking. Then you will ask some partners to share their thinking with the class.

Explain that the word you write might go with more than one of the vocabulary words. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

Write the word *forest* where everyone can see it, and read the word aloud. Then point to words on the daily review cards (WA5) and use “Think, Pair, Share” to discuss:



**Q** *Which of this week’s words do you think goes with forest? Why do you think that?* [Pause; click **4** on WA5 to reveal the next prompt.]  
*Turn to your partner.*

**PROMPT 4:** “I think [*flutter*] goes with *forest* because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

### Teacher Note

If the students have trouble answering the questions, give a few examples of associations you might make and why. For example, say “I think *flutter* goes with *forest* because you might see birds or butterflies fluttering their wings in a forest. I think *clutch* can go with *forest*, also, because you might clutch a friend’s hand if you are walking in a scary forest. I think *dodge* can go with *forest*, too, because you might have to dodge a limb or pinecone that falls from a tree.” Then repeat the questions.

### Teacher Note

If the students have trouble answering the questions, give a few examples of associations you might make, or ask questions such as “How might the word *flutter* go with *classroom*? What might flutter in a classroom?” “How might the word *clutch* go with *classroom*? What might you clutch in a classroom?” and “How might the word *dodge* go with *classroom*? What might you dodge in a classroom?”

### Teacher Note

For a list of common homophones, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Homophones” list in the General Resources section.

Using the same procedure, have the students discuss which word they think goes with *classroom*. Click 5 to reveal the next prompt.

**PROMPT 5:** “I think [*dodge*] goes with *classroom* because . . .”

Tell the students that tomorrow they will learn and talk about three new words.

## EXTENSION

### Explore Homophones with *Tail* and *Tale*

Write the words *tail* and *tale* where everyone can see them. Ask the students what they notice about the words.

Explain that *tail* and *tale* are homophones, and that *homophones* are “words that are pronounced the same way but are often spelled differently and have different meanings.” Have the students discuss the meanings of *tail* and *tale*. If necessary, point out that *The Spooky Tail of Prewitt Peacock* is a story, or *tale*, about a peacock’s *tail*. Have the students discuss the meanings of these other homophones: *ate/eight*, *blew/blue*, *meat/meet*, and *right/write*. Invite the students to watch for other homophones in their reading, and discuss the examples they find.

# Day 3

## Introduce *Heartbreaking*, *Fury*, and *Bewildered*

### Materials

- *The Spooky Tail of Prewitt Peacock*
- Word card 22 (WA6)
- Word card 23 (WA7)
- Word card 24 (WA8)

### In this lesson, the students:

- Learn and use the words *heartbreaking*, *fury*, and *bewildered*
- Review shades of meaning and synonyms
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Taught

**heartbreaking** (p. 7)

*Heartbreaking* means “very sad or upsetting.”

**fury** (p. 11)

*Fury* means “great anger.”

**bewildered** (p. 26)

*Bewildered* means “confused or puzzled.” When you are bewildered, you are not sure what to do or think.

# INTRODUCE AND USE HEARTBREAKING

## 1 Introduce and Define *Heartbreaking* and Review Shades of Meaning

Gather the students with partners sitting together, facing you.

Direct the students' attention to the book *The Spooky Tail of Prewitt Peacock* and remind them that they learned three words from the story. Explain that today they will learn three more words from the story.

Show pages 6–7 of the book and review that in this part of the story Prewitt and the other peacocks flutter to the top of a tree to get away from Travis the tiger. Read the first paragraph aloud, emphasizing the word *heartbreaking*.

Tell the students that the first word they will learn today is *heartbreaking*. Explain that *heartbreaking* means *sad*, with an important difference—if something is heartbreaking, it is not just a little sad, it is very sad or upsetting.

Display word card 22 (🎧 WA6) and have the students say the word *heartbreaking*.

Discuss as a class:

Q *Why do you think losing a tail feather is heartbreaking for the peacocks?*

Click 1 on word card 22 (WA6) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

heartbreaking

**PROMPT 1:** Losing a tail feather is **heartbreaking** because . . .

1 2

WA6

**PROMPT 1:** “Losing a tail feather is heartbreaking because . . .”

If necessary, explain that these storybook peacocks are proud of their beautiful tails and that losing a tail feather is heartbreaking, or very sad and upsetting, for them.

### Technology Tip

To find web-based activities that focus on recognizing shades of meaning, you might search online using the keywords “whiteboard shades of meaning activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### Teacher Note

If you started a “Just the Right Word” chart, add the word *heartbreaking*, along with its definition “very sad or upsetting.”

### Teacher Note

Support struggling students by asking questions such as “What is something you own that you would be very sad or upset to lose?” and “What is your favorite toy/book/piece of clothing?”

### ELL Note

The Spanish cognate of *fury* is *furia*.

### Teacher Note

You may want to explain that the word *furious* comes from the word *fury* and that *furious* means “very angry.” If you started a synonym chart, add *fury* and *anger* to it.

## 2 Talk About Something That Would Be Heartbreaking to Lose

Remind the students that it is heartbreaking for the peacocks to lose a tail feather. Use “Think, Pair, Share” to discuss:



**Q** *What is something that would be heartbreaking for you to lose? Why?*  
[Pause; click 2 on WA6 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “It would be heartbreaking if I lost . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Point to the word *heartbreaking* and ask:

**Q** *What’s the new word we are learning that means “very sad or upsetting”?*

## INTRODUCE AND USE FURY

### 3 Introduce and Define *Fury* and Review Synonyms

Show pages 10–11 of *The Spooky Tail of Prewitt Peacock*. Remind the students that in this part of the story the other peacocks notice Prewitt’s tail for the first time. Read pages 10–11 aloud, emphasizing the word *fury*. Then read the first sentence on page 12 in a furious voice: “What’s come over you, Prewitt! What on earth have you done to your tail!” he squawked.”

Tell the students that the next word they will learn is *fury*, and explain that *fury* means “great anger.” Explain that *fury* and *anger* are synonyms and review that *synonyms* are “words that mean the same thing or almost the same thing.”

Display word card 23 (WA7) and have the students say the word *fury*. Discuss as a class:

**Q** *Why do you think Phineas is in a fury, or feeling great anger?*

Click 1 on word card 23 (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “Phineas is in a fury because . . .”

If necessary, explain that Phineas thinks Prewitt has changed his tail to make it spooky, and this makes Phineas very angry.

### 4 Discuss Whether Olive Is in a Fury

Explain that you are going to describe something that an imaginary third-grader named Olive is doing. Partners will decide whether she is

in a fury or not. Explain that partners may not always agree and that is fine. What is important is that they explain their thinking.

Begin by reading the following scenario aloud twice, slowly and clearly:

- *It's Olive's birthday. She unwraps a present and discovers that it is a computer. She throws her hands up and shouts, "A computer! I didn't expect this!"*

Use "Think, Pair, Share" to discuss:



**Q** *Is Olive in a fury? Why?* [Click 2 on WA7 to reveal the next prompt.]  
Turn to your partner.

**PROMPT 2:** "Olive [is/is not] in a fury because . . ."

Have partners use the prompt to share their thinking. After a few moments, signal for the students' attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Using the same procedure, have the students discuss:

- *Olive is at the library. When she asks the librarian for a book she wants, he says, "Sorry. Every copy is checked out." Olive stomps her foot and shouts, "This isn't fair! I must have that book!"*
- *Olive is at the zoo with her friend Orlando. Orlando wants to visit the monkey house, but Olive wants to see the snake exhibit. "I've got an idea!" shouts Olive. "Let's do both!"*

Point to the word *fury* and ask:

**Q** *What's the new word we are learning that means "great anger"?*

## INTRODUCE AND USE BEWILDERED

### 5 Introduce and Define *Bewildered*

Show pages 24–25 of *The Spooky Tail of Prewitt Peacock* and remind the students that the peacocks are chasing Prewitt and suddenly encounter old Travis. Read pages 24–27 aloud, emphasizing the word *bewildered*.

Tell the students that the last word they will learn today is *bewildered*. Explain that *bewildered* means "confused or puzzled" and that *bewildered*, *confused*, and *puzzled* are synonyms. Explain that when you are bewildered, you aren't sure what to do or think. Point out that the peacocks are bewildered, or confused and puzzled, because they do not understand why Travis ran away. Explain that once they figure out that Prewitt's tail scared the tiger, they are not bewildered any more.

Display word card 24 (C WA8) and have the students say the word *bewildered*.

#### Teacher Note

If you started a synonym chart, add *bewildered* and its synonyms to it.

## 6 Discuss Whether Olive Is Bewildered

Explain that you are going to describe something that happens to the imaginary third-grader, Olive, and partners will decide whether Olive is bewildered. Remind the students that partners may not always agree and that that is fine. What is important is that they explain their thinking.

Begin by reading the following scenario aloud twice, slowly and clearly:

- *Olive's friend Orlando is mad at her. Olive isn't sure why.*

Use “Think, Pair, Share” to discuss:



**Q** *Is Olive bewildered? Why?* [Click 1 on WA8 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “Olive [is/is not] bewildered because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Using the same procedure, discuss the following situations:

- *Olive finds out that Orlando is angry with her because she didn't go to Orlando's birthday party.*
- *Olive is working on a jigsaw puzzle. She can't figure out where the pieces go.*

Point to the word *bewildered* and ask:

**Q** *What's the new word we are learning that means “confused or puzzled”?*

Tell the students that tomorrow they will talk more about the words they learned today.

---

## MORE STRATEGY PRACTICE

### Discuss Shades of Meaning with *Sad* and *Heartbreaking*

Write the words *sad* and *heartbreaking* where everyone can see them. Discuss as a class:

**Q** *How are the words sad and heartbreaking alike? How are they different?*

If necessary, review that *sad* and *heartbreaking* mean about the same thing, but that if something is *heartbreaking*, it is not just a little sad, it is *very* sad or upsetting.

Tell the students that you will describe a situation. Explain that partners will discuss whether the situation would be a little sad or whether it would be heartbreaking, and why they think so.

Begin by saying:

- *Your parents decide to move your family to a city far away.*

Ask:

**Q** *Would it be a little sad or would it be heartbreaking if your parents decided to move your family far away? Why? Turn to your partner.*

Have partners use the prompt to take turns answering the question:

**PROMPT:** "It would be [heartbreaking] because . . ."

Have one or two volunteers use the prompt to briefly share with the class.

Using the same procedure, discuss:

- *You get into an argument with your best friend.*
- *You drop your popcorn in the movie theater.*

Tell the students that now that they know the word *heartbreaking*, they have just the right word to use in their writing when they want to describe something that is very sad or upsetting.

## Review *Heartbreaking, Fury, and Bewildered*

# Day 4

### In this lesson, the students:

- Review and practice using the words *heartbreaking*, *fury*, and *bewildered* from Day 3
- Build their speaking and listening skills
- Share their partners' thinking with the class

### Words Reviewed

#### **heartbreaking**

*Heartbreaking* means "very sad or upsetting."

#### **fury**

*Fury* means "great anger."

#### **bewildered**

*Bewildered* means "confused or puzzled." When you are bewildered, you are not sure what to do or think.

### Materials

- Daily review cards (WA9)
- Week 4 family letter (BLM1) for each student
- (Optional) "Week 4 Word Cards" (BLM2) for each student
- (Optional) Copy of the "Week 4 Crossword Puzzle" (BLM3) for each student

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the students with partners sitting together, facing you.

Display the daily review cards (WA9). Remind the students that yesterday they learned three words from *The Spooky Tail of Prewitt Peacock*. Explain that today they will think more about the words.

Point to the word *heartbreaking* and ask:

**Q** *How might someone look if they heard heartbreaking news? Why?*

Click **1** on the daily review cards (WA9) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

#### Teacher Note

If the students do not recall the meaning of the word, tell them.

WA9

heartbreaking      fury      bewildered

**PROMPT 1:** Someone who hears **heartbreaking** news might look . . .

1 2 3 4 5 6

**PROMPT 1:** “Someone who hears heartbreaking news might look . . .”

Invite a volunteer to act out how a person might look.

Point to the word *fury* and ask:

**Q** *How might someone look if they leave a room in a fury? Why?*

Click **2** to reveal the next prompt.

**PROMPT 2:** “Someone who leaves a room in a fury might look . . .”

Invite a volunteer to act out how a person might look.

Point to the word *bewildered* and ask:

**Q** *How might someone look if they are bewildered? Why?*

Click **3** to reveal the next prompt.

**PROMPT 3:** “Someone who is bewildered might look . . .”

Invite a volunteer to act out how a person might look.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Imagine That!”

Tell the students that you are going to describe an imaginary situation and have them talk with their partner about how they might feel or what they might do in that situation.

Begin by having the students imagine:

- *Your friend asks you if she can play your video game. You say, “No.” Your friend stomps out of the room in a fury.*

Use “Think, Pair, Share” to discuss:



**Q** *How would you feel? What would you do? Why?* [Pause; click 4 on WA9 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “If my friend stomped out in a fury, I would . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask one or two volunteers to use the prompt to share their thinking with the class.

Using the same procedure, have the students imagine and discuss these situations:

- *You are reading a book. It is a heartbreaking story about a boy and his dog.*



**Q** *How would you feel? What would you do? Why?* [Pause; click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “If I were reading a heartbreaking book, I would . . .”

- *You are helping your mom make a birdhouse. She asks you to hand her a nail from the toolbox. You are bewildered because you see five different kinds of nails.*



**Q** *How would you feel? What would you do? Why?* [Pause; click 6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 6:** “If I were bewildered, I would . . .”

Tell the students that tomorrow they will talk more about some of the words they have been learning.

---

## EXTENSION

### Explore Sensory Details in *The Spooky Tail of Prewitt Peacock*

Tell the students that good writers like Bill Peet, the author of *The Spooky Tail of Prewitt Peacock*, use descriptive words and phrases in their stories that help readers imagine how things look, feel, taste, smell, and sound. Explain that we call words and phrases that appeal to our senses *sensory details*.

---

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

---

### Teacher Note

To provide students with additional review of words taught during Weeks 3 and 4, you might distribute a copy of the “Week 4 Crossword Puzzle” (BLM3) to each student.

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

Show pages 8–9 of *The Spooky Tail of Prewitt Peacock* and remind the students that Prewitt’s tail begins to change. Tell the students that as you read aloud from this part of the story, you want them to close their eyes and listen for words or phrases that help them imagine how Prewitt’s tail looks. Then read page 8 aloud, slowly and clearly, without showing the illustration. Have the students open their eyes and ask:

**Q** *What words or phrases did you hear that help you imagine how Prewitt’s tail looks?*

If necessary, point out that the phrases “doubled in size,” “fierce black eyebrows,” “jagged mouth,” “enormous eyes,” “feathery arms,” and “wildly clutching claws” help us imagine Prewitt’s tail, which has grown to look like a monster. Point out that sensory details like these paint a picture with words, which helps make a story interesting and fun to read and hear. Encourage the students to use sensory details in their own writing.

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **clutch**

*Clutch* means “grab or hold onto something tightly.”

#### **debris**

*Debris* is the “scattered pieces of something that has been thrown away, broken, or destroyed.”

#### **dodge**

*Dodge* means “move quickly to avoid someone or something.”

#### **heartbreaking**

*Heartbreaking* means “very sad or upsetting.”

#### **speedy**

*Speedy* means “fast.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (🗉 WA10). Remind the students that they learned these words earlier. Explain that today they will talk more about the words. Point to the word *clutch*, pronounce it, and have the students say it.

Ask:

Q *What do you know about the word clutch?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *clutch* as they share their ideas.

Repeat the procedure to review the remaining words.

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Tell the students that you are going to ask them some questions about the words. Explain that partners will talk about each question; then you will ask a few pairs to share their thinking with the class.

Point to the words *clutch* and *heartbreaking* and ask:



Q *Would you clutch your friend’s hand during a heartbreaking part of a movie? Why?* [Click 1 on WA10 to reveal the prompt.] *Turn to your partner.*

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and ask a few volunteers to use the prompt to share their thinking with the class.

clutch

debris

dodge

heartbreaking

speedy

**PROMPT 1:** I [would/would not] **clutch** my friend’s hand during a **heartbreaking** part of a movie because . . .

123

WA10

**PROMPT 1:** “I [would/would not] clutch my friend’s hand during a heartbreaking part of a movie because . . .”

### Teacher Note

For more information about the vocabulary assessments, see “About Vocabulary Assessments” in the Assessment Overview of the *Assessment Resource Book*.

Using the same procedure, have the students discuss:

[**dodge, debris**]



**Q** *Would you dodge debris falling from a tree? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] dodge debris falling from a tree because . . .”

[**clutch, speedy**]



**Q** *Would you clutch your seat on a speedy roller coaster ride? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] clutch my seat during a speedy roller coaster ride because . . .”

Tell the students that next week they will learn more new words.



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses show that they know what the words mean?
- Do the students experience difficulty using or explaining any of the words?
- Are the students using the words they are learning in their writing?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 152 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice through an activity modeled on “Act Out the Words” (see Week 2, Day 5, Step 2). For example, you might say, “Imagine you are dodging an orange falling from a tree. Act that out.” Then say, “Imagine you are watching a heartbreaking show. Act that out.”

For more information about reviewing and practicing the words, see “Retaining the Words” in the Introduction.

(continues)

## Assessment Notes *(continued)*

### INDIVIDUAL VOCABULARY ASSESSMENT

Before continuing with the week 5 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 1–4 using the "Individual Vocabulary Assessment: Word Check 1" answer sheet (IA1). You might record the progress of individual students and the progress of your students as a whole using the "Individual Vocabulary Assessment Student Record" sheet (SR1) and the "Individual Vocabulary Assessment Class Record" sheet (CR1). For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 153 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 1–4 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 157 of the *Assessment Resource Book*.

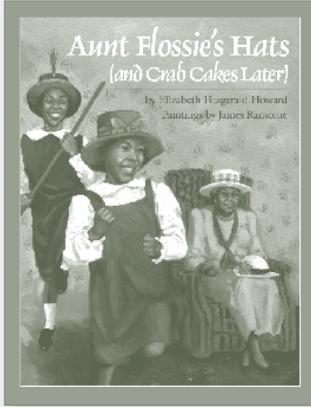
#### Teacher Note

For more information, view "Using the Individual Vocabulary Assessment" (AV51).



# Week 5

## RESOURCES



### Read-aloud

- *Aunt Flossie's Hats (and Crab Cakes Later)* by Elizabeth Fitzgerald Howard, paintings by James Ransome

### More Strategy Practice

- “Use a Print Dictionary”

### Extensions

- “Explore the Suffix *-ion*”
- “Discuss the Compound Word *Hatboxes*”



### More ELL Support

- “Discuss a Family Member or Special Older Person”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 5 family letter (BLM1)
- (Optional) “Week 5 Word Cards” (BLM2)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

floppy

*recall*

clatter

*disaster*

*celebration*

*retrieve*

## Words Reviewed

bewildered

floppy

fury

plop

recall

## Word-learning Strategies

- Recognizing antonyms (review)
- Recognizing synonyms (review)
- Using a print dictionary

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review antonyms and synonyms.
- Students use a print dictionary to determine a word's meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students explain their thinking.

## ① DO AHEAD

- ✓ Prior to Day 1, collect enough dictionaries so that each pair of students will have one to share. Pairs of students will learn how to use the dictionary to determine a word's meaning in Step 4.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Use a Print Dictionary" on page 106.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print "Week 5 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Floppy, Recall,* and *Clatter*

# Day 1

## In this lesson, the students:

- Learn and use the words *floppy*, *recall*, and *clatter*
- Review antonyms and synonyms
- Use a print dictionary to determine a word's meaning
- Listen respectfully to the thinking of others and share their own
- Work in a responsible way

## Words Taught

### **floppy** (p. 10)

*Floppy* means "soft and hanging down loosely."

### **recall**

*Recall* means "remember."

### **clatter** (p. 13)

When things clatter, they bang together or rattle noisily.

## ABOUT USING A DICTIONARY AND GLOSSARY

In lessons and More Strategy Practice activities across the year, the students explore using print and online dictionaries and glossaries. On Day 1 of this lesson, the students are introduced to using a print dictionary (through the word *recall*). The students will discuss additional features of a print dictionary that will enable them to locate a word, to determine its pronunciation, and to understand the different forms of a word that may appear in a dictionary. For a complete list of lessons or More Strategy Practice activities in which dictionaries and glossaries are explored, see Appendix C. For more information about using a dictionary, glossary, or thesaurus and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

## INTRODUCE AND USE FLOPPY

### 1 Introduce and Define *Floppy* and Review Antonyms

Gather the class with partners sitting together, facing you. Show the cover of *Aunt Flossie's Hats (and Crab Cakes Later)* and read the title and the name of the author aloud. Remind the students that they heard this story earlier, and explain that today's words are from or about the story.

## Materials

- *Aunt Flossie's Hats (and Crab Cakes Later)*
- Word card 25 (WA1)
- Word card 26 (WA2)
- Word card 27 (WA3)
- One dictionary for each pair of students (collected ahead)

### Teacher Note

If you started an antonym chart, add *floppy* and *stiff* to it.



### Technology Tip

To find web-based activities that focus on recognizing antonyms, you might search online using the keywords “whiteboard antonyms activities.”

For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



Show page 10 and review that Aunt Flossie has lots of different hats. Read the first four sentences on page 10 aloud, emphasizing the word *floppy*.

Tell the students that the first word they will learn today is *floppy*, and explain that *floppy* means “soft and hanging down loosely.” Explain that *floppy* and *stiff* are antonyms, and review that *antonyms* are “words with opposite meanings.” Explain that Aunt Flossie has stiff hats that stand up straight, and floppy hats that hang down loosely and hide her eyes.

Display word card 25 (C WA1) and have the students say the word *floppy*.

## 2 Discuss Floppy Things

Give a few examples of things that are floppy.

### You might say:

“We learned that hats can be floppy. Other clothing can be floppy, as well. Sometimes people wear floppy sweatshirts or floppy pants that hang loosely from their bodies. A dog’s ears can be floppy. I have an old teddy bear that is floppy. It is soft and its head and arms hang down loosely.”

Ask:



**Q** *What do you own or what have you seen that is floppy? Why do you say it is floppy?* [Click 1 on WA1 to reveal the first prompt.] *Turn to your partner.*

WA1

floppy

**PROMPT 1:**

I have a **floppy** . . .

**or**

I have seen a **floppy** . . .

1 2

**PROMPT 1:** “I have a floppy . . .” or “I have seen a floppy. . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

### 3 Act Out Being Floppy

Explain that people’s arms, legs, and heads can be floppy, or hang down loosely, and model a floppy head and floppy arms. Have the students stand up straight with their arms stiff at their sides. Then ask them to make their arms and head floppy.

Ask and discuss as a class:

**Q** *What did you do to make your arms and head floppy? How did you feel when you were floppy?*

Click **2** on word card 25 (WA1) to reveal the next prompt and have a few volunteers use it to share their thinking.

**PROMPT 2:** “To make my arms and head floppy, I . . .”

Point to the word *floppy* and ask:

**Q** *What’s the new word we are learning that means “soft and hanging down loosely”?*

## INTRODUCE AND USE RECALL

### 4 Introduce Using a Dictionary

Show the cover of *Aunt Flossie’s Hats (and Crab Cakes Later)* and explain that today the students will do something different to learn about the next word from the story—they will use a dictionary. Show the cover of the dictionary, read the title aloud, and ask:

**Q** *What is a dictionary? When have you used a dictionary?*

If necessary, explain that a *dictionary* is a “book that lists words in alphabetical (A-B-C) order and gives their meanings and other information.” Point out that if the students are not sure what a word means, they can “look it up” in the dictionary.

Distribute a dictionary to each pair of students. Have partners open their dictionaries to the first page of the dictionary that has guide words and point to the guide words at the top of the page. Tell the students that these words are called “guide words” and explain that they show the first and last words that are defined on the page. Explain that the “guide words” can help the students find a word they are looking for. Also point out that dictionary words are listed alphabetically (in A-B-C order) on the page and that each word is followed by its meaning or meanings. Discuss as a class:

**Q** *What other information about the words is provided on this page?*

Have a few volunteers share their thinking with the class. As necessary and appropriate, point out that a dictionary gives the spelling of each word; its division into syllables; the pronunciation; the part of

#### Teacher Note

If your students have not had experience with alphabetizing words, you may want to provide practice in that skill prior to teaching this lesson.

### Teacher Note

Walk around the room and observe as the students are looking up the word. If many students are struggling, call for their attention. Model using the guide words in your copy of the dictionary to find the word. Then give the students another minute or two to find the word. For more practice using a dictionary, see the more strategy practice activity “Use a Print Dictionary” on page 106.

### Teacher Note

If you started a synonym chart, add *recall* and *remember* to it at the end of the lesson.

### Teacher Note

Listen as partners share ideas. Support struggling students by reviewing the meaning of *recall* and asking questions such as “What is a good time you recall, or remember, from last week/last year?” and “What is a good time you recall having with your family or friends?”

speech (whether the word is a noun, verb, adjective, or other part of speech); and other forms of the word, such as the *-ing* and *-ed* forms of a verb. Point out that, for some words, a sentence that shows how you might use the word is also provided.

## 5 Use the Dictionary to Discuss the Word *Recall* and Review Synonyms

Show pages 10–11 of *Aunt Flossie’s Hats (and Crab Cakes Later)*. Point out that in this story, Aunt Flossie’s hats help her recall things that have happened in her life, and explain that *recall* is the next word the students will learn today. Display word card 26 (🗨️ WA2) and have students say the word *recall*.

Give partners a few minutes to find the word *recall* in their dictionaries.

When most pairs have finished talking, ask a volunteer to read the definition. Point out that *recall* means “remember,” and explain that *recall* and *remember* are *synonyms*, or “words that mean the same thing or almost the same thing.”

Read pages 11–13 aloud. Then discuss as a class:

**Q** *What does Aunt Flossie recall?*

Click ❶ on word card 26 (WA2) to reveal the first prompt.

**PROMPT 1:** “Aunt Flossie recalls . . .”

If necessary, point out that Aunt Flossie recalls a big fire that burned in her city when she was a child.

## 6 Recall Good Times

Remind the students that in the story Aunt Flossie recalls both bad times and good times in her life. Show pages 16–17 of the book and review that in this part of the story Aunt Flossie recalls going to a big parade where people cheered and shouted.

Ask:



**Q** *What is a good time that you recall? Why was it a good time?*

[Click ❷ on WA2 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “I recall . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Point to the word *recall* and ask:

**Q** *What’s the new word we are learning that means “remember”?*

## INTRODUCE AND USE CLATTER

### 7 Introduce and Define *Clatter*

Show pages 12–13 again and remind the students that Aunt Flossie recalls a big fire. Reread the following text, emphasizing the word *clattering*: “. . . we could hear fire engines racing down St. Paul. Horses’ hooves *clattering*.”

Tell the students that the last word they will learn today is *clatter*, and explain that when things clatter, they bang together or rattle noisily. Point to the horses in the illustration on page 12 and explain that fire engines used to be pulled by horses. Their hooves clattered, or made a loud banging noise, when they hit the street.

Display word card 27 ( WA3) and have the students say the word *clatter*.

### 8 Play “Clatter or Not Clatter?”

Give a couple of examples of things that clatter.

**You might say:**

“When you put dishes away, they sometimes clatter, or make a loud, rattling noise as one dish hits another. If you shook a plastic box with markers in it, the markers would clatter, or make a loud, rattling noise as they bumped against the plastic box.”

Tell the students that partners will play “Clatter or Not Clatter?” Explain that you will describe something and when you say “Turn to your partner,” partners will discuss whether the thing you described does or does not clatter, and why.

Begin by saying:

- *Roller skates going over a bumpy sidewalk*

Ask:



**Q** *Do the roller skates clatter? Why or why not?* [Click  on WA3 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “The roller skates [do/do not] clatter because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for their attention and ask a few volunteers to use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Metal toys hitting the floor*

**PROMPT 2:** “The metal toys [do/do not] clatter because . . .”

- *A feather floating to the ground*

**PROMPT 3:** “The feather [does/does not] clatter because . . .”

- *Coins in someone’s pocket as they run*

**PROMPT 4:** “The coins [do/do not] clatter because . . .”

Point to the word *clatter* and ask:

**Q** *What’s the new word we are learning that means “bang together or rattle noisily”?*

Tell the students that tomorrow they will talk more about the words they learned today.

## Materials

- Dictionaries, collected ahead

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## MORE STRATEGY PRACTICE

### Use a Print Dictionary

Write the following words from *Aunt Flossie’s Hats (and Crab Cakes Later)* where everyone can see them: *sniff* (p. 11), *smoky* (p. 11), *cheer* (p. 17), and *ripple* (p. 24).

Distribute a dictionary to each pair of students. Explain that the students will practice using a dictionary by “looking up” words from *Aunt Flossie’s Hats (and Crab Cakes Later)*. If necessary, review how to use a dictionary by reminding the students that words are listed alphabetically, that guide words help them find a word on a page, and that word entries include the meaning and pronunciation of each word.

Direct the students’ attention to the words and explain that the words are from *Aunt Flossie’s Hats (and Crab Cakes Later)*. Tell the students that partners will choose one of the words they want to know about, look it up in the dictionary, and share what they learned about the word with the class.

Give partners a few minutes to choose a word, find it in the dictionary, and discuss the word entry. When most pairs have finished, discuss each word as a class by asking:

**Q** *Who looked up the word [smoky]? What did you find out about the word?*

**Q** *Who else looked up the word [smoky]? What can you add to what [Elizabeth and Kimo] told us about the word?*

Encourage the students to continue to use the dictionary to look up the meanings of words they do not know.

# Review Floppy, Recall, and Clatter

# Day 2

## In this lesson, the students:

- Review and practice using the words *floppy*, *recall*, and *clatter* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### floppy

*Floppy* means “soft and hanging down loosely.”

### recall

*Recall* means “remember.”

### clatter

When things clatter, they bang together or rattle noisily.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the daily review cards (WA4) and remind the students that yesterday they learned three words from or about *Aunt Flossie’s Hats (and Crab Cakes Later)*. Point to each of these words as you review the pronunciation and meaning: *floppy*, *recall*, and *clatter*. Explain that today they will talk more about the words.

Ask:



**Q** Which of the words we learned yesterday do you think was fun to talk about? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

floppyrecallclatter

**PROMPT 1:** I think the word \_\_\_\_\_ was fun to talk about because . . .

1234

WA4

## Materials

- Daily review cards (WA4)

**PROMPT 1:** “I think the word [*floppy*] was fun to talk about because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Introduce the Activity “What Do You Think About?”

Tell the students that partners will do the activity “What Do You Think About?” Explain that you will say one of the words and that you want them to notice what they think about when they hear the word.

Model the activity by giving a few examples of what comes into your mind when you hear the word *clatter*.

**You might say:**

“When I hear the word *clatter*, I think of the sound my keys made this morning when I dropped them. They clattered, or made a loud rattling noise, when they hit the floor.”

Then point to the word *clatter* and ask:

**Q** *What comes to mind when you hear the word clatter? Why?*

Give the students a few moments to think about the question. Click **2** on the daily review cards (WA4) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “When I hear the word *clatter*, I think of . . .”

Continue the activity in pairs by pointing to the word *floppy*, pronouncing it, and giving the students a moment or two to think to themselves.

 **Q** *What comes to mind when you hear the word floppy? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “When I hear the word *floppy*, I think of . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Discuss the word *recall* using the same procedure. Click **4** to reveal the prompt.

**PROMPT 4:** “When I hear the word *recall*, I think of . . .”

Tell the students that tomorrow they will learn and talk about three more words.

### Teacher Note

If the students struggle to answer the question, stimulate their thinking by asking questions such as “What kinds of things clatter?” and “When have you heard something clatter?”

## MORE ELL SUPPORT

### Discuss a Family Member or Special Older Person

Review that in *Aunt Flossie's Hats (and Crab Cakes Later)* Sarah and Susan visit their Great-great-aunt Flossie every Sunday. Aunt Flossie tells her nieces stories about her hats and takes them out for crab cakes after.

Ask the students to think about a family member such as an aunt, uncle, or grandparent, or other older person that they especially like, and why they like him or her. Then ask:

- Q *Who is an older family member or another older person with whom you have a special relationship?*
- Q *Why do you like [him/her]?*
- Q *What do you call [him/her]?*

Have volunteers use the prompt to share their thinking:

**PROMPT:** "I like [my great-uncle Juan Carlos] because . . ."

## Introduce *Disaster, Celebration, and Retrieve*

## Day 3

### In this lesson, the students:

- Learn and use the words *disaster*, *celebration*, and *retrieve*
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own
- Explain their thinking

### Words Taught

#### **disaster**

A *disaster* is an "event such as a fire, flood, or storm that causes a lot of damage or suffering."

#### **celebration**

A *celebration* is a "happy event held to honor a special occasion."

#### **retrieve**

*Retrieve* means "bring or get something back."

### Materials

- *Aunt Flossie's Hats (and Crab Cakes Later)*
- Word card 28 (WA5)
- Word card 29 (WA6)
- Word card 30 (WA7)

# INTRODUCE AND USE *DISASTER*

## 1 Introduce and Define *Disaster*

Gather the class with partners sitting together, facing you. Direct the students' attention to *Aunt Flossie's Hats (and Crab Cakes Later)* and remind them that they learned three words from and about the story. Explain that today they will learn three more words about the story.

Show pages 12–13 of the book and remind the students that in this part of the story Aunt Flossie recalls a fire in Baltimore that burned for days and days. Tell the students that the first word they will learn today is *disaster*, and explain that a *disaster* is an “event such as a fire, flood, or storm that causes a lot of damage or suffering.” Point out that a big fire like the one Aunt Flossie describes would be a disaster because many buildings would be devastated and people would suffer because they lost their homes.

Display word card 28 (🌐 WA5) and have the students say the word *disaster*.

## 2 Discuss Whether Events Are Disasters

Give a few more examples of natural and other disasters.

### You might say:

“When a tornado whips through a town destroying everything in its path, it’s a disaster because the tornado causes a lot of damage and suffering. When a bridge or building collapses and many people are injured, that’s a disaster. When a plane crashes, that’s a disaster, too.”

Explain that you will describe an event. When you say “Turn to your partner,” partners will discuss whether the thing you described is a disaster, and why.

Begin by saying:

- *A river overflows and floods the streets of a town with water and debris.*

Ask:



Q *Is this a disaster? Why or why not?* [Click 1 on WA5 to reveal the prompt.] *Turn to your partner.*

### ELL Note

The Spanish cognate of *disaster* is *desastre*.

### Teacher Note

You might point out that students learned the word *devastate* earlier and that *devastate* means “destroy or badly damage.”

### Teacher Note

You might point out that students learned the word *debris* earlier and that *debris* is the “scattered pieces of something that has been thrown away, broken, or destroyed.”

disaster

**PROMPT 1:** It [is/is not] a **disaster** because . . .

1

**PROMPT 1:** “It [is/is not] a disaster because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and ask a few volunteers to use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *You spill a glass of milk on the floor.*
- *A volcano erupts and destroys a city.*
- *Your dog digs up your neighbor’s vegetable garden.*

Point to the word *disaster* and ask:

**Q** *What’s the new word we are learning that means an “event such as a fire, flood, or storm that causes lots of damage or suffering”?*

## INTRODUCE AND USE CELEBRATION

### 3 Introduce and Define *Celebration*

Show pages 16–17 and remind the students that in this part of the story Aunt Flossie recalls a very exciting day. Read pages 16–17 aloud.

Tell the students that the next word they will learn today is *celebration* and explain that a *celebration* is a “happy event held to honor a special occasion.” Explain that the parade is part of a celebration, or happy event, honoring the end of the war.

Display word card 29 (🌐 WA6) and have the students say the word *celebration*.

#### **ELL Note**

The Spanish cognate of *celebration* is *celebración*.

#### **Teacher Note**

You might want to explain that the words *celebration* and *celebrate* are related and that the word *celebration* is formed by adding the suffix *-ion* to the word *celebrate*. For more about the suffix *-ion*, see the extension activity “Explore the Suffix *-ion*” on page 113.

## 4 Discuss a Celebration

Explain that some celebrations are big, like the parade Aunt Flossie describes, and other celebrations are small, with just a few friends or family members. Give an example of a large and a small celebration you have attended.

### You might say:

"I went to a big celebration when a new park opened in my neighborhood. Hundreds of people gathered at the park to hear speeches, play games, and eat. I had a small celebration this year for my birthday. I went out for dinner with a few friends."

Use "Think, Pair, Share" to discuss:



**Q** *When have you been to a celebration? What were you celebrating? What did you do?* [Pause; click 1 on WA6 to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 1:** "I went to a celebration . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and ask a few volunteers to use the prompt to share their thinking with the class.

Point to the word *celebration* and ask:

**Q** *What's the new word we are learning that means a "happy event held to honor a special occasion"?*

## INTRODUCE AND USE RETRIEVE

### 5 Introduce and Define *Retrieve*

Tell the students that the last word they will learn today is *retrieve* and explain that *retrieve* means "bring or get something back." Show pages 26–27 and review that the wind has blown Aunt Flossie's favorite hat into the water. A dog named Gretchen retrieves the hat, or brings it back to Aunt Flossie. Explain that you will read this part of the story aloud and ask the students to listen for what Gretchen does to retrieve the hat.

Display word card 30 (WA7) and have students say the word *retrieve*. Read pages 26–27 aloud, stopping after the sentence, "Hurray for Aunt Flossie's hat!" Discuss as a class:

**Q** *What does Gretchen do to retrieve the hat?*

Click 1 on word card 30 (WA7) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** "Gretchen retrieves the hat by . . ."

If necessary, point out that Gretchen retrieves the hat by jumping into the water, swimming to the hat, and bringing it back in her mouth.

## 6 Discuss Ways to Retrieve Things

Explain that you will describe something that needs to be retrieved and ask the students to imagine what they might do to retrieve it.

Begin by saying:

- *You have been playing at a friend's house. When you get home, you realize you left your jacket at the friend's house.*

Use “Think, Pair, Share” to discuss:



**Q** *What might you do to retrieve your jacket? [Pause; click 2 on WA7 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “To retrieve my jacket, I would . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *Why did you say [“I might call my friend on the phone”]? How would that help you retrieve your jacket?*

Using the same procedure, discuss:

- *You are flying a kite in the park and it gets stuck in a tree.*

**PROMPT 3:** “To retrieve the kite, I would . . .”

- *You and your sister are playing catch in your front yard. You miss the ball and it lands in the neighbor's yard.*

**PROMPT 4:** “To retrieve the ball, I would . . .”

Point to the word *retrieve* and ask:

**Q** *What's the new word we are learning that means “bring or get something back”?*

Tell the students that tomorrow they will talk more about the words they learned today.

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## EXTENSION

### Explore the Suffix *-ion*

Write the word *celebrate* where everyone can see it. Review that *celebrate* is a verb, or action word, that means “do something special for a happy occasion.” Write the word *celebration* next to the word *celebrate*. Underline the suffix *-ion* in the word *celebration*, and explain that *-ion* is a suffix. Explain that the suffix *-ion* means “the act or result of doing

### Teacher Note

You might explain that a *suffix* is a “letter or a group of letters that is added to the end of a word to make a new word.” You might also explain that when you add the suffix *-ion* to the word *celebrate*, you drop the *e* to spell *celebration*.

### Teacher Note

For a list of common suffixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Suffixes” list in the General Resources section.

something.” Explain that when you add the suffix *-ion* to the verb *celebrate*, you make the noun *celebration*, which means the “act or result of celebrating” or a “happy event held to celebrate a special occasion.”

Write the word *invent* where everyone can see it. Explain that *invent* is a verb, or action word, that means “think up and create something new.”

Ask:

Q *What word do we make when we add the suffix -ion to the word invent?*

Q *What is an invention?*

If necessary, explain that when we add *-ion* to *invent* we make the noun *invention*, which means the “act or result of inventing” or the “thing that is thought up and created.”

Using the same procedure, discuss the words *create* and *creation* and *confuse* and *confusion*.

## Day 4

## Review *Disaster*, *Celebration*, and *Retrieve*

### Materials

- Daily review cards (WA8)
- Week 5 family letter (BLM1)

### In this lesson, the students:

- Review and practice using the words *disaster*, *celebration*, and *retrieve* from Day 3
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### *disaster*

A *disaster* is an “event such as a fire, flood, or storm that causes a lot of damage or suffering.”

#### *celebration*

A *celebration* is a “happy event held to honor a special occasion.”

#### *retrieve*

*Retrieve* means “bring or get something back.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Gather the class with partners sitting together, facing you.

Display the daily review cards (WA8). Remind the students that yesterday they learned three words about *Aunt Flossie’s Hats* (and *Crab Cakes Later*). Point to each of these words as you review its

pronunciation and meaning: *disaster*, *celebration*, and *retrieve*. Tell the students that today they will think more about these words.

Use “Think, Pair, Share” to discuss:



**Q** Which of the words we learned yesterday might you use in your writing? How might you use the word? [Pause; click 1 on WA8 to reveal the first prompt.] Turn to your partner.

WA8

disaster celebration retrieve

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

1 2 3 4

**PROMPT 1:** “I might use the word [*disaster*]. I might write . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Imagine That!”

Point to the word *disaster* on the daily review cards (WA8). Explain that you will ask the students to make a picture in their minds. Then they will use the word *disaster* to talk about what they pictured.

Ask the students to close their eyes and picture this scene:

- You walk into the classroom and find books, markers, pencils, and paper scattered everywhere. Tables, chairs, and windows are broken. Water is all over the floor.

Use “Think, Pair, Share” to discuss:



**Q** Is this a disaster? Why or why not? [Pause.] Open your eyes. [Click 2 on WA8 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “It [is/is not] a disaster because . . .”

Have partners use the prompt to share their thinking. After a few moments, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Using the same procedure, review the remaining words and scenarios:

**[celebration]**

- *You go to a park. You see a man decorating a table with balloons and colorful ribbons. There is a cake on the table.*

 **Q** *Is this man preparing for a celebration? Why or why not? [Pause.] Open your eyes. [Click 3 to reveal the next prompt.] Turn to your partner.*

**PROMPT 3:** “I think he [is/is not] preparing for a celebration because . . .”

**[retrieve]**

- *You are late for school. As you are running into the school yard, you drop a nickel on the sidewalk.*

 **Q** *Would you retrieve the nickel? Why or why not? [Pause.] Open your eyes. [Click 4 to reveal the next prompt.] Turn to your partner.*

**PROMPT 4:** “I [would/would not] retrieve the nickel because . . .”

Tell the students that tomorrow they will talk more about some of the words they have been learning.

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

For a list of common compound words, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Compound Words” list in the General Resources section.

## EXTENSION

### Discuss the Compound Word *Hatboxes*

Write this sentence from page 8 of *Aunt Flossie’s Hats (and Crab Cakes Later)* where everyone can see it: “We sip our tea and eat our cookies, and then Aunt Flossie lets us look in her hatboxes.” Explain that it is a sentence from *Aunt Flossie’s Hats (and Crab Cakes Later)*. Read the sentence, emphasizing the word *hatboxes*. Point to the word and explain that *hatboxes* is a compound word. Explain that a *compound word* is a “word made up of two or more shorter words.” Tell the students that if they see a compound word in their reading and are not sure what it means, they can figure out the meaning by identifying the shorter words that make up the compound word and thinking about what each word means.

Discuss as a class:

**Q** *What are the shorter words that make up the compound word hatboxes?*

If necessary, point to the words *hat* and *boxes* and explain that these are the shorter words that make up *hatboxes*.

**Q** *What do you think the word hatbox means? What is a hatbox?*

If necessary, explain that a *hatbox* is a “box for storing hats.”

**In this lesson, the students:**

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own
- Explain their thinking

**Words Reviewed****bewildered**

*Bewildered* means “confused or puzzled.” When you are bewildered, you are not sure what to do or think.

**floppy**

*Floppy* means “soft and hanging down loosely.”

**fury**

*Fury* means “great anger.”

**plop**

*Plop* means “sit down heavily or put something down heavily.”

**recall**

*Recall* means “remember.”

**REVIEW THE WORDS****1** Briefly Review the Words

Gather the class with partners sitting together, facing you. Display the ongoing review cards (WA9). Remind the students that they learned these words earlier. Explain that today they will talk more about the words.

Point to the word *bewildered*, pronounce it, and have the students say it.

Ask:

**Q** *What do you know about the word bewildered?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *bewildered* as they share their ideas.

Use the same procedure to review the remaining words.

**Materials**

- Ongoing review cards (WA9)

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Which Word Am I?”

Tell the students that partners will use the words to play the game “Which Word Am I?” Direct the students’ attention to the ongoing review cards (WA9) and explain that you will describe one of the words and partners will discuss which word they think you are describing.

Tell the students that before they do the activity in pairs, they will practice as a class. Begin with the following clue:

- *I’m how you might describe a ponytail.*

Give the students a few moments to think about the clue. Then ask:

**Q** *Which word am I? Why?*

Click 1 on the ongoing review cards (WA9) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “I think the word is [*floppy*] because . . .”

Continue the activity in pairs by reading the following clue:

- *I’m what you are feeling when you are very, very angry.*

Ask:

 **Q** *Which word am I? Why?* [Point to prompt 1.] *Turn to your partner.*

**PROMPT 1:** “I think the word is [*fury*] because . . .”

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Discuss the following clues using the same procedure:

- *I’m what you do when you remember what you did last weekend.* (recall)
- *I’m what you do when you sit down heavily on the couch.* (plop)
- *I’m what you feel when you wake up with a chicken in your bed.* (bewildered)

Tell the students that next week they will learn more new words.

### Teacher Note

You might continue the game by inviting the students to make up additional clues.



# Week 6

## RESOURCES



### Read-aloud

- *The Paper Bag Princess* by Robert N. Munsch, illustrated by Michael Martchenko

### More Strategy Practice

- “Explore Multiple Meanings of *Trail*”
- “Discuss Other Words with the Suffix *-est*”

### Assessment Resource Book

- Week 6 vocabulary assessment



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 6 family letter (BLM1)
- (Optional) “Week 6 Word Cards” (BLM2)
- (Optional) “Week 6 Crossword Puzzle” (BLM3)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

unfortunate  
*fortunate*  
*immense*  
fierce/fiercest  
magnificent  
*ungrateful*

## Words Reviewed

clatter  
flick  
immense  
magnificent  
unfortunate

## Word-learning Strategies

- Using the prefix *un-* to determine word meanings (review)
- Recognizing antonyms (review)
- Recognizing shades of meaning (review)
- Using the suffix *-est* to determine word meanings
- Recognizing synonyms (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review using the prefix *un-* to determine word meanings.
- Students review antonyms, synonyms, and shades of meaning.
- Students discuss using the suffix *-est* to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Explore Multiple Meanings of *Trail*” on page 126. You might do the activity at the end of vocabulary time or at another time.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Other Words with the Suffix *-est*” on page 134. You might do the activity at the end of vocabulary time or at another time.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 160 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 6 Word Cards” (BLM2) and “Week 6 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Unfortunate*, *Fortunate*, and *Immense*

# Day 1

## In this lesson, the students:

- Learn and use the words *unfortunate*, *fortunate*, and *immense*
- Review the prefix *un-*
- Review antonyms and shades of meaning
- Build their speaking and listening skills
- Explain their thinking
- Work in a responsible way

## Words Taught

### **unfortunate** (p. 6)

*Unfortunate* means “unlucky.”

### **fortunate**

*Fortunate* means “lucky.”

### **immense**

*Immense* means “huge or very large.”

## ABOUT ABBREVIATED LESSONS

Beginning this week, parts of the lesson that are essentially the same from week to week are abbreviated. Teacher Notes refer you to a fully written-out example of each abbreviated part, if you wish to review it. For more information about abbreviated lessons, see “Full and Abbreviated Lessons” in the Introduction.

## INTRODUCE AND USE *UNFORTUNATE* AND *FORTUNATE*

### 1 Introduce and Define *Unfortunate* and Review the Prefix *un-*

Briefly review *The Paper Bag Princess*.

Show pages 6–7 and remind the students that Elizabeth is going to marry Prince Ronald, but a dragon ruins her plans. Read page 6 aloud, emphasizing the word *unfortunately*.

Tell the students that the first word they will learn today is *unfortunate*. Display word cards 31–32 (🌐 WA1) and click to reveal word card 31. Have the students say the word *unfortunate*.

Point to the prefix *un-* in *unfortunate* and review that *un-* is a prefix that means “not.” Tell the students that as you read this part of the

## Materials

- *The Paper Bag Princess*
- Word cards 31–32 (WA1)
- Word card 33 (WA2)

### ELPS 2.C.i

Step 1 and Step 2 (all, beginning on page 123 and continuing on to page 124)

## Teacher Note

For an example of how to introduce the week’s vocabulary work and review the read-aloud text, see Week 1, Day 1, Step 2.

## ELL Note

The Spanish cognate of *unfortunate* is *desafortunado/a*.

## Teacher Note

For a list of common prefixes, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Prefixes” list in the General Resources section.

## Technology Tip

To find web-based activities that focus on using prefixes to determine word meanings, you might search online using the keywords “whiteboard prefixes activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



### ELPS 1.A.i

Step 2 and Step 3  
(all, beginning on page 124 and continuing on to page 125)

## ELL Note

The Spanish cognate of *fortunate* is *afortunado/a*.

## Teacher Note

If you started an antonym chart, add *fortunate* and *unfortunate* to it.

story again, you want them to think about what the word *unfortunate* might mean.

Reread page 6 aloud. Ask:

**Q** *Based on what you heard and what you know about the prefix un-, what do you think unfortunate means?*

Click **1** on word cards 31–32 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

unfortunate 32

PROMPT 1: I think **unfortunate** means . . .

1 2 3

WA1

**PROMPT 1:** “I think *unfortunate* means . . .”

If necessary, explain that *unfortunate* means “unlucky.” Show the illustration on page 7 and point out that it is unfortunate, or unlucky, for Elizabeth that the dragon ruins her castle and clothes and carries off Ronald, because it ruins her wedding plans.

## 2 Introduce and Define *Fortunate* and Review Antonyms

Tell the students that the next word they will learn today is *fortunate*. Click to reveal word card 32 on word cards 31–32 (WA1) and have the students say the word *fortunate*. Explain that *fortunate* and *unfortunate* are antonyms, and review that *antonyms* are “words with opposite meanings.” Ask:

**Q** *If unfortunate means “unlucky,” what do you think fortunate means?*

Click **2** to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I think *fortunate* means . . .”

If necessary, explain that *fortunate* means “lucky.”

### 3 Discuss Whether Olive Is Unfortunate or Fortunate

Explain that you are going to describe something that is happening to the imaginary third-grader, Olive. Partners will decide whether she is unfortunate or fortunate, and explain why they think so.

Begin by reading the following scenario aloud twice, slowly and clearly:

- *Olive is at the bookstore. When she asks the salesperson for a comic book she wants, he says, "It's your lucky day. This is our last copy."*

Ask:



**Q** *Is Olive unfortunate or fortunate? Why?* [Click **3** on WA1 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** "Olive is [unfortunate/fortunate] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students discuss:

- *Olive is walking on the sidewalk after a rainstorm. A car drives through a puddle and splashes her with rainwater.*
- *Olive is eating lunch with her friend Orlando. As she lifts a spoonful of soup to her mouth, Orlando shouts, "Stop! There's a fly in your soup!"*

Point to the words *unfortunate* and *fortunate* and review the pronunciation and meaning of each word.

### 4 Introduce and Define *Immense* and Review Shades of Meaning

Show pages 10–11 of *The Paper Bag Princess* and remind the students that in this part of the story Elizabeth finds the dragon by following a trail of burnt forests and horses' bones. Read the first paragraph on page 10 aloud, emphasizing the word *huge*.

Tell the students that the last word they will learn today is *immense* and that *immense* means the same thing as *large*, with this important difference: when something is immense, it is huge or *very large*.

Display word card 33 ( WA2) and have the students say the word *immense*.

#### Teacher Note

For an example of how to prompt the students to use a word, see Week 1, Day 1, Step 3.

#### Teacher Note

Invite the students to make up their own "Is Olive Unfortunate or Fortunate?" scenarios. You might stimulate their thinking by providing them with a setting (for example, "Olive is at school," or "Olive is at the zoo").

#### ELL Note

The Spanish cognate of *immense* is *inmenso/a*.

#### ELL Note

You might want to show the students the illustration on page 13 and point out that the dragon, door, knocker, and handle are all immense.

#### Teacher Note

If you started a "Just the Right Word" chart, add the word *immense* along with its definition "huge or very large."

### Teacher Note

Support struggling students by asking questions such as “What immense animals have you seen at the zoo or in books?” “What immense things have you seen on TV or in movies?” and “What immense things do you see in the sky?”

### Materials

- *The Paper Bag Princess*

### Teacher Note

If the students struggle to answer the question, ask “What do we mean when we say a family hikes on a trail?”

### Technology Tip

To find web-based activities that focus on recognizing words with multiple meanings, you might search online using the keywords “whiteboard multiple-meaning words activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



## 5 Discuss Things We Have Seen That Are Immense

Name a few things you have seen that are immense (for example, a skyscraper, redwood tree, passenger plane, mountain, and ocean).

Ask:



**Q** *When have you seen something that is immense? Where did you see it?*  
[Click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I saw an immense . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *immense* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Explore Multiple Meanings of *Trail*

Review that words can have more than one meaning and that the meanings are often very different. Show pages 8–9 of *The Paper Bag Princess*, and read the last sentence aloud, emphasizing the word *trail*. Point to the word *trail* and ask:

**Q** *What do you think the author means when he writes about a trail of burnt forests and horses’ bones?*

If necessary, explain that in the sentence *trail* means “the marks, signs, and smells left behind by someone or something that can often be followed.” When an animal leaves a trail of paw prints, it leaves marks behind that someone can follow to try to find them. Then ask:

**Q** *What else do you know about the word trail?*

If necessary, explain that *trail* can also mean “a path that someone follows to go somewhere or achieve something.” Discuss as a class:

**Q** *Where might you find a trail?*

# Review *Fortunate*, *Unfortunate*, and *Immense*

## Day 2

### In this lesson, the students:

- Review the words *fortunate*, *unfortunate*, and *immense* from Day 1
- Build their speaking and listening skills
- Explain their thinking

### Words Reviewed

#### **unfortunate**

*Unfortunate* means “unlucky.”

#### **fortunate**

*Fortunate* means “lucky.”

#### **immense**

*Immense* means “huge or very large.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA3). Review the pronunciation and meaning of each word.

Point to the word *unfortunate* and ask:



**Q** *When has something unfortunate happened to you? Why was it unfortunate?* [Click 1 on WA3 to reveal the first prompt.] *Turn to your partner.*

unfortunate fortunate immense

**PROMPT 1:** It was **unfortunate** when . . .

1 2 3

WA3

**PROMPT 1:** “It was unfortunate when . . .”

### Materials

- Daily review cards (WA3)
- “Tell Me a Story” chart (WA4)

### Teacher Note

For an example of how to introduce the review activities, see Week 1, Day 2, Step 1.

### Teacher Note

If the students do not recall the meaning of the word, tell them.

**ELPS 2.C.iii**  
**ELPS 3.C.iv**  
Step 2  
(all, beginning on page  
128 and continuing on  
to page 129)

### Teacher Note

Alternatively, you may wish to write the stories and prompts where everyone can see them.

### Teacher Note

If the students have difficulty thinking of an ending, review the definition of *unfortunate* and think aloud about an ending. For example, say “The unfortunate thing that happens is that Jimmy falls and sprains his ankle.” Then reread the beginning of the story and repeat the questions.

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the remaining words:

[fortunate]

 **Q** *When has something fortunate happened to you? Why was it fortunate?*  
[Click 2 to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** “It was fortunate when . . .”

[fortunate, immense]

 **Q** *Would you feel fortunate if you lived in an immense house? Why?*  
[Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “I [would/would not] feel fortunate if I lived in an immense house because . . .”

## PRACTICE USING THE WORDS

### 2 Review the Activity “Tell Me a Story”

Tell the students that partners will do the activity “Tell Me a Story.” Review that you will tell the beginning of a story that includes one of the vocabulary words. The students will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (📄 WA4) and show story 1 and its accompanying prompts. Tell the students that story 1 uses the word *unfortunate*. Then read the story aloud, slowly and clearly:

- Story 1: *It is a pleasant day. Jimmy is hiking in the mountains, enjoying the scenery. Then something unfortunate happens. The unfortunate thing that happens is . . .*

Use “Think, Pair, Share” to discuss:

 **Q** *How might you finish the story? What unfortunate thing happens to Jimmy?* [Pause; point to prompt 1.] Turn to your partner.

### Tell Me a Story

It is a pleasant day. Jimmy is hiking in the mountains, enjoying the scenery. Then something unfortunate happens. The unfortunate thing that happens is . . .

**PROMPT 1:** The **unfortunate** thing that happens is . . .

**PROMPT 2:** It is **unfortunate** when \_\_\_\_\_ because . . .

WA4

**PROMPT 1:** “The unfortunate thing that happens is . . .”

Have partners use the prompt to share their thinking with one another. When pairs have finished talking, signal for their attention and have a few volunteers share their thinking with the class.

Follow up by asking:

**Q** *Why is it unfortunate that [Jimmy trips on a rock and twists his ankle]?*

Point to prompt 2 and have the volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “It is unfortunate when [Jimmy trips on a rock and twists his ankle] because . . .”

Use the same procedure to discuss the following stories on the chart (WA4):

- Story 2: *Jimmy can't find his homework. He's looked everywhere and is bewildered. Then something fortunate happens. The fortunate thing that happens is . . .*



**Q** *How might you finish the story? What fortunate thing happens to Jimmy?* [Pause; point to prompt 3.] *Turn to your partner.*

**PROMPT 3:** “The fortunate thing that happens is . . .”

Follow up by asking:

**Q** *Why is it fortunate that [Jimmy's mom remembers where he left his homework]?*

Point to prompt 4 and have the volunteers use the prompt to share their thinking with the class.

**PROMPT 4:** “It is fortunate when [Jimmy's mom remembers where he left his homework] because . . .”

- Story 3: *Jimmy is fishing on the lake. He plops the fishhook in the water and sees something immense moving slowly toward the boat. The immense thing that Jimmy sees is . . .*



**Q** *How might you finish the story? What immense thing does Jimmy see?* [Pause; point to prompt 5.] *Turn to your partner.*

**PROMPT 5:** “The immense thing that Jimmy sees is . . .”

Follow up by asking:

**Q** *Why did you say [a great big fish] is the immense thing that Jimmy sees?*

Point to prompt 6 and have the volunteers share their thinking with the class.

**PROMPT 6:** “The immense thing that Jimmy sees is [a great big fish] because . . .”

### Teacher Note

You might point out that students learned the word *bewildered* earlier and that *bewildered* means “confused or puzzled.” When you are bewildered, you are not sure what to do or think.

### Teacher Note

You might point out that students learned the word *plop* earlier and that *plop* means “sit down heavily or put something down heavily.”

# Day 3

## Introduce *Fierce/Fiercest*, *Magnificent*, and *Ungrateful*

### Materials

- *The Paper Bag Princess*
- Word card 34 (WA5)
- Word card 35 (WA6)
- Word card 36 (WA7)

### In this lesson, the students:

- Learn and use the words *fierce/fiercest*, *magnificent*, and *ungrateful*
- Discuss the suffix *-est*
- Review the prefix *un-*
- Build their speaking and listening skills
- Explain their thinking

### Words Taught

#### **fierce/fiercest** (p. 12)

*Fierce* means “dangerous or violent.” *Fiercest* means “most dangerous or most violent.”

#### **magnificent** (p. 16)

If something is magnificent, you admire it because of its great beauty or size.

#### **ungrateful**

*Ungrateful* means “not thankful or not grateful.” If you are ungrateful, you do not thank someone who has done something for you or show your appreciation.

**TEKS 3.C.i**  
Student/Teacher Narrative  
Step 1 (all)

## INTRODUCE AND USE *FIERCE* AND *FIERCEST*

### 1 Introduce and Define *Fierce* and *Fiercest* and Discuss the Suffix *-est*

Show pages 12–13 of *The Paper Bag Princess*, and remind the students that in this part of the story Elizabeth finds the dragon. Read the following sentences aloud, emphasizing the word *fiercest*: “‘Wait,’ shouted Elizabeth. ‘Is it true that you are the smartest and *fiercest* dragon in the whole world?’”

Tell the students that *fiercest* is the first word they will learn today. Display word card 34 (WA5) and have the students say the word *fiercest*. Point to the word *fierce* in *fiercest* and explain that *fierce* means “dangerous or violent.”

### Teacher Note

You may want to point out that when you add the suffix *-est* to *fierce*, you drop the final *e* to spell *fiercest*.

Point to the letters *est* at the end of the word and explain that *-est* is a *suffix*. Explain that a *suffix* is a “group of letters that are added to the end of a word to make a new word.” Explain that the suffix *-est* means “most” and that when you add *-est* to *fierce* you make the word *fiercest*. Review that *fiercest* means “most dangerous or most violent.” Explain that Elizabeth wants to know if the dragon is the fiercest, or most dangerous, dragon in the whole world.

## 2 Discuss Things That Are Fierce

Point out that many animals can be fierce, or dangerous or violent. Ask:



**Q** *What animal do you think is fierce? Why?* [Click 1 on WA5 to reveal the prompt.] *Turn to your partner.*

fierce/fiercest

**PROMPT 1:** I think \_\_\_\_\_ is **fierce** because . . .

1 2

WA5

**PROMPT 1:** “I think [a lion] is fierce because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

**Q** *What animal do you think is the fiercest animal in the world? Why?*

Click 2 on word card 34 (WA5) to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I think [a tiger] is the fiercest animal because . . .”

Explain that the word *fierce* is also used to describe violent or dangerous weather or people. Ask and briefly discuss as a class:

**Q** *What do you think a fierce thunderstorm would sound and look like? Why?*

**Q** *How might a fierce person act? Why?*

Point to the word *fiercest* and review the pronunciation and meaning of the word.

### Teacher Note

For more practice using the suffix *-est*, see the more strategy practice activity “Discuss Other Words with the Suffix *-est*” on page 134.

### Teacher Note

For a list of common suffixes, visit the CCC Learning Hub ([cclearninghub.org](http://cclearninghub.org)) to view the “Suffixes” list in the General Resources section.

### Technology Tip

To find web-based activities that focus on using suffixes to determine word meanings, you might search online using the keywords “whiteboard suffixes activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



## INTRODUCE AND USE MAGNIFICENT

### 3 Introduce and Define *Magnificent*

Show pages 16–17 of *The Paper Bag Princess* and review that the dragon shows Elizabeth that he is the fiercest dragon in the whole world by breathing out as much fire as he can. Read page 16 aloud, emphasizing the word *magnificent*.

Tell the students that *magnificent* is the next word they will learn today and explain that if something is magnificent, you admire it because of its great beauty or size. Explain that Elizabeth wants the dragon to use up his fire, so she tricks him by telling him that his fiery breath is magnificent—that she admires his fiery breath because it is so powerful and destructive.

Display word card 35 (🗨️ WA6) and have the students say the word *magnificent*.

### 4 Discuss Magnificent Things

Name things you think are magnificent—that you admire because of their great beauty or size (for example, the Grand Canyon, the view from the top of a mountain, a whale, the ocean, the flowers blooming in your neighborhood’s garden, or a spectacular catch or home run by a baseball player).

Use “Think, Pair, Share” to discuss:



**Q** *When have you seen something magnificent? Why did you think it was magnificent?* [Pause; click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I saw a magnificent [volcano on TV]. It was magnificent because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *magnificent* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE UNGRATEFUL

### 5 Introduce *Ungrateful* and Use the Prefix *un-* to Determine the Meaning

Show pages 24–25 of the book and remind the students that at the end of the story Elizabeth tricks the dragon and saves Prince Ronald. Read page 24 aloud.

#### Teacher Note

Support struggling students by asking questions such as “What animal/place/thing have you seen that you admired because it was beautiful or immense?”

Explain that Prince Ronald is ungrateful, and tell the students that *ungrateful* is the last word they learn today. Display word card 36 (WA7) and have the students say the word *ungrateful*.

Point to the prefix *un-* in *ungrateful* and review that *un-* is a prefix that means “not.” Tell the students that as you read this part of the story again, you want them to think about what the word *ungrateful* might mean.

Reread page 24 aloud. Ask:

**Q** *Based on what you heard and what you know about the prefix un-, what do you think ungrateful means?*

Have one or two volunteers share their thinking with the class.

Explain that *ungrateful* means “not thankful or not grateful.” If you are ungrateful, you do not thank someone who has done something for you or show your appreciation. Point out that even though Elizabeth saves Prince Ronald from the dragon, the prince does not thank her or show appreciation. He is ungrateful.

## 6 Discuss Whether Olive Is Grateful or Ungrateful

Explain that you will describe something that the imaginary third-grader Olive is doing. Partners must decide whether she is grateful or ungrateful, and explain why they think so.

Begin by reading the following scenario aloud twice, slowly and clearly:

- *Olive’s mom makes her a special breakfast on the first day of school. Olive snaps unpleasantly, “Mom, I don’t want this stuff! I want my usual breakfast!”*

Ask:



**Q** *Is Olive grateful or ungrateful? Why? [Click 1 on WA7 to reveal the prompt.] Turn to your partner.*

**PROMPT 1:** “Olive is [grateful/ungrateful] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *You said that Olive is [ungrateful]. What might she say if she were [grateful]?*

Using the same procedure, discuss the following scenarios:

- *Olive’s friend Orlando reminds her that her science report is due tomorrow. Olive says, “Thank you for reminding me, Orlando!”*
- *Olive leaves her jacket on the playground. Orlando finds it and brings it to her. Olive shouts, “What are you doing with my jacket, Orlando? Give it to me!”*

Point to the word *ungrateful* and review the pronunciation and meaning of the word.

### Teacher Note

If you started an antonym chart earlier, add *ungrateful* and *grateful* to it.

### Teacher Note

You might remind the students that they learned the word *snap* earlier and that *snap* means “speak sharply or angrily.”

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## MORE STRATEGY PRACTICE

### Discuss Other Words with the Suffix *-est*

Remind the students that a *suffix* is a “group of letters that are added to the end of a word to make a new word.” Write the word *fiercest* where everyone can see it. Review that the suffix *-est* means “most,” and point out that when *-est* is added to the word *fierce* it makes the word *fiercest*, which means “most fierce.”

Explain that you are going to reread the sentence in *The Paper Bag Princess* that includes the word *fiercest*. Tell the students that you want them to listen for another word in the sentence that ends with the suffix *-est*. Then reread this sentence aloud: “‘Wait,’ shouted Elizabeth. ‘Is it true that you are the smartest and fiercest dragon in the whole world?’”

Ask:

- Q *What word did you hear that ends with the suffix -est?*
- Q *What do you think the word smartest means?*

If necessary, explain that *smartest* means “most smart.”

Invite the students to think of other words that use the suffix *-est* and list them where everyone can see them. You might stimulate their thinking by asking questions such as “What word means the most tall? Most slow? Most big?”

# Review *Fierce/Fiercest*, *Magnificent*, and *Ungrateful*

## Day 4

### In this lesson, the students:

- Review and practice using the words *fierce/fiercest*, *magnificent*, and *ungrateful* from Day 3
- Build their speaking and listening skills
- Explain their thinking

### Words Reviewed

#### **fierce/fiercest**

*Fierce* means “dangerous or violent.” *Fiercest* means “most dangerous or most violent.”

#### **magnificent**

If something is magnificent, you admire it because of its great beauty or size.

#### **ungrateful**

*Ungrateful* means “not thankful or not grateful.” If you are ungrateful, you do not thank someone who has done something for you or show your appreciation.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which word do you think is especially interesting? Why? [Pause; click 1 on WA8 to reveal the first prompt.] Turn to your partner.

fierce/fiercestmagnificentungrateful

**PROMPT 1:** I think the word \_\_\_\_\_ is especially interesting because . . .

1

WA8

### Materials

- Daily review cards (WA8)
- “Tell Me a Story” chart (WA9)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 6 Crossword Puzzle” (BLM3) for each student

**PROMPT 1:** “I think the word [*fiercest*] is especially interesting because . . .”

After partners have talked, have a few volunteers share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Tell Me a Story”

Tell the students that they will do the activity “Tell Me a Story.” Review that you will tell them the beginning of a story that includes one of the vocabulary words. Then partners will use their imaginations and what they know about the word to make up an ending for the story.

Display the “Tell Me a Story” chart (WA9) and show story 1 and its accompanying prompt. Tell the students that story 1 uses the word *fiercest*. Then read the story aloud twice, slowly and clearly:

- Story 1: *Petunia and Paul are at the park. They see the fiercest squirrel they have ever seen. It is the fiercest squirrel because . . .*

Use “Think, Pair, Share” to discuss:



**Q** How might you finish the story? [Pause; point to prompt 1.] Turn to your partner.

#### Tell Me a Story

Petunia and Paul are at the park. They see the fiercest squirrel they have ever seen. It is the fiercest squirrel because . . .

**PROMPT 1:** It is the **fiercest** squirrel because . . .

WA9

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “It is the fiercest squirrel because . . .”

Repeat the procedure to discuss the following stories on the chart (WA9):

- Story 2: *Petunia and Paul are walking through the park. They look up and see a magnificent . . .*



**Q** How might you finish this story? [Point to prompt 2.] Turn to your partner.

**PROMPT 2:** “They look up and see a magnificent . . .”

Follow up by asking:

**Q** Why is [a tree that is 100 feet tall] magnificent?

#### Teacher Note

For the full version of this activity, see Week 3, Day 1, Step 2.

#### Teacher Note

If the students have difficulty thinking of an ending, review the definition of *fiercest* and give some examples of an ending. For example, say “It is the fiercest squirrel because it has immense sharp teeth that are really scary.” Then reread the beginning of the story and repeat the questions.

Point to prompt 3. Have the volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “[A tree that is 100 feet tall] is magnificent because . . .”

- Story 3: *Paul makes Petunia a salad with lettuce, tomatoes, and carrots. Petunia is ungrateful and says . . .*



**Q** *How might you finish this story? [Point to prompt 4.] Turn to your partner.*

**PROMPT 4:** “Petunia is ungrateful and says . . .”

Follow up by asking:

**Q** *How does saying [“I don’t want your icky salad”] show that Petunia is ungrateful?*

Point to prompt 5 and have the volunteers use the prompt to share their thinking with the class.

**PROMPT 5:** “Saying [‘I don’t want your icky salad’] shows that Petunia is ungrateful because . . .”

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### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

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### Teacher Note

To provide students with additional review of words taught during Weeks 5 and 6, you might distribute a copy of the “Week 6 Crossword Puzzle” (BLM3) to each student.

## Ongoing Review

## Day 5

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

### Words Reviewed

**clatter**

When things clatter, they bang together or rattle noisily.

**flick**

*Flick* means “move, or make something move, with a quick, sudden motion.”

**immense**

*Immense* means “huge or very large.”

**magnificent**

If something is magnificent, you admire it because of its great beauty or size.

**unfortunate**

*Unfortunate* means “unlucky.”

### Materials

- Ongoing review cards (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)

### Teacher Note

For an example of how to review the words, see Week 1, Day 5, Step 1.

### ELL Note

Rather than having the students choose between two things, you might have them discuss each thing individually by first asking, “Would pots and pans clatter when they hit each other? Why?” and then asking, “Would blankets clatter when they hit each other? Why?”

## ABOUT ABBREVIATED ONGOING REVIEW ACTIVITIES

Beginning this week, parts of the Ongoing Review activities have been abbreviated. A teacher note refers you to a fully written-out example of the activity, if you wish to review it.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🌐 WA10) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Make a Choice”

Explain that partners will use the words to play a game called “Make a Choice.” Point to the word *clatter* and tell the students that they will play the first round of the game with the word *clatter*. Explain that you will describe two things and ask them to decide which one they think would clatter and tell why they think so. Explain that partners may not always agree and that is OK. What is important is that they explain their thinking.

Ask:



Q Which of these would clatter: pots and pans or blankets? Why?

[Click 1 on WA10 to reveal the first prompt.] Turn to your partner.

clatter

flick

immense

magnificent

unfortunate

**PROMPT 1:** I think \_\_\_\_\_ would **clatter**  
because . . .

12345

WA10

**PROMPT 1:** “I think [pots and pans] would clatter because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[unfortunate]



**Q** Which of these is unfortunate: building a sand castle at the beach or getting a flat tire while riding your bike? Why? [Click 2 on WA10 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think [getting a flat tire while riding your bike] is unfortunate because . . .”

[immense]



**Q** Which of these is immense: a mountain or a pebble? Why? [Click 3 on WA10 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “I think [a mountain] is immense because . . .”

[flick]



**Q** Which of these would you flick: a car or a piece of lint? Why? [Click 4 on WA10 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I would flick [a piece of lint] because . . .”

[magnificent]



**Q** Which of these is magnificent: a lion at the zoo or a garbage can? Why? [Click 5 on WA10 to reveal the prompt.] Turn to your partner.

**PROMPT 5:** “I think [a lion at the zoo] is magnificent because . . .”



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' choices show that they understand the meanings of the words?
- Can they use the words to explain their thinking?
- Are they using the words spontaneously at other times of the day?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 160 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

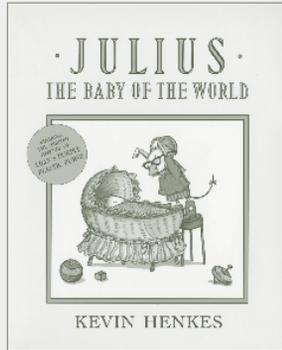
- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice in using the word by reviewing the word's meaning and then asking a question that requires the student to talk about the word in terms of his own experiences. For example, ask questions such as “When have you had to flick something? Why did you flick it?” or “When has something unfortunate happened to you? Why was it unfortunate?”

### Teacher Note

For more information about whole-class assessment, see “Class Vocabulary Assessment” in the Assessment Overview of the *Assessment Resource Book*.

# Week 7

## RESOURCES



### Read-aloud

- *Julius, the Baby of the World* by Kevin Henkes

### More Strategy Practice

- “Discuss Other Words with the Suffix *-ful*”
- “Review the Suffix *-est* and Discuss the Words *Niftiest* and *Ghastliest*”



### More ELL Support

- “Further Explore the Suffix *-est*”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 7 family letter (BLM1)
- (Optional) “Week 7 Word Cards” (BLM2)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

# OVERVIEW

## Words Taught

doubtful  
nifty  
ghastly  
dazzle  
quiver  
command

## Words Reviewed

celebration  
dazzle  
fierce/fiercest  
fortunate  
retrieve

## Word-learning Strategies

- Using the suffix *-ful* to determine word meanings
- Using the suffix *-est* to determine word meanings (review)
- Recognizing synonyms (review)

## Vocabulary Focus

- Students learn and use six words from the story.
- Students review synonyms.
- Students discuss the suffix *-ful*.
- Students review the suffix *-est*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students share their partners' thinking with the class.
- Students build on one another's thinking.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Other Words with the Suffix *-ful*” on page 146.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity “Review the Suffix *-est* and Discuss the Words *Niftiest* and *Ghastliest*” on page 149.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 7 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Doubtful, Nifty, and Ghastly*

# Day 1

## In this lesson, the students:

- Learn and use the words *doubtful*, *nifty*, and *ghastly*
- Discuss the suffix *-ful*
- Build their speaking and listening skills
- Explain their thinking
- Work in a responsible way

## Words Taught

### **doubtful** (p. 12)

*Doubtful* means “uncertain or unsure.” When you are doubtful, you are full of doubt.

### **nifty** (p. 12)

*Nifty* means “very good, clever, or useful.”

### **ghastly** (p. 23)

*Ghastly* means “horrible.”

## ABOUT ABBREVIATED LESSONS

Beginning in Week 6, parts of the lesson that are essentially the same from week to week are abbreviated. Teacher Notes refer you to a fully written-out example of each abbreviated part, if you wish to review it. For more information about abbreviated lessons, see “Full and Abbreviated Lessons” in the Introduction.

## INTRODUCE AND USE *DOUBTFUL*

### 1 Introduce and Define *Doubtful*

Review that *Julius, the Baby of the World* is about a mouse named Lilly and her baby brother, Julius. Show page 12 of the book and read it aloud, emphasizing the word *doubtful*.

Tell the students that the first word they will learn today is *doubtful*. Explain that *doubtful* means “uncertain or unsure.” Explain that Lilly’s parents are doubtful about leaving Julius alone with Lilly because they are not sure how she will treat him.

Display word card 37 (WA1) and have the students say the word *doubtful*.

## Materials

- *Julius, the Baby of the World*
- Word card 37 (WA1)
- Word card 38 (WA2)
- Word card 39 (WA3)

## Teacher Note

For an example of how to introduce the week’s vocabulary words and review the read-aloud text, see Week 2, Day 1, Step 1.

## Teacher Note

You may want to remind the students that earlier they discussed the suffix *-est* when they learned the word *fiercest*. The suffix *-est* means “most.”

## Teacher Note

For more practice with the suffix *-ful*, do the more strategy practice activity “Discuss Other Words with the Suffix *-ful*” on page 146.

## Technology Tip

To find web-based activities that focus on using suffixes to determine word meanings, you might search online using the keywords “whiteboard suffixes activities.” For more information, view the “Using Web-based Whiteboard Activities” tutorial (AV42).



## Teacher Note

For an example of how to prompt the students to use a word, see Week 1, Day 1, Step 4.

## 2 Introduce the Suffix *-ful*

Point to the suffix *-ful* in *doubtful* and explain that *-ful* is a suffix. Remind the students that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Explain that the suffix *-ful* means “full of.” Explain that when you add *-ful* to *doubt*, it makes the word *doubtful*, which means “full of doubt.”

## 3 Discuss Whether Olive Is Doubtful

Explain that you will describe something that is happening to the imaginary third-grader Olive; then partners will decide whether or not she is doubtful and why they think so. Begin by reading the following scenario aloud twice:

- *Olive wants a new bike for her birthday, but she isn't sure if she will get one.*

Ask:

-  **Q** *Is Olive doubtful about getting a bike for her birthday? Why?* [Click **1** on WA1 to reveal the prompt.] *Turn to your partner.*

doubtful

**PROMPT 1:** I think Olive [is/is not] **doubtful** because . . .

**1**

WA1

**PROMPT 1:** “I think Olive [is/is not] doubtful because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of the following scenarios:

- *Olive studied hard for her spelling test. She is sure she did well.*

-  **Q** *Is Olive doubtful about how well she did on the test? Why?* [Point to prompt 1.] *Turn to your partner.*

- *Olive wants to go to the baseball game, but she isn't feeling well. She probably won't go to the game.*



**Q** *Is Olive doubtful about going to the game? Why?* [Point to prompt 1.]  
*Turn to your partner.*

Point to the word *doubtful* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *NIFTY*

### 4 Introduce and Define *Nifty*

Show page 12 of *Julius, the Baby of the World* again, and remind the students that Lilly's parents are doubtful about leaving her alone with Julius. Reread this sentence aloud, emphasizing the word *nifty*: "Lilly tried to frighten Julius with her *nifty* disguises."

Tell the students that the next word they will learn today is *nifty*. Explain that *nifty* means "very good, clever, or useful." Point to Lilly's disguises in the first two illustrations and explain that they are nifty because they are good disguises.

Display word card 38 (C WA2) and have the students say the word *nifty*.

### 5 Discuss Things That Are Nifty

Give examples of things you think are nifty.

**You might say:**

"My new car is nifty. It has lots of room in the back for carrying things, which is useful, and the seats are very comfortable. I think the drawing Doreen did yesterday is nifty. It shows so much imagination, and the colors are beautiful. It's a very good drawing!"

Ask:



**Q** *What is something you think is nifty? Why?* [Click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** "I think [my bike] is nifty because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *nifty* and review the pronunciation and meaning of the word.

### Teacher Note

For an example of how to review a word at the end of a discussion, see Week 1, Day 1, Step 4.

### Teacher Note

Support struggling students by asking questions such as "What is something you own that you like a lot?" "What is something of yours that you use a lot—that you couldn't do without?" and "What is something you have seen that you like a lot?"

## INTRODUCE AND USE *GHASTLY*

### 6 Introduce and Define *Ghastly* and Review Synonyms

Show pages 22–23 of *Julius, the Baby of the World* and review that Lilly has dreams and nightmares about Julius. Read the pages aloud, emphasizing the word *ghastly*.

Tell the students that the last word they will learn today is *ghastly*. Explain that *ghastly* is a synonym for *horrible* and review that *synonyms* are “words that mean the same thing or almost the same thing.” Explain that Lilly’s nightmare about a giant Julius eating her with a fork is *ghastly*, or *horrible*.

Discuss as a class:

**Q** *What other synonyms can you think of for the words ghastly and horrible? What other words mean almost the same thing?*

Have a few volunteers share their thinking with the class. If necessary, explain that *bad*, *awful*, and *terrible* are synonyms for *ghastly* and *horrible*.

Display word card 39 (🗨️ WA3) and have the students say the word *ghastly*.

### 7 Imagine a Ghastly Giant

Ask the students to imagine they are going to write a story about a *ghastly* giant named Ghastly Glenora. Use “Think, Pair, Share” to discuss:

 **Q** *What would Ghastly Glenora look like? What would she sound like?*  
[Pause; click 1 on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “Ghastly Glenora would [look/sound] like . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *Why would [having big teeth and sharp claws] be ghastly?*

Point to the word *ghastly* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Discuss Other Words with the Suffix *-ful*

Write the word *doubtful* where everyone can see it. Point to *-ful* in *doubtful* and review that *-ful* is a suffix that means “full of.” Review that when you add *-ful* to the word *doubt* you make the word *doubtful*, which means “full of doubt.”

#### Teacher Note

If you started a synonym chart, add the word *ghastly* and its synonyms to it.

Write the word *hope* where everyone can see it and ask:

**Q** *What word do you make when you add the suffix -ful to the word hope?*

**Q** *What do you think the word hopeful means?*

Using the same procedure, have the students discuss the words *helpful* (*help* + *-ful*) and *truthful* (*truth* + *-ful*).

You might list the words *doubtful*, *hopeful*, *helpful*, and *truthful* on a sheet of chart paper titled “-ful Words.” During the next few weeks, invite the students to listen and watch for other words with the suffix *-ful* and add the words to the chart (for example, *beautiful*, *careful*, *wonderful*, *successful*, *painful*, *powerful*, *colorful*, and *hateful*).

## Review *Doubtful*, *Nifty*, and *Ghastly*

# Day 2

### In this lesson, the students:

- Review and practice using the words *doubtful*, *nifty*, and *ghastly* from Day 1
- Build their speaking and listening skills
- Explain their thinking

### Words Reviewed

#### **doubtful**

*Doubtful* means “uncertain or unsure.” When you are doubtful, you are full of doubt.

#### **nifty**

*Nifty* means “very good, clever, or useful.”

#### **ghastly**

*Ghastly* means “horrible.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** *Which of the words we learned yesterday might you use in your writing? How might you use the word? [Pause; click 1 on WA4 to reveal the first prompt.] Turn to your partner.*

### Materials

- Daily review cards (WA4)

### Teacher Note

For an example of how to introduce the review activities, see Week 1, Day 2, Step 1.

doubtful

nifty

ghastly

**PROMPT 1:** I might use the word \_\_\_\_\_ in my writing. I might write . . .

1 2 3 4

**PROMPT 1:** “I might use the word [*nifty*] in my writing. I might write . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Review the Game “Act Out the Words”

Tell the students you are going to play the game “Act Out the Words.” Ask the students to imagine the following scenario:

- *Your friend asks you to go for a bike ride, but it looks like it is going to rain. You are doubtful about going with your friend.*

Ask:

 **Q** *How might you look? What might you say? Turn to your partner.*

Have partners take turns acting out how they would look and what they would say if they were doubtful about going on the bike ride. Then have a volunteer act out how he would look and what he would say for the class.

Follow up by asking:

**Q** *What did you see [Taran] do when he acted out looking doubtful? What did you hear him say?*

Click **2** on the daily review cards (WA4) to reveal the next prompt.

**PROMPT 2:** “When [Taran] acted out looking doubtful, he [looked/said] . . .”

**Q** *How does saying [“I’m not sure I can go”] show that [Taran] is doubtful?*

Using the same procedure, have the students act out how they would look and what they would say in the following situations:

- *Your friend gives you a pencil box he made. You think the pencil box is nifty.*

Click **3** to reveal the prompt.

### Teacher Note

For a fully written-out example of the activity, see Week 2, Day 5, Step 2.

**PROMPT 3:** “When [Kayla] acted out getting a nifty pencil box she [looked/said] . . .”

- *Your friend makes a pizza. He gives you a slice to eat. The pizza tastes ghastly.*

Click 4 to reveal the prompt.

**PROMPT 4:** “When [Marcus] acted out eating a ghastly piece of pizza he [looked/said] . . .”

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## MORE STRATEGY PRACTICE

### Review the Suffix *-est* and Discuss the Words *Niftiest* and *Ghastliest*

Remind the students that the suffix *-est* means “most.” Write the word *niftiest* where everyone can see it and ask:

**Q** *What word do you make when you add the suffix -est to the word nifty?*

Follow up by asking:

**Q** *Based on what you know about the suffix -est, what do you think the word niftiest means?*

Using the same procedure, discuss the word *ghastliest*.

---

## MORE ELL SUPPORT

### Further Explore the Suffix *-est*

Remind the students that the suffix *-est* means “most” and that when *-est* is added to the word *nifty*, it makes the word *niftiest*, which means the “best, cleverest, or most useful.” Ask:

**Q** *What is the niftiest toy or game you have or know about? Why is it the niftiest?*

Ask a few volunteers to use the prompt to share their thinking with the class.

**PROMPT:** “The niftiest [toy] I [have] is [a magic kit] because [I can do all kinds of interesting tricks].”

Tell the students that *nicest* is another word that uses the suffix *-est*, and discuss the meaning of *nicest* (“most nice”). Then ask:

**Q** *What is the nicest day you have ever had? Why was it the nicest?*

Ask a few volunteers to use the prompt to share their thinking with the class.

**PROMPT:** “The nicest day I ever had was [when my favorite uncle came to visit us] because [I hadn’t seen him for three years].”

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### Teacher Note

You might explain that when you add *-est* to *nifty* and *ghastly* you change the final *y* to an *i* to spell *niftiest* and *ghastliest*.

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### Teacher Note

Before beginning this activity, we recommend that you do the more strategy practice activity “Review the Suffix *-est* and Discuss the Words *Niftiest* and *Ghastliest*” above with your students.

# Day 3

## Introduce *Dazzle*, *Quiver*, and *Command*

### Materials

- *Julius, the Baby of the World*
- Word card 40 (WA5)
- Word card 41 (WA6)
- Word card 42 (WA7)

### In this lesson, the students:

- Learn and use the words *dazzle*, *quiver*, and *command*
- Review synonyms
- Build their speaking and listening skills
- Explain their thinking
- Build on one another's thinking

### Words Taught

**dazzle** (p. 16)

*Dazzle* means "amaze or impress."

**quiver** (p. 28)

*Quiver* means "tremble or shake."

**command** (p. 30)

*Command* means "order someone to do something."

## INTRODUCE AND USE *DAZZLE*

### 1 Introduce and Define *Dazzle* and Review Synonyms

Briefly review *Julius, the Baby of the World*.

Show pages 16–17 of the book and remind the students that Lilly's parents think everything that Julius does is wonderful. Read page 16 aloud, emphasizing the word *dazzled*.

Tell the students that the first word they will learn today is *dazzle*. Explain that *dazzle* means "amaze or impress" and that *dazzle*, *amaze*, and *impress* are synonyms. Review that Lilly's parents are dazzled, or amazed, when Julius babbles and gurgles. Display word card 40 (WA5) and have the students say the word *dazzle*.

Ask:

Q *Why aren't Lilly's parents dazzled when Lilly talks like Julius?*

Click 1 on word card 40 (WA5) to reveal the first prompt.

### Teacher Note

If you started a synonym chart, add the words *dazzle*, *amaze*, and *impress* to it.

dazzle

**PROMPT 1:** Lilly's parents aren't **dazzled** because . . .

1 2

**PROMPT 1:** "Lilly's parents aren't dazzled because . . ."

Have one or two volunteers use the prompt to share their thinking with the class.

## 2 Talk About Things That Have Dazzled Us

Give a few examples of things that have dazzled you.

**You might say:**

"I was dazzled by the beautiful sunset last night. It was amazing. When I went to the Grand Canyon, the scenery dazzled me. I saw Ellen do a nifty trick on her skateboard. I was dazzled, or very impressed, because I certainly couldn't do that trick."

Use "Think, Pair, Share" to discuss:



**Q** *What is something that has dazzled you? Why was it dazzling?*  
[Pause; click 2 on WA5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** "I was dazzled by [the fireworks on the Fourth of July] because . . ." or "The [whale show at the animal park] was dazzling because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *dazzle* and review the pronunciation and meaning of the word.

### Teacher Note

Support struggling students by asking questions such as "Have you ever been on a trip and seen something dazzling, or very beautiful? What did you see?" "What is something you have seen someone do that dazzled, or impressed, you?" and "What have you seen on TV, at the movies, or in a book that dazzled, or amazed, you?"

## INTRODUCE AND USE QUIVER

### 3 Introduce and Define Quiver

Show page 28 of *Julius, the Baby of the World* and review that Cousin Garland says mean things about Julius. Read page 28 aloud, emphasizing the word *quivered*.

Tell the students that the next word they will learn today is *quiver*. Explain that *quiver* means “tremble or shake” and that *quiver*, *tremble*, and *shake* are synonyms. Explain that people might quiver, or shake, because they are angry, nervous, excited, or scared. Explain that Lilly is so mad that her tail quivered, or shook.

Display word card 41 ( WA6) and have the students say the word *quiver*.

### 4 Practice Using the Word Quiver

Remind the students that people sometimes quiver, or tremble or shake, when they are angry or upset, like Lilly in the story. Review that people also sometimes quiver when they are excited, nervous, or scared. Tell the students that you will describe two situations; then partners will decide which situation might make them quiver and explain why they think so.

Ask the students to imagine the following scenarios:

- *You are giving a speech to the whole school.*
- *You are talking to your best friend.*

Ask:



**Q** *Which situation might make you quiver? Why?* [Click  on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I think [giving a speech to the whole school] might make me quiver because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

If the students need further practice with the word *quiver*, discuss these two situations:

- *You are riding an enormous roller coaster.*
- *You are riding the bus to school.*

Point to the word *quiver* and review the pronunciation and meaning of the word.

#### Teacher Note

If you started a synonym chart, add the words *quiver*, *tremble*, and *shake* to it.

#### ELL Note

As you discuss when people quiver, act out quivering.

#### Teacher Note

You might discuss each situation individually by asking, “If you are giving a speech to the whole school, might you quiver? Why?” and “If you are talking to your best friend, might you quiver? Why?”

## INTRODUCE AND USE COMMAND

### 5 Introduce and Define *Command*

Show pages 30–31 of *Julius, the Baby of the World* and review that Lilly is furious when Cousin Garland says mean things about Julius. Read page 30 aloud, emphasizing the word *commanded*.

Tell the students that the last word they will learn today is *command*. Explain that *command* means “order someone to do something” and that *command* and *order* are synonyms. Explain that Lilly commands, or orders, her cousin to be nice to Julius. Reread Lilly’s words in a commanding voice: “Kiss! Admire! Stroke!”

Display word card 42 (🗨️ WA7) and have the students say the word *command*.

### 6 Act Out Asking and Commanding

Explain that commanding someone to do something looks and sounds different from asking them to do it. Explain that you are going to ask a student volunteer to stand; then you are going to command that student to stand. Explain that you want the students to watch carefully and notice how asking and commanding are different.

Using a pleasant voice and demeanor, ask a student volunteer to stand. Then, using a commanding voice and demeanor, command another student to stand.

Ask:



**Q** *What did you notice about how I looked and sounded when I asked [Theresa] to stand and when I commanded [Enrique] to stand?*  
[Click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “When [Ms. Allen] asked [Theresa] to stand, she [looked/sounded] . . .” and “When [Ms. Allen] commanded [Enrique] to stand, he [looked/sounded] . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have a student volunteer first ask a classmate to hand him a pencil and then command the classmate to hand him the pencil. Ask the students to discuss how the volunteer looked and sounded when he asked and commanded.

Follow up by briefly discussing as a class:

**Q** *How might you feel if someone commanded you to do something? Why?*

Point to the word *command* and review the pronunciation and meaning of the word.

#### Teacher Note

If you started a synonym chart, add the words *command* and *order* to it.

# Day 4

## Review *Dazzle*, *Quiver*, and *Command*

### Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student

### Teacher Note

For an example of how to introduce the review activities, see Week 2, Day 2, Step 1.

### Teacher Note

If the students do not recall the meaning of the word, tell them.

### In this lesson, the students:

- Review and practice using the words *dazzle*, *quiver*, and *command* from Day 3
- Build their speaking and listening skills
- Explain their thinking
- Share their partners' thinking

### Words Reviewed

#### dazzle

*Dazzle* means "amaze or impress."

#### quiver

*Quiver* means "tremble or shake."

#### command

*Command* means "order someone to do something."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Ask them to listen carefully to their partner because you will ask them to share their partners' thinking. Point to the word *dazzle* and ask:



**Q** *What is something you can do that might dazzle people?* [Click 1 on WA8 to reveal the first prompt.] *Turn to your partner.*

dazzle quiver command

**PROMPT 1:** I can **dazzle** people by . . .

1 2 3 4 5 6 7

WA8

**PROMPT 1:** "I can dazzle people by . . ."

After partners have talked, click 2 to reveal the next prompt. Have one or two volunteers use the prompt to share their partner's thinking with the class.

**PROMPT 2:** "My partner said that he can dazzle people by . . ."

Point to the word *quiver* and ask:



**Q** *When have you quivered or seen someone quivering?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** "I quivered when . . ."

After partners have talked, click 4 to reveal the next prompt. Have one or two volunteers use the prompt to share their partner's thinking with the class.

**PROMPT 4:** "My partner said that she quivered when . . ."

Point to the word *command* and ask:



**Q** *Would you be angry if someone commanded you to do something?* [Click 5 to reveal the prompt.] *Why?*

**PROMPT 5:** "I [would/would not] be angry if someone commanded me to do something because . . ."

After partners have talked, click 6 to reveal the next prompt. Have one or two volunteers use the prompt to share their partner's thinking with the class.

**PROMPT 6:** "My partner said that he [would/would not] be angry if someone commanded him to do something because . . ."

## PRACTICE USING THE WORDS

### 2 Play "Which Word Am I?"

Tell the students that partners will play the game "Which Word Am I?" Direct the students' attention to the words at the top of the daily review cards (WA8). Explain that you will describe one of the words and then partners will discuss which word you are describing. Then you will ask a few pairs to share their thinking with the class.

Begin by reading the following description aloud:

- *I'm a synonym for the word amaze.*



**Q** *Which word am I? Why?* [Click 7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 7:** "I think the word is [*dazzle*] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

#### Teacher Note

For a fully written-out example of the activity, see Week 5, Day 5, Step 2.

#### Teacher Note

You may want to review that *synonyms* are "words that mean the same thing or almost the same thing."

### Teacher Note

You might remind the students that they learned the word *nifty* earlier and that *nifty* means “very good, clever, or useful.”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA9)

### Teacher Note

For an example of how to review the words, see Week 1, Day 5, Step 1.

Repeat the procedure to discuss the following clues:

- *I’m a synonym for the word order.* (command)
- *I’m a synonym for the word tremble.* (quiver)
- *I’m what you do when you tell your dog to sit.* (command)
- *I’m what you do when you impress someone with a nifty magic trick.* (dazzle)
- *I’m what you might do if you are terrified.* (quiver)

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

### Words Reviewed

#### celebration

A *celebration* is a “happy event held to honor a special occasion.”

#### dazzle

*Dazzle* means “amaze or impress.”

#### fierce/fiercest

*Fierce* means “dangerous or violent.” *Fiercest* means “most dangerous or most violent.”

#### fortunate

*Fortunate* means “lucky.”

#### retrieve

*Retrieve* means “bring or get something back.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

# PRACTICE USING THE WORDS

## 2 Use the Words to Answer Questions

Ask:



**Q** *Would you be dazzled by a lightning storm? Why or why not?*  
[Click 1 on WA9 to reveal the first prompt.] Turn to your partner.

WA9

celebration      dazzle      fierce/fiercest

fortunate      retrieve

**PROMPT 1:** I [would/would not] be **dazzled** by a lightning storm because . . .

1   2   3   4   5

**PROMPT 1:** “I [would/would not] be dazzled by a lightning storm because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:



**Q** *Why might you and your family have a celebration?* [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “My family and I would have a celebration for [my brother’s graduation].”



**Q** *What might you do if the fiercest dog you had ever seen showed up at your house?* [Click 3 on WA9 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “If the fiercest dog I had ever seen showed up, I might . . .”



**Q** *How would you retrieve your favorite sweater if you lost it at school?*  
[Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “If I lost my favorite sweater at school, I would retrieve it by . . .”



**Q** *Would you feel fortunate if someone gave you an immense basket of grapes? Why?* [Click 5 to reveal the prompt.] Turn to your partner.

**PROMPT 5:** “I [would/would not] feel fortunate if someone gave me an immense basket of grapes because . . .”

TEKS 7.F.i

Student/Teacher Activity

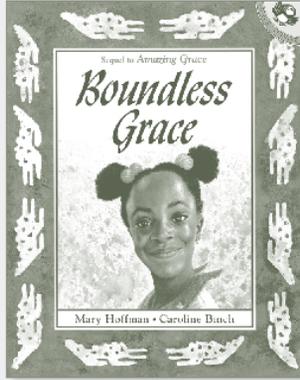
Step 2 (all)

### Teacher Note

You might remind the students that they learned the word *immense* earlier and that it means “huge or very large.”

# Week 8

## RESOURCES



### Read-aloud

- *Boundless Grace* by Mary Hoffman, illustrated by Caroline Binch

### More Strategy Practice

- “Explore Words with the Prefix *re-*”

### Extensions

- “Introduce and Discuss the Suffix *-less*”
- “Discuss the Compound Words *Roadside* and *Watermelon*”

### Assessment Resource Book

- Week 8 vocabulary assessments



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 8 family letter (BLM1)
- (Optional) “Week 8 Word Cards” (BLM2)
- (Optional) “Week 8 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

particularly  
speechless  
*reunite*  
cross  
savory  
*realize*

## Words Reviewed

cross  
doubtful  
ghastly  
nifty  
unfortunate

## Word-learning Strategies

- Using the prefix *re-* to determine word meanings
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students hear and discuss a story.
- Students learn and use six words from or about the story.
- Students review synonyms and words with multiple meanings.
- Students discuss the prefix *re-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

## 1 DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Explore Words with the Prefix *re-*” on page 164.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 161 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1); see page 165 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 168 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 8 Word Cards” (BLM2) and “Week 8 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Particularly*, *Speechless*, and *Reunite*

# Day 1

## In this lesson, the students:

- Learn and use the words *particularly*, *speechless*, and *reunite*
- Review synonyms
- Discuss the prefix *re-*
- Build their speaking and listening skills
- Build on one another's thinking

## Words Taught

### **particularly** (p. 2)

*Particularly* means “especially or mainly.”

### **speechless** (p. 5)

*Speechless* means “unable to speak because you are shocked, surprised, or very angry.”

### **reunite**

*Reunite* means “come together again after being separated.”

## INTRODUCE AND USE *PARTICULARLY*

### 1 Introduce and Define *Particularly* and Review Synonyms

Briefly review *Boundless Grace*. Show page 2 of the book and review that Grace likes stories. Read the first paragraph aloud, emphasizing the word *particularly*.

Tell the students that the first word they will learn today is *particularly*. Explain that *particularly* means “especially or mainly.” Point out that Grace likes all kinds of stories, but she *particularly*, or especially or mainly, likes stories about fathers. They are her favorite stories. Explain that *particularly*, *especially*, and *mainly* are synonyms.

Display word card 43 (🌐 WA1) and have the students say the word *particularly*.

## Materials

- *Boundless Grace*
- Word card 43 (WA1)
- Word card 44 (WA2)
- Word card 45 (WA3)

### **ELL Note**

The Spanish cognate of *particularly* is *particularmente*.

### **Teacher Note**

If you started a synonym chart, add *particularly*, *especially*, and *mainly* to it.

## 2 Practice Using *Particularly*

Remind the students that Grace particularly likes to read stories about fathers. Ask:

 **Q** *What kinds of stories do you particularly like to read? Why?* [Click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*



particularly

**PROMPT 1:** I **particularly** like to read stories about . . .

**1** **2**

WA1

**PROMPT 1:** “I particularly like to read stories about . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point out that reading is something Grace particularly likes to do. Ask and discuss as a class:

**Q** *What do you particularly like to do? Why?*

Click **2** on word card 43 (WA1) to reveal the next prompt.

**PROMPT 2:** “I particularly like to . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Point to the word *particularly* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *SPEECHLESS*

### 3 Introduce and Define *Speechless*

Show page 5 of *Boundless Grace* and review that Grace finds out that her father wants her to visit him in Africa. Read the text aloud, emphasizing the word *speechless*.

Tell the students that the next word they will learn today is *speechless*. Explain that *speechless* means “unable to speak because you are shocked, surprised, or very angry.” Explain that Grace is speechless, or unable to speak, because she is surprised by the news that she will visit her papa.

Display word card 44 (🗨️ WA2) and have the students say the word *speechless*.

#### 4 Discuss Whether the Students Would Be Speechless

Explain that you will have the students imagine a situation and then discuss whether or not they would be speechless in that situation and why.

Begin by asking the students to imagine the following scenario:

- *You are playing on the playground. You hear a noise and look up. On the roof of the school stands an immense gorilla.*

Ask:



**Q** *Would you be speechless? Why?* [Click 1 on WA2 to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 1:** “I [would/would not] be speechless because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *You are at home. The telephone rings. It’s your best friend calling. She wants to know whether you’ll go for a bike ride with her.*
- *You are at home. Your father calls a family meeting. “I have news,” he announces. “We’re moving to the South Pole!”*

Point to the word *speechless* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE REUNITE

#### 5 Introduce *Reunite* and the Prefix *re-*

Show page 7 of *Boundless Grace* and remind the students that Grace goes to Africa to visit her father. Read the first paragraph on page 7 aloud.

Tell the students that the last word they will learn today is *reunite* and explain that *reunite* means “come together again after being separated.” Point to the illustration at the top of page 7 and explain that Grace has not seen her father in a long time. When Grace and Papa reunite, or come together again, they are very happy.

#### Teacher Note

You might remind the students that they learned the word *immense* earlier and that *immense* means “huge or very large.”

### Teacher Note

You may want to remind the students that earlier they learned the prefix *un-*, which means “not.”

### Teacher Note

For more practice with the prefix *re-*, do the more strategy practice activity “Explore Words with the Prefix *re-*” below.

### Teacher Note

If students struggle to answer the questions or have not reunited with anyone, ask alternative questions such as “When have you seen two people reunited?” “How do you think it feels to reunite with someone? Why?” and “How might a person act when they are reunited with someone? What might they say? Why?”

### Materials

- Chart paper and a marker

### Teacher Note

For a list of common prefixes, visit the CCC Learning Hub ([cclearninghub.org](http://cclearninghub.org)) to view the “Prefixes” list in the General Resources section.

Display word card 45 (🗨️ WA3) and have students say the word *reunite*. Point to the prefix *re-* in *reunite* and explain that *re-* is a prefix. Review that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Explain that the prefix *re-* means “again.” Explain that when you add the prefix *re-* to the word *unite*, which means “come together,” you make the word *reunite*. Review that *reunite* means “come together again after being separated.”

## 6 Discuss Reuniting with Someone

Explain that it is fun to reunite with someone you have not seen for a while, and give a few examples of people reuniting.

### You might say:

“At the beginning of the school year, you reunite with friends you haven’t seen all summer. That’s fun because you can talk about all the things you did during the summer. Teachers also enjoy reuniting at the start of school and talking about their summers. If a grandmother, cousin, or other relative lives far away, it’s fun to reunite with them because you are happy to be with them again.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you reunited with someone? What happened?*  
[Pause; click 1 on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I reunited with . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *reunite* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Explore Words with the Prefix *re-*

Prepare a sheet of chart paper titled “Words with the Prefix *re-*.” On the paper write the word *reunite*. Review that *re-* is a prefix and that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Remind the students that the prefix *re-* means “again” and that when you add *re-* to the word *unite* you make the word *reunite*, which means “come together again after being separated.”

Tell the students that knowing that *re-* means *again* can help them figure out the meaning of a word that begins with the prefix. Write the word

*refold* on the chart and explain that *refold* is a word made by adding the prefix *re-* to the word *fold*. Ask:

**Q** *Based on what you know about the prefix re-, what do you think the word refold means? What would a person do if he or she refolded clothes?*

If necessary, explain that *refold* means “fold again.”

Using the same procedure, have the students discuss the meanings of *rewash* and *reheat*.

Ask the students for other examples of words with the prefix *re-*, discuss their meanings, and add them to the chart (for example, *recook*, *recopy*, *recycle*, *redecorate*, *refill*, *reelect*, *refry*, *remix*, *renew*, *repack*, *repaint*, *repay*, *reproduce*, *reread*, *rerun*, *retell*, or *rewrite*). Throughout the year, ask the students to listen and watch for other words that use the prefix *re-* and add any new examples to the list.

## Review Particularly, Speechless, and Reunite

# Day 2

### In this lesson, the students:

- Review and practice using the words *particularly*, *speechless*, and *reunite* from Day 1
- Build their speaking and listening skills
- Explain their thinking

### Words Reviewed

#### **particularly**

*Particularly* means “especially or mainly.”

#### **speechless**

*Speechless* means “unable to speak because you are shocked, surprised, or very angry.”

#### **reunite**

*Reunite* means “come together again after being separated.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

### Materials

- Daily review cards (WA4)

Use “Think, Pair, Share” to discuss:



**Q** Which of the words we used yesterday might you use when you talk to a friend? How might you use the word? [Pause; click **1** on WA4 to reveal the first prompt.] Turn to your partner.

WA4

particularly      speechless      reunite

**PROMPT 1:** I might use the word \_\_\_\_\_ when I talk to a friend. I might say . . .

**1**   **2**

**PROMPT 1:** “I might use the word [speechless] when I talk to a friend. I might say . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### **2** Play “Which Word Am I?”

Tell the students that partners will play the game “Which Word Am I?” Direct the students’ attention to the words at the top of the daily review cards (WA4). Explain that you will describe one of the words and then partners will discuss which word you are describing. Then you will ask a few pairs to share their thinking with the class.

Begin by reading the following description aloud:

- *I’m what you do when you get together with a friend you haven’t seen in a long time.*



**Q** Which word am I? Why? [Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “We think the word is [reunite] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following clues:

- *I'm a synonym for the word especially.* (particularly)
- *I begin with a prefix that means "again."* (reunite)
- *I'm a word you use to describe people who can't speak because they are very surprised.* (speechless)
- *I mean "mainly."* (particularly)
- *I'm what you might be if you're angry or shocked.* (speechless)

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## EXTENSION

### Introduce and Discuss the Suffix *-less*

Remind the students that a *suffix* is a "letter or group of letters that is added to the end of a word to make a new word." Explain that the suffix *-less* means "without" and that when *-less* is added to the word *speech*, it makes the word *speechless*. Review that *speechless* means "without speech or unable to speak." Have the students discuss the meaning of other words that use the suffix, such as *careless*, *harmless*, *hopeless*, *penniless*, *powerless*, *sleepless*, *tasteless*, and *useless*.

### Teacher Note

You may want to review that *synonyms* are "words that mean the same thing or almost the same thing."

## Introduce *Cross*, *Savory*, and *Realize*

## Day 3

### In this lesson, the students:

- Learn and use the words *cross*, *savory*, and *realize*
- Review words with multiple meanings
- Build their speaking and listening skills
- Work in a responsible way
- Explain their thinking

### Words Taught

**cross** (p. 10)

*Cross* means "annoyed and angry." *Cross* also means "go from one side of something to another."

**savory** (p. 11)

*Savory* means "pleasant to smell or taste."

**realize**

*Realize* means "become aware of something or understand something that you did not understand before."

### Materials

- *Boundless Grace*
- Word card 46 (WA5)
- Word card 47 (WA6)
- Word card 48 (WA7)

# INTRODUCE AND USE CROSS

## 1 Introduce and Define Cross

Show page 10 of *Boundless Grace* and review that Grace is getting to know her father's new family. Read the page aloud, emphasizing the word *cross*.

Tell the students that the first word they will learn today is *cross*. Explain that *cross* means "annoyed and angry." Explain that even though Grace likes Neneh and Bakary, she is upset that her father has a new wife and children, so she decides to be cross, or annoyed and angry, with Jatou.

Display word card 46 (🗉 WA5) and have the students say the word *cross*.

## 2 Discuss Being Cross

Give examples of situations in which people might feel cross.

### You might say:

"Sometimes people feel cross, or annoyed and angry, when they are not feeling well or are having a bad day. Sometimes they feel cross when they don't get to do something they want to do. Sometimes people feel cross when someone says or does something hurtful to them."

Ask:

 **Q** *When have you felt cross recently? Why were you cross?* [Click **1** on WA5 to reveal the prompt.] *Turn to your partner.*

WA5

cross

**PROMPT 1:** I felt **cross** when . . .

**1**

**PROMPT 1:** "I felt cross when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

**Q** *How do you look and sound when you are cross?*

### Teacher Note

You might explain that *cross*, *annoyed*, and *angry* are synonyms. If you started a synonym chart, add the word *cross* and its synonyms to it.

Have one or two volunteers act out how they look and sound for the class. Point to the word *cross* and review the pronunciation and meaning of the word.

### 3 Discuss Another Meaning of Cross

Remind the students that words often have more than one meaning and that sometimes the meanings are very different. Discuss as a class:

**Q** *What else do you know about the word cross?*

If necessary, explain that *cross* also means “go from one side of something to another.” Explain that people cross bridges and roads and rivers and oceans, too.

## INTRODUCE AND USE SAVORY

### 4 Introduce and Define Savory

Show page 11 of *Boundless Grace* and read the page aloud, emphasizing the word *savory*.

Tell the students that the next word they will learn today is *savory*. Explain that *savory* means “pleasant to smell or taste.” Explain that even though Jatou’s dish was *savory*, or pleasant to smell, Grace acted *cross* and would not eat it.

Display word card 47 (🌍 WA6) and have students say the word *savory*.

### 5 Discuss Savory Foods

Describe a food you think is *savory*.

**You might say:**

“I think enchiladas are *savory*. The house is filled with great smells when they are baking, and I love the spicy flavors.”

Ask:



**Q** *What food do you think is savory? Why?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “[Roasted potatoes] are *savory* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask:



**Q** *What is a food you think is not savory? Why?* [Click 2 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “[Lima beans] are not *savory* because . . .”



#### ELL Note

The Spanish cognate of *savory* is *sabroso/a*.

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *savory* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE REALIZE

### 6 Introduce and Define *Realize*

Tell the students that the last word they will learn today is *realize* and explain that *realize* means “become aware of something or understand something that you did not understand before.” Display word card 48 (WA7) and have the students say the word *realize*.

Show pages 24–25 of *Boundless Grace* and explain that as you read the end of the story you want the students to think about what Grace realizes, or understands, that she did not understand before.

Read pages 24–25 aloud. Ask:



**Q** *What does Grace realize? What does she understand that she did not understand before?* [Click 1 on WA7 to reveal the first prompt.]  
*Turn to your partner.*

**PROMPT 1:** “Grace realizes that . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

If necessary, explain that Grace realizes that there is nothing wrong with her family, even though they do not all live together. She realizes that families are what you make them.

### 7 Discuss What Olive Realizes

Explain that you will describe something that is happening to our imaginary third-grade friend Olive, and partners will decide what she realizes.

Begin by reading the following scenario aloud twice:

- *Olive is riding in a car. She is drinking a cup of juice. The car hits a bump and juice splashes all over Olive’s shirt. “What a mess!” she moans. “I should have known better!”*

Ask:



**Q** *What does Olive realize?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “Olive realizes that . . .”

#### Teacher Note

You may want to explain that the *re* at the beginning of the word *realize* is not the prefix *re-* because when you take the *re* away from *realize*, you are not left with a word.

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Olive is getting ready for school on a cold morning. She puts her coat on a chair by the door so she won't forget it. When the school bus arrives, Olive rushes out the door and gets on the bus. As the bus pulls away, Olive shouts, "Stop the bus! Let me out!"*

Point to the word *realize* and review the pronunciation and meaning of the word.

---

## EXTENSION

### Discuss the Compound Words *Roadside* and *Watermelon*

Write this sentence from page 7 of *Boundless Grace* where everyone can see it: "There were sheep wandering along the roadside and people selling watermelons under the trees."

Direct the students' attention to the sentence you wrote and explain that it is a sentence from *Boundless Grace*. Explain that the sentence contains two compound words. Remind the students that a *compound word* is a "word made up of two or more shorter words." Tell the students that as you read the sentence aloud you want them to follow along and look for the compound words. Then read the sentence aloud.

Ask and discuss as a class:

**Q** *What compound words do you see in the sentence?*

If necessary, tell the students that the compound words are *roadside* and *watermelons*.

Remind the students that they can figure out the meaning of a compound word by identifying the shorter words that make up the compound word and thinking about what each word means.

Ask and discuss as a class:

**Q** *What are the shorter words that make up the compound word roadside?*

**Q** *What do you think the word roadside means?*

If necessary, explain that a *roadside* is "the area along the side of a road."

In the same way, discuss the meaning of *watermelons*. If necessary, explain that a *watermelon* is a type of melon (fruit) that has a watery pulp (flesh) that is pink, red, or yellow.

# Day 4

## Review Cross, Savory, and Realize

### Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 8 Crossword Puzzle" (BLM3) for each student

### In this lesson, the students:

- Review and practice using the words *cross*, *savory*, and *realize* from Day 3
- Build their speaking and listening skills
- Explain their thinking

### Words Reviewed

#### cross

*Cross* means "annoyed and angry." *Cross* also means "go from one side of something to another."

#### savory

*Savory* means "pleasant to smell or taste."

#### realize

*Realize* means "become aware of something or understand something that you did not understand before."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Use "Think, Pair, Share" to discuss:



**Q** Which of the words we learned yesterday do you think was especially fun to talk about? Why? [Pause; click 1 on WA8 to reveal the first prompt.] Turn to your partner.

cross savory realize

**PROMPT 1:** I think the word \_\_\_\_\_ was especially fun to talk about because . . .

1 2 3

WA8

**PROMPT 1:** “I think the word [*savory*] was especially fun to talk about because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Use the Words to Answer Questions

Ask:



**Q** *Would a savory odor make you cross? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “A savory odor [would/would not] make me cross because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:



**Q** *Would you be cross if you realized that tomorrow were a school holiday? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] be cross if I realized that tomorrow were a school holiday because . . .”

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#### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

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#### Teacher Note

To provide students with additional review of words taught during Weeks 7 and 8, you might distribute a copy of the “Week 8 Crossword Puzzle” (BLM3) to each student.

### Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

### Teacher Note

For a fully written-out example of the activity, see Week 3, Day 2, Step 2.

#### TEKS 7.F.i

Student/Teacher Narrative  
Step 2 (all, beginning on page 174 and continuing on to page 175)

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

### Words Reviewed

#### cross

*Cross* means “annoyed and angry.” *Cross* also means “go from one side of something to another.”

#### doubtful

*Doubtful* means “uncertain or unsure.” When you are doubtful, you are full of doubt.

#### ghastly

*Ghastly* means “horrible.”

#### nifty

*Nifty* means “very good, clever, or useful.”

#### unfortunate

*Unfortunate* means “unlucky.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Review the Game “Finish the Story”

Tell the students that partners will play the game “Finish the Story.” Review that you will tell a story, leaving off the last word. Explain that partners will finish the story by deciding which of the ongoing review words makes the best ending for it. Tell the students that before partners play the game with one another, they will play the game as a class.

Display the ongoing review activity (🎮 WA10) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud twice, slowly and clearly.

- Story 1: *Roberto showed Eduardo his new gadget. It could pump up a bicycle tire, peel the skin off an apple, fix a skateboard wheel, and play music. “Wow,” said Eduardo. “That gadget is \_\_\_\_\_.”*

2. Give the students a few moments to think about the story. Then point to the five word choices and ask:

Q Which vocabulary word makes the best ending for the story? Why?

Click ❶ again to reveal the prompt.

**PROMPT:** “I think the word [*nifty*] makes the best ending because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

cross	doubtful	ghastly	nifty	unfortunate
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**STORY 1:** Roberto showed Eduardo his new gadget. It could pump up a bicycle tire, peel the skin off an apple, fix a skateboard wheel, and play music. “Wow,” said Eduardo. “That gadget is nifty.”

❶   ❷   ❸   ❹   ❺

WA10

4. Click ❶ to clear the screen.

### Teacher Note

Each story on the ongoing review activity (WA10) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

### 3 Play the Game in Pairs

Now play the game with the students in pairs:

1. Click ② to reveal the second story and read it aloud, emphasizing the underlined words.
  - Story 2: *Monica described the horrible events. “First, there was a loud crack. Then the tree fell on the house. It was \_\_\_\_\_.”*
2. Give the students a few moments to think about the story. Then point to the word choices and ask:



**Q** Which vocabulary word makes the best ending for the story? Why? [Click ② again and point to the prompt.] Turn to your partner.

**PROMPT:** “I think the word [*ghastly*] makes the best ending because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ② a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.
4. Click ② to clear the screen.

Use the same procedure to discuss the following stories:

- Story 3: *First, Nathan spilled his milk. Then he missed the bus. When he got to school, he realized he had left his homework at home. “Goodness,” Miss Thompson said. “You sure are \_\_\_\_\_.”* (unfortunate)
- Story 4: *Charity was waiting for her friend Jorge to enter the school bus. After the bus went past his stop she asked the bus driver if Jorge was coming to school today, and the bus driver replied, “It’s \_\_\_\_\_.”* (doubtful)
- Story 5: *Coach Lillian asked her players to leave the basketballs in the gym closet until after warm-ups. She stepped outside to take a phone call and when she returned everyone was bouncing basketballs around and shooting hoops. She was very \_\_\_\_\_.* (cross)



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' choices show that they understand the meanings of the words?
- Do they use the vocabulary words to explain their thinking?
- Are they using the vocabulary words in their writing?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 161 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice in using the word by having the students play the game "Which Word Am I?" (See Week 5, Day 5, Step 2.)

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 9 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 5–8 using the "Individual Vocabulary Assessment: Word Check 2" answer sheet (IA1) on page 165 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 162 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT NOTE

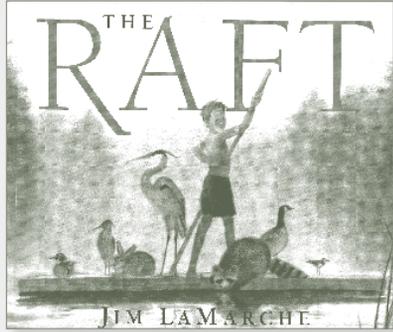
In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 5–8 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 166 of the *Assessment Resource Book*.

### Teacher Note

For more information about the vocabulary assessments, see "About Vocabulary Assessments" in the Assessment Overview of the *Assessment Resource Book*.

# Week 9

## RESOURCES



### Read-aloud

- *The Raft* by Jim LaMarche

### More Strategy Practice

- “Discuss Idioms and Start an Idiom Chart”
- “Review *Whoosh* and Discuss Shades of Meaning”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA11

### Reproducibles

- Week 9 family letter (BLM1)
- (Optional) “Week 9 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

*reluctant*

have eyes in the back  
of your head

cluttered

handy

whoosh

*have a change of heart*

## Words Reviewed

command

flutter

have eyes in the back  
of your head

savory

speechless

## Word-learning Strategies

- Recognizing idioms
- Using context to determine word meanings (review)
- Recognizing shades of meaning (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students discuss idioms.
- Students review using context to determine word meanings.
- Students review shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students explain their thinking.
- Students build on one another's thinking.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Idioms and Start an Idiom Chart” on page 193.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Prior to Day 4, review the more strategy practice activity “Review *Whoosh* and Discuss Shades of Meaning” on page 196.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 9 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Reluctant*, “Have Eyes in the Back of Your Head,” and *Cluttered*

# Day 1

## In this lesson, the students:

- Learn and use the words *reluctant*, *cluttered*, and the idiom “have eyes in the back of your head”
- Discuss idioms
- Review using context to determine word meanings
- Build their speaking and listening skills
- Explain their thinking
- Work in a responsible way

## Words Taught

### **reluctant**

If you are reluctant to do something, you do not want to do it.

### **have eyes in the back of your head** (p. 10)

If you have eyes in the back of your head, you seem to be aware of everything that is happening around you—even things you cannot see.

### **cluttered** (p. 10)

If a place is cluttered, it is messy. There are things scattered here, there, and everywhere.

## ABOUT RECOGNIZING IDIOMS

This week the students are introduced to the following idioms: “have eyes in the back of your head” and “have a change of heart.” They learn that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” The students also learn that idioms can make speech and writing more interesting because they are a way to say ordinary things in funny or unusual ways. In subsequent lessons, the students will discuss the idioms “blow your top” and “throw yourself into something.” We suggest that you start an idiom chart this week and add to it during the year (see the more strategy practice activity “Discuss Idioms and Start an Idiom Chart” on page 193). For a complete table of the idioms taught in grade 3, see Appendix C. For more information about recognizing idioms and other word-learning strategies, see “Independent Word-learning Strategies” in the Introduction.

## Materials

- *The Raft*
- Word card 49 (WA1)
- Word card 50 (WA2)
- “Sentences from *The Raft*” (WA3)
- Word card 51 (WA4)

## 1 Introduce and Define *Reluctant*

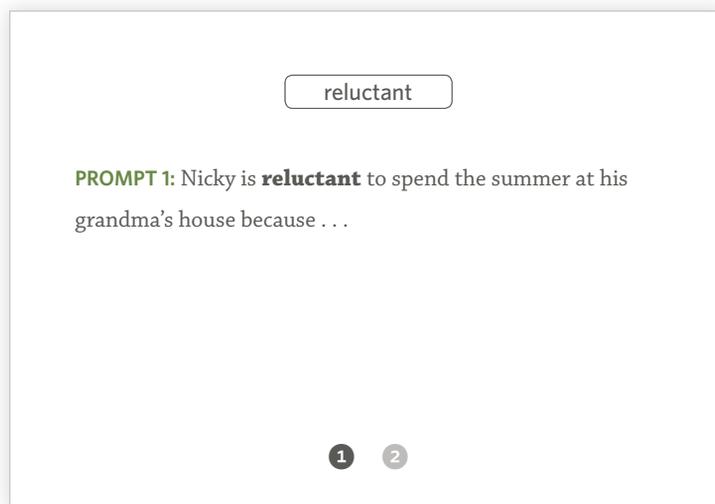
Briefly review *The Raft*.

Show pages 6–7 and tell the students that at the beginning of the story we learn that Nicky is reluctant to spend the summer at his grandma’s house. Tell the students that *reluctant* is the first word they will learn today, and explain that if you are reluctant to do something, you do not want to do it. Display word card 49 (🌐 WA1) and have the students say the word *reluctant*.

Show pages 6–7 again and explain that as you read this part of the story you want the students to think about why Nicky is reluctant to spend the summer at his grandma’s house. Read page 6 aloud. Discuss as a class:

Q *Why is Nicky reluctant to spend the summer at his grandma’s house?*

Click 1 on word card 49 (WA1) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.



The screenshot shows a digital interface for a word card. At the top, the word "reluctant" is displayed in a rounded rectangular box. Below it, a green prompt reads: "PROMPT 1: Nicky is **reluctant** to spend the summer at his grandma's house because . . .". At the bottom of the card, there are two circular buttons labeled "1" and "2".

WA1

### 🌐 ELL Note

You might point to Nicky in the illustration on page 7 and explain that his expression and posture show that he is feeling reluctant to go to his grandma’s house. (He is frowning and is leaning to one side with his chin in his hand.)

**PROMPT 1:** “Nicky is reluctant to spend the summer at his grandma’s house because . . .”

If necessary, review that Nicky is reluctant to spend the summer at his grandma’s house because there is no one to play with and she does not have a TV.

## 2 Discuss Being Reluctant

Give examples of things you are or were reluctant to do.

**You might say:**

“Sometimes I am reluctant to try something new, like ice-skating or painting, because I may not do it very well. When I was little, I was reluctant to go to the doctor because I didn’t like getting shots.”

Ask:



**Q** *What is something you are reluctant to do? Why?* [Click 2 on WA1 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I am reluctant to [swim in the deep end of the pool] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *reluctant* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE “HAVE EYES IN THE BACK OF YOUR HEAD”

### 3 Introduce and Define “Have Eyes in the Back of Your Head”

Show pages 10–11 of the book and review that Nicky is about to have supper with his grandma on his first evening at her house. Read the first three paragraphs aloud, emphasizing the words *had eyes in the back of her head*.

Tell the students that the next “word” they will learn is actually a phrase—“have eyes in the back of your head.” Explain that if you have eyes in the back of your head, you seem to be aware of everything that is happening around you—even things you cannot see. Explain that Nicky’s grandma has her back turned and cannot see him, but she seems to know that he is sticking his finger in the syrup. It is as if she has eyes in the back of her head.

Display word card 50 (WA2) and have the students say the phrase “have eyes in the back of your head.”

### 4 Introduce Idioms

Point to “have eyes in the back of your head” and tell the students that “have eyes in the back of your head” is an idiom. Explain that an *idiom* is an “expression or phrase that means something different from what it appears to mean.”

Explain that when we say people have eyes in the back of their head, we do not mean that they actually have eyes in the backs of their heads. We mean that they are aware of things going on around them that they cannot see.

#### Teacher Note

For a list of common idioms, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Idioms” list in the General Resources section.

## 5 Discuss People Who Have Eyes in the Backs of Their Heads

Give examples of people you know or have known who seem to have eyes in the backs of their heads.

### You might say:

“My Great Aunt Clara seemed to have eyes in the back of her head. When we were playing outside, she always seemed to know when my cousins and I were doing something we shouldn’t be doing—even though she couldn’t see us. My father seemed to have eyes in the back of his head, too. He knew whenever our dog Pepper was digging up the yard or chewing on a shoe—even when Pepper was somewhere where my dad couldn’t see him.”

Use “Think, Pair, Share” to discuss:



**Q** *Why do parents of young children need to have eyes in the backs of their heads?* [Pause; click **1** on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “Parents of young children need to have eyes in the backs of their heads because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:



**Q** *Who do you know who seems to have eyes in the back of her head?* [Pause; click **2** on WA2 to reveal the next prompt.] *Why do you say that?*

**PROMPT 2:** “[My mother] seems to have eyes in the back of her head because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the phrase “have eyes in the back of your head” and review the pronunciation and meaning of the idiom.

## INTRODUCE AND USE *CLUTTERED*

### 6 Introduce and Define *Cluttered* and Review Using Context to Determine Word Meanings

Display the “Sentences from *The Raft*” chart (WA3). Show pages 10–11 of *The Raft* again and remind the students that in this part of the story Nicky is waiting in the living room while his grandma makes dinner. Read the charted sentences aloud where they appear on page 10, emphasizing the word *cluttered*.

#### TEKS 3.B.iii

Student/Teacher Activity  
Step 6 (all, beginning on  
page 184 and continuing  
on to page 185)

#### Teacher Note

Alternatively, you may wish to write the context sentences where everyone can see them.

Tell the students that *cluttered* is the last word they will learn today. Direct their attention to the context sentences on the chart (WA3), and explain that these are the sentences you just read. Point to the word *cluttered* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word like *cluttered* by rereading the sentence that includes the word, or sentences before or after, and looking for clues. Explain that, as you reread the sentences that include the word *cluttered*, you want the students to think about what the word *cluttered* might mean and which words in the sentences are clues to the meaning of *cluttered*.

Read the sentences aloud. Ask:



**Q** *Based on what you just heard, what do you think the word cluttered might mean? [Point to prompt 1.] Turn to your partner.*

WA3

### Sentences from *The Raft*

Books were scattered everywhere—on the tables, on the chairs, even on the floor. Three of the walls were cluttered with sketches and stuffed fish and charts of the river. Several fishing poles hung from the fourth with a tackle box, a snorkel, and a mask on the floor beneath them.

**PROMPT 1:** I think *cluttered* might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word *cluttered*.

**PROMPT 1:** “I think *cluttered* might mean . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that if a place is cluttered, it is messy. There are things scattered here, there, and everywhere.

Then ask:



**Q** *What words in the sentences are clues to the meaning? [Point to prompt 2.] Turn to your partner.*

**PROMPT 2:** “The clues [‘books were scattered everywhere’] help me figure out the meaning of the word *cluttered*.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Circle the context clues on the chart as the students identify them. If necessary, point out that *books were scattered everywhere—on the tables, on the chairs, even on the floor*

### Teacher Note

For a fully written-out example of the activity, see Week 1, Day 5, Step 2.

are clues that help us figure out that if a place is cluttered, it is messy. Explain that the many other items lying or hanging about, such as the *sketches*, *charts*, *fishing poles*, and *mask*, are additional clues to the meaning of *cluttered*.

Display word card 51 (🗨️ WA4) and have the students say the word *cluttered*.

## 7 Do the Activity “Imagine That!”

Give some examples of other cluttered places:

### You might say:

“My attic is cluttered with lots of different things. There are boxes of pictures, toys, and old clothes. Sometimes my desk becomes cluttered with too many papers, books, and pens. I think it’s hard to work at a cluttered desk.”

Tell the students that they will do the activity “Imagine That!” You will describe an imaginary situation, and the students will make pictures in their minds and use the word *cluttered* to discuss what they imagined.

Have the students close their eyes and picture the following scene in their minds:

- *You are visiting a friend. You walk into his bedroom, and it is cluttered.*

Use “Think, Pair, Share” to discuss:

 **Q** *What do you see in your friend’s cluttered bedroom?* [Pause.] *Open your eyes.* [Click 🗨️ on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “In my friend’s cluttered bedroom, I see [socks, shirts, and other dirty clothes lying on the bed and on the floor].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *cluttered* and review the pronunciation and meaning of the word.

# Review *Reluctant*, “Have Eyes in the Back of Your Head,” and *Cluttered*

# Day 2

## In this lesson, the students:

- Review and practice using the words *reluctant* and *cluttered* and the idiom “have eyes in the back of your head” from Day 1
- Build their speaking and listening skills
- Build on one another’s thinking

## Words Reviewed

### *reluctant*

If you are reluctant to do something, you do not want to do it.

### have eyes in the back of your head

If you have eyes in the back of your head, you seem to be aware of everything that is happening around you—even things you cannot see.

### cluttered

If a place is cluttered, it is messy. There are things scattered here, there, and everywhere.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗨️ WA5). Review the pronunciation and meaning of each word and idiom.

Ask:



**Q** Which of the words do you think is the most interesting? Why?

[Click 1 on WA5 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “I think [‘have eyes in the back of your head’] is the most interesting because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Finish the Story”

Tell the students that they are going to play a game called “Finish the Story.” Explain that you are going to read some stories about a girl named Liana and that you will leave off the last word of each story. Review that you will point to the words and that partners will decide which word makes the best ending for the story.

## Materials

- Daily review cards (WA5)
- Daily review activity (WA6)

### Teacher Note

If you are not using an interactive whiteboard, you might write the words and stories where everyone can see them.

## Teacher Note

Each story on the daily review activity (WA6) has a corresponding number: the first story is 1; the second story is 2; and the third story is 3. To play the game, click the corresponding number four times:

- The first click reveals the story and the word choices.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

Display the daily review activity (WA6) and begin playing the game:

1. Click 1 to reveal the first story. Point to the story and read it aloud twice, slowly and clearly. Point out that the ending is missing.
  - Story 1: *Liana wanted to go to the park and play with her friends. Her father stopped her and said, "Clean your room first. It is dirty and \_\_\_\_\_."*
2. Give the students a few moments to think about the story. Then ask:



**Q** Which word makes the best ending for the story? Why do you think that? [Pause; click 1 again and read the prompt aloud.] Turn to your partner.

**PROMPT:** "I think [*cluttered*] makes the best ending because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place. Then reread the story with the word *cluttered* at the end.

reluctant	have eyes in the back of your head	cluttered
-----------	------------------------------------	-----------

**STORY 1:** Liana wanted to go to the park and play with her friends. Her father stopped her and said, "Clean your room first. It is dirty and **cluttered**."

1 2 3

WA6

4. Click 1 to clear the screen.

Repeat the procedure to discuss the following stories:

- Story 2: *Liana did not want to clean her room. Her friends were waiting and there was just too much to do. She was \_\_\_\_\_.* (reluctant)
- Story 3: *Liana was cleaning her room quickly so she could meet her friends. She decided to hide clothes and books under her bed rather than put them away. She heard her father say from the other room, "Don't try to hide things under your bed. I will be checking." "Wow!" Liana exclaimed. "It is like he \_\_\_\_\_."* (has eyes in the back of his head)

# Introduce *Handy, Whoosh,* and “Have a Change of Heart”

## Day 3

### In this lesson, the students:

- Learn and use the words *handy* and *whoosh* and the idiom “have a change of heart”
- Review synonyms and idioms
- Review shades of meaning
- Build their speaking and listening skills
- Explain their thinking
- Work in a responsible way

### Words Taught

#### **handy** (p. 22)

*Handy* means “useful or easy to use.”

#### **whoosh** (p. 24)

*Whoosh* means “move very fast.” When something whooshes, it makes a rushing or hissing sound.

#### **have a change of heart**

If you have a change of heart, you change your opinion or the way you feel about something.

## INTRODUCE AND USE *HANDY*

### 1 Introduce and Define *Handy* and Review Synonyms

Show pages 22–23 of *The Raft*. Review that Nicky spends lots of time on the raft and he asks his grandma for drawing paper to keep on board. Read the last paragraph on page 22 aloud, emphasizing the word *handy*.

Tell the students that *handy* is the first word they will learn today. Explain that *handy* means “useful or easy to use” and that *handy* and *useful* are synonyms. Review that *synonyms* are “words that mean the same thing or almost the same thing.” Point to the raft on page 23 and explain that grandma says the snorkel and mask might be handy, or useful, on the raft.

Display word card 52 (WA7) and have students say the word *handy*.

Ask:

- Q** *Why might a snorkel and mask be handy, or useful, to have if you are on a raft?*

### Materials

- *The Raft*
- Word card 52 (WA7)
- Word card 53 (WA8)
- Word card 54 (WA9)

### Teacher Note

If you started a synonym chart, add *handy* and *useful* to it.

### Teacher Note

To support struggling students, ask questions such as “What do you use a snorkel and mask for?” and “What might Nicky do with a snorkel and mask?”

Click **1** on word card 52 (WA7) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

handy

**PROMPT 1:** A snorkel and mask would be **handy** to have on a raft because . . .

1 2

WA7

**PROMPT 1:** “A snorkel and mask would be handy to have on a raft because . . .”

## **2** Discuss Handy Things

Explain that many things are handy, or useful, and give some examples:

**You might say:**

“My wallet is very handy, or useful. It holds my money, driver’s license, and credit cards. Sunglasses are handy because they protect your eyes from the sun. Your backpacks are very handy. They hold your books, papers, and binders.”

Ask:

 **Q** *What do you own that is handy?* [Click **2** on WA7 to reveal the prompt.]  
*Why is it handy?*

**PROMPT 2:** “My [jacket] is handy because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *handy* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE WHOOSH

### 3 Introduce and Define *Whoosh*

Show pages 24–25 of *The Raft*. Review that Nicky likes watching animals when he spends time on the raft. Read the first paragraph on page 24 aloud, emphasizing the word *whooshed*.

Tell the students that *whoosh* is the next word they will learn today and that *whoosh* means “move very fast.” Point to the blue heron on pages 24–25 and explain that the bird whooshes, or moves very quickly, onto the raft. Explain that when something whooshes it makes a rushing or hissing sound. Move your hand and make a whooshing sound to act out a bird flying quickly by.

Display word card 53 (🎧 WA8) and have students say the word *whoosh*.

### 4 Play “Did It Whoosh?”

Explain that things, as well as animals, can whoosh, or move very fast making a rushing or hissing sound. Give some examples of things that whoosh.

**You might say:**

“A fire truck might whoosh by with its sirens blaring and lights flashing.” [Make a whooshing sound.] “A baseball might whoosh by a batter.” [Make a whooshing sound.]

Tell the students that they will play a game called “Did It Whoosh?” Explain that you will describe something and partners will decide whether it whooshes.

Begin by saying:

- *A jet plane speeding through the air*

Ask:



**Q** *Would a jet plane speeding through the air whoosh? Why or why not?*  
[Click 1 on WA8 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “A [jet plane speeding through the air] [would/would not] whoosh because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

- *A snowball zipping past your ear*
- *A leaf drifting slowly to the ground*

Point to the word *whoosh* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE “HAVE A CHANGE OF HEART”

### 5 Introduce “Have a Change of Heart” and Review Idioms

Remind the students that earlier they learned the idiom “have eyes in the back of your head,” and review that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” Tell the students that the last “word” they will learn today is actually another idiom—“have a change of heart.” Explain that if you have a change of heart, you change your opinion or the way you feel about something.

Display word card 54 (🎧 WA9) and have the students say the phrase “have a change of heart.”

Explain that when you say you have had a change of heart, you do not mean that your heart has actually changed in some way. Instead, you mean that you have changed the way you feel about something.

Show pages 36–37 of *The Raft* and remind the students that in the beginning of the story Nicky was reluctant to spend the summer at his grandma’s house, but by the end of the story, Nicky has had a change of heart. Explain that as you read this part of the story you want the students to think about why Nicky had a change of heart.

Read page 36 aloud. Discuss as a class:

**Q** *How has Nicky had a change of heart? Why did he have a change of heart?*

Click 1 on word card 54 (WA9) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “Nicky has a change of heart because . . .”

If necessary, explain that Nicky has had a change of heart because he thought summer at the river would be boring, but he actually has had a fun summer spending time with his grandma and on the raft, learning about the river and all its animals.

#### Teacher Note

For more practice with idioms, see the more strategy practice activity “Discuss Idioms and Start an Idiom Chart” on page 193.

## 6 Discuss Having a Change of Heart

Give examples of times when you or someone you know has had a change of heart.

### You might say:

"When I was younger, I thought I wanted to study medicine and become a doctor. During college, I had a change of heart—I changed my mind—and decided that I wanted to be a teacher because I didn't enjoy studying medicine as much as I thought I would, and I discovered that I loved working with children. My brother wanted to move to Alaska. After he learned how cold it gets during the winter, he had a change of heart and decided to move to California instead, where it's warmer."

Use "Think, Pair, Share" to discuss:



**Q** *When have you had a change of heart about something? Why did you have a change of heart?* [Pause; click 2 on WA9 to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 2:** "I had a change of heart about [joining the soccer team] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the phrase "have a change of heart" and review the pronunciation and meaning of the idiom.

## MORE STRATEGY PRACTICE

### Discuss Idioms and Start an Idiom Chart

Write the phrases "have eyes in the back of your head" and "have a change of heart" on a sheet of chart paper. Remind the students that "have eyes in the back of your head" and "have a change of heart" are both idioms and that an *idiom* is an "expression or phrase that means something different from what it appears to mean." Remind the students that when we say that someone has eyes in the back of their head, we do not mean they actually have eyes in the back of their head. Instead, we mean that the person is aware of things happening that he cannot see. Remind the students that when we say that someone has a change of heart, we do not mean that her heart actually changes. Instead, we mean that the person changes her opinions or feelings about something.

### Teacher Note

Support struggling students by asking alternative questions, such as "When have you made a decision about doing something or going somewhere and then changed your mind?" and "When have you had a strong opinion about someone or something and then changed your opinion?"

### Materials

- Chart paper and a marker

# Day 4

## Review *Handy*, *Whoosh*, and “Have a Change of Heart”

### Materials

- Daily review cards (WA10)
- Copy of this week’s family letter (BLM1) for each student

Explain that there are thousands of idioms in the English language and that people use idioms because they are a way to say ordinary things in interesting or unusual ways. For example, if we say that someone “has ants in his pants,” we do not mean the person actually has ants in his pants. Instead, we mean that the person is so excited he cannot sit still. If we say “it’s raining cats and dogs,” we don’t mean that cats and dogs are falling from the sky. Instead, we mean that it is raining very hard.

Tell the students that “hit the road” is another idiom. Explain that when we say it is time to “hit the road,” we do not actually mean it is time to hit a road with our hands. Ask:

**Q** *What do we mean when we say it is time to “hit the road”?* (leave one place and go to another)

In the same way, discuss:

- *catch someone’s eye*
- *over the moon about*

Write the word *Idioms* on a sheet of chart paper. Write the idioms “have eyes in the back of your head,” “have a change of heart,” “has ants in his pants,” “raining cats and dogs,” “hit the road,” “catch someone’s eye,” and “over the moon about” on the chart. Ask the students to listen for other idioms and to look for them in their reading. Regularly add the idioms the students discover to the chart.

### In this lesson, the students:

- Review and practice using the words *handy* and *whoosh* and the idiom “have a change of heart” from Day 3
- Build their speaking and listening skills
- Explain their thinking

### Words Reviewed

#### **handy**

*Handy* means “useful or easy to use.”

#### **whoosh**

*Whoosh* means “move very fast.” When something whooshes, it makes a rushing or hissing sound.

#### **have a change of heart**

If you have a change of heart, you change your opinion or the way you feel about something.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA10). Review the pronunciation and meaning of each word and idiom.

Use “Think, Pair, Share” to discuss:



**Q** Which word do you think is especially interesting? Why? [Click 1 on WA10 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “I think [*whoosh*] is especially interesting because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Which Word Am I?”

Tell the students that partners will play the game “Which Word Am I?” Review that you will give a clue about one of the words. Partners will figure out the word or phrase and explain why they think it is that word.

Begin with:

- *I am how you describe something that flies by quickly and makes a hissing sound.*

Ask:



**Q** Which word am I? Why? [Click 2 on WA10 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “We think the word is [*whoosh*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I am how you describe something useful like a cell phone. (handy)*
- *I am an expression you might use when you change your mind about something. (have a change of heart)*

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

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## MORE STRATEGY PRACTICE

### Review *Whoosh* and Discuss Shades of Meaning

Write the words *whoosh* and *move* where everyone can see them. Say each word and have the students say the words. Tell the students that *whoosh* and *move* mean almost the same thing, but that they are different in one important way. Ask:

**Q** *In what way are the words whoosh and move different?*

If necessary, remind the students that *whoosh* means “move very fast.” Review that when something whooshes, it makes a rushing or hissing sound as it passes by.

Explain that you are going to read a story about our friend Olive’s paper airplane. Tell the students that as they listen, you want them to think about whether the paper airplane is moving or whooshing. Then read the following story aloud, slowly and clearly:

- *Olive made a paper airplane for her friend Manny. She wants to surprise him with the gift. As he walks in the room, she throws the paper airplane and it flies across the room towards Manny.*

Ask:

**Q** *Do you think the paper airplane moved, or did it whoosh? Why do you think that?* [Read the prompt aloud.] *Turn to your partner.*

**PROMPT:** “I think the paper airplane [whooshed] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Tell the students that thinking about how the word *whoosh* is like the word *move* and how it is different can help them remember the word and use it correctly. Tell the students that now that they know the word *whoosh*, they have just the right word to use in their writing when they want to tell that someone or something moved very fast.

---

### Teacher Note

If you started a “Just the Right Word” chart, add the word *whoosh* and its definition (“move very fast”) to it.

**In this lesson, the students:**

- Review words learned earlier
- Build their speaking and listening skills
- Explain their thinking

**Words Reviewed****command**

*Command* means “order someone to do something.”

**flutter**

*Flutter* means “wave or flap rapidly.”

**have eyes in the back of your head**

If you have eyes in the back of your head, you seem to be aware of everything that is happening around you—even things you cannot see.

**savory**

*Savory* means “pleasant to smell or taste.”

**speechless**

*Speechless* means “unable to speak because you are shocked, surprised, or very angry.”

**REVIEW THE WORDS****1** Briefly Review the Words

Display the ongoing review cards (🗉 WA11) and review the pronunciation and meaning of each word.

**PRACTICE USING THE WORDS****2** Play “Which Word Am I?”

Tell the students that partners will play “Which Word Am I?” Explain that you will give a clue about one of the words and the students will figure out the word.

Begin by saying:

- *I am what you do when you order someone to do something.*



**Q** Which word am I? Why? [Click 1 on WA11 to reveal the prompt.]  
Turn to your partner.

**PROMPT 1:** “We think the word is [*command*] because . . .”

**Materials**

- Ongoing review cards (WA11)

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

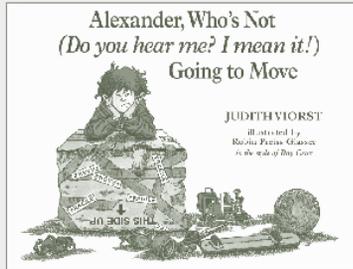
Using the same procedure, discuss:

- *I am what you might be when you are so surprised you can't find any words to explain how you feel. (speechless)*
- *I am what you might say about a person who knows what is happening in the other room even though she can't see it. (have eyes in the back of your head)*
- *I am a word you use to describe the way a bird's wings move rapidly. (flutter)*
- *I am a word you use to describe a delicious rice dish just as it comes out of the oven. (savory)*



# Week 10

## RESOURCES



### Read-aloud

- *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move* by Judith Viorst, illustrated by Robin Preiss Glasser

### More Strategy Practice

- “Play ‘Synonym Match’”

### Extension

- “Introduce and Discuss the Prefix *im-*”

### Assessment Resource Book

- Week 10 vocabulary assessment



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA9

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 10 family letter (BLM1)
- (Optional) “Week 10 Word Cards” (BLM2)
- (Optional) “Week 10 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

*obstinate*  
immature  
mature  
*fantasize*  
barricade  
*reconsider*

## Words Reviewed

dazzle  
disaster  
have a change of heart  
realize  
reunite

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing antonyms (review)
- Using the prefix *re-* to determine word meanings (review)

## Vocabulary Focus

- Students hear and discuss a story.
- Students learn and use six words from or about the story.
- Students review synonyms.
- Students review the prefix *re-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students use prompts to build on one another's thinking.
- Students agree and disagree respectfully.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Play ‘Synonym Match’” on page 207.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 169 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 10 Word Cards” (BLM2) and “Week 10 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Obstinate*, *Immature*, and *Mature*

## Day 1

### In this lesson, the students:

- Learn and use the words *obstinate*, *immature*, and *mature*
- Review synonyms and antonyms
- Build their speaking and listening skills
- Work in a responsible way

### Words Taught

#### **obstinate**

*Obstinate* means “stubborn.” If you are obstinate, you are unwilling to change your mind about something.

#### **immature** (p. 9)

*Immature* means “childish or silly.” An immature person acts like someone much younger.

#### **mature** (p. 29)

*Mature* means “grown up or adult.” A mature person is sensible and reasonable. He or she is not being immature or childish.

## INTRODUCE AND USE *OBSTINATE*

### 1 Introduce and Define *Obstinate* and Review Synonyms

Briefly review *Alexander, Who’s Not* (Do you hear me? I mean it!) *Going to Move*.

Show page 5 of the book and review that everyone in Alexander’s family, except Alexander, is getting ready to move. Read pages 5–7 aloud.

Tell the students that the first word they will learn today is *obstinate*. Explain that *obstinate* means “stubborn” and that *obstinate* and *stubborn* are synonyms. Review that *synonyms* are “words that mean the same thing or almost the same thing.” If you are obstinate, you are unwilling to change your mind about something. Point out that even though Alexander’s parents explain why the family must move, Alexander is obstinate. He does not want to move, and he is not willing to change his mind.

Display word card 55 (WA1) and have the students say the word *obstinate*.

### Materials

- *Alexander, Who’s Not* (Do you hear me? I mean it!) *Going to Move*
- Word card 55 (WA1)
- Word cards 56–57 (WA2)

#### **ELL Note**

The Spanish cognate of *obstinate* is *obstinado/a*.

#### **Teacher Note**

If you have started a synonym chart, add *obstinate* and *stubborn* to it.

## 2 Discuss Being Obstinate

Give examples of times you have been obstinate or seen someone being obstinate.

**You might say:**

“When I was little, I was obstinate, or stubborn, about trying new foods. I would say ‘No’ when new foods were offered to me, and no one could get me to change my mind. Recently I saw a little girl in the supermarket being obstinate. Her mother asked her to put back a candy bar she had taken from a box, but the little girl would not do it. She said, ‘No! No! No!’ and would not change her mind.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you been obstinate or seen someone being obstinate? What happened? [Pause; click 1 on WA1 to reveal the prompt.] Turn to your partner.*

obstinate

**PROMPT 1:**

I was **obstinate** when . . .

**or**

I saw \_\_\_\_\_ being **obstinate** when . . .

1

WA1

**PROMPT 1:** “I was obstinate when . . .” or “I saw [my little brother] being obstinate when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *obstinate* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *IMMATURE* AND *MATURE*

### 3 Introduce and Define *Immature*

Show page 9 of *Alexander, Who's Not* (Do you hear me? I mean it!) *Going to Move* and review that Alexander's brothers tease him when he says he will not move. Read the first two sentences on page 9 aloud, emphasizing the word *immature*: "Nick says I'm a fool and should get a brain transplant. Anthony says I'm being immature."

Tell the students that the next word they will learn is *immature*, and explain that *immature* means "childish or silly." An immature person acts like someone much younger.

Point to the picture of Alexander in the illustration on page 9 and explain that Anthony thinks Alexander is being immature, or childish, when he pouts and says he will not move.

Display word cards 56–57 (🌐 WA2) and click to reveal word card 56. Have the students say the word *immature*.

### 4 Introduce *Mature*, Think About What It Might Mean, and Review Antonyms

Show page 29 of *Alexander, Who's Not* (Do you hear me? I mean it!) *Going to Move*. Review that Alexander's mother, father, and even his brother Nick try to comfort him about all the change that lies ahead. Read the last two sentences on page 29 aloud, emphasizing the word *mature*: "Nick says if I'm lonesome in my new room by myself, he might let me sleep with him for a little while. Anthony says that Nick is being *mature*."

Explain that the last word the students will learn today is *mature*. Click to reveal word card 57 and have the students say the word *mature*. Explain that *mature* and *immature* are antonyms and review that *antonyms* are "words with opposite meanings."

Discuss as a class:

Q *If mature and immature are antonyms, what do you think mature might mean?*

Click 1 on word cards 56–57 (WA2) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** "I think *mature* might mean . . ."

If necessary, explain that *mature* means "grown up or adult." Explain that a mature person is sensible and reasonable. He or she is not being immature or childish.

Follow up by asking:

Q *How is Nick being grown up, or mature?*

#### ELL Note

The Spanish cognate of *immature* is *inmaduro/a*.

#### ELL Note

The Spanish cognate of *mature* is *maduro/a*.

#### Teacher Note

If you started an antonym chart, add *immature* and *mature* to it.

## 5 Discuss How Alexander Is Mature

Show page 30 and explain that by the end of the story Alexander is being mature, or sensible and reasonable like an adult. Explain that as you read this part of the story you want the students to think about how Alexander is being mature.

Read page 30 aloud. Then ask:

**Q** *How is Alexander being mature? What is he doing that is reasonable and sensible?*

Click **2** to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “Alexander is being mature . . .”

If necessary, explain that Alexander is being mature when he agrees to move with his family and starts to pack. He is being sensible and reasonable and is no longer acting childish and silly.

## 6 Discuss Whether Olive Is Being Mature or Immature

Tell the students that you will describe something that Olive is doing and partners will decide if Olive is being mature or immature and why.

Begin by saying:

- *Olive is working quietly at her desk at school. Her friend Orlando makes a funny face at her. Olive ignores Orlando and continues to do her work.*

Ask:

 **Q** *Is Olive being mature or immature? Why? [Click **3** on WA2 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “We think Olive is being [mature] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Olive wants to go to Orlando’s house to play baseball. Olive’s mother tells her she can’t go because her cousin is coming to visit. When her cousin arrives, Olive pouts and won’t talk to her.*
- *Olive is riding her skateboard. She sees a group of children down the street. She wants to show them how well she skateboards, so she speeds up and whirls in and out among them. She knocks one little boy to the ground.*
- *Olive and Orlando are hungry. Olive has a muffin in her lunchbox. She breaks the muffin in half so that both she and Orlando get a piece.*

Point to the words *mature* and *immature* and review the pronunciations and meanings of the words.

# MORE STRATEGY PRACTICE

## Play “Synonym Match”

Display the “Synonym Match” chart (🗨️ WA3).

Synonym Match	
<b>1</b>	<b>2</b>
cluttered	useful
handy	party
heartbreaking	messy
celebration	sad
<b>PROMPT:</b> _____ is the synonym of _____.	

WA3

### Materials

- “Synonym Match” chart (WA3)

Tell the students that partners will play a game called “Synonym Match.” Point to the words in column 1, and explain that these are vocabulary words the students have learned. Point to the words in column 2, and explain that these are synonyms, or words that mean the same thing or almost the same thing, as the words in column 1. Explain that partners will match each vocabulary word to its synonym.

Point to the word *cluttered*, pronounce it, and have the students pronounce it.

Then point to the words in column 2 and ask:

**Q** Which word in column 2 is the synonym of “cluttered”?

**PROMPT:** “[Messy] is the synonym of [cluttered].”

Have a few volunteers use the prompt to share their thinking. Then have a volunteer draw a line from the word *cluttered* to the word *messy*.

Discuss the remaining words the same way. When you get to the final two words, have the students discuss them together by asking:

**Q** Which word in column 2 is the synonym of heartbreaking and which word is the synonym of celebration?

# Day 2

## Review *Obstinate*, *Immature*, and *Mature*

### Materials

- Daily review cards (WA4)

## EXTENSION

### Introduce and Discuss the Prefix *im-*

Remind the students that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Explain that the prefix *im-* means “not” and that when *im-* is added to the word *mature* it makes the word *immature*, which means “not mature.” Have the students discuss the meaning of other words that use the prefix, such as *impatient*, *imperfect*, *impolite*, *impossible*, and *improper*.

### In this lesson, the students:

- Review and practice using the words *obstinate*, *immature*, and *mature* from Day 1
- Build their speaking and listening skills
- Use prompts to build on one another’s thinking

### Words Reviewed

#### ***obstinate***

*Obstinate* means “stubborn.” If you are obstinate, you are unwilling to change your mind about something.

#### ***immature***

*Immature* means “childish or silly.” An immature person acts like someone much younger.

#### ***mature***

*Mature* means “grown up or adult.” A mature person is sensible and reasonable. He or she is not being immature or childish.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** Which word do you think is the most interesting to use? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “I think [immature] is the most interesting because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

### 2 Decide Whether a Person Is Obstinate, Immature, or Mature

Explain that you will describe something that someone is doing. Partners will decide if the person is being obstinate, immature, or mature, and why.

Begin by saying:

- *A girl is standing at the back of the gymnasium watching a play on the stage. She moves aside so that a little boy behind her can see the stage.*

Ask:



**Q** Is the girl being obstinate, immature, or mature? Why? [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “We think the girl is being [mature] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *A little boy refuses to go to bed, even though it is bedtime.*
- *A girl pushes and shoves while she is standing in line to go to recess.*
- *A boy reminds his friend to put his trash in the garbage can.*

# Day 3

## Introduce *Fantasize*, *Barricade*, and *Reconsider*

### Materials

- *Alexander, Who's Not* (Do you hear me? I mean it!) *Going to Move*
- Word card 58 (WA5)
- Word card 59 (WA6)
- Word card 60 (WA7)

### In this lesson, the students:

- Learn and use the words *fantasize*, *barricade*, and *reconsider*
- Review the prefix *re-*
- Build their speaking and listening skills
- Work in a responsible way
- Agree and disagree respectfully

### Words Taught

#### ***fantasize***

*Fantasize* means “think about or imagine something that is pleasant or exciting but unlikely to happen in real life.”

#### ***barricade*** (p. 24)

*Barricade* means “block the way by putting up barriers or obstacles.”

#### ***reconsider***

*Reconsider* means “think again about a decision.” Sometimes when you reconsider a decision, you change your mind.

## INTRODUCE AND USE *FANTASIZE*

### 1 Introduce and Define *Fantasize*

Tell the students that the first word they will learn today is *fantasize*, and explain that *fantasize* means “think about or imagine something that is pleasant or exciting but unlikely to happen in real life.” Display word card 58 (WA5) and have the students say the word *fantasize*.

Show pages 10–11 of *Alexander, Who's Not* (Do you hear me? I mean it!) *Going to Move* and review that Alexander fantasizes about what could happen if he does not move with his family. Explain that as you read this part of the story you want the students to notice what Alexander fantasizes, or imagines.

Read pages 10–13 aloud.

Discuss as a class:

**Q** *What does Alexander fantasize? What does he imagine could happen?*

Click ❶ on word card 58 (WA5) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking.

WA5

fantasize

**PROMPT 1:** Alexander **fantasizes** that . . .

❶   ❷

**PROMPT 1:** “Alexander fantasizes that . . .”

## 2 Discuss What We Fantasize

Explain that it is fun to fantasize, or imagine pleasant or exciting things that are unlikely to happen in real life, and give examples of things you or other people fantasize.

**You might say:**

“When I was your age, I fantasized that I was a basketball star, even though I wasn’t a very good basketball player. I also fantasized that I could fly like a superhero. My sister used to fantasize that she was a beautiful princess living in a palace.”

Ask:

 **Q** *What is something you fantasize?* [Click ❷ on WA5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I fantasize . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *fantasize* and review the pronunciation and meaning of the word.

### Teacher Note

Support struggling students by asking questions such as “What is a superpower you wish you had?” and “What is a fun adventure you can imagine having?”

### ELL Note

The Spanish cognate of *barricade* is *barricada*.

## INTRODUCE AND USE *BARRICADE*

### 3 Introduce and Define *Barricade*

Show pages 24–25 of the book and review that Alexander is fantasizing about what he might do when the movers arrive. Read the first sentence on page 24 aloud, emphasizing the word *barricade*.

Tell the students that *barricade* is the next word they will learn today and explain that *barricade* means “block the way by putting up barriers or obstacles.” Explain that Alexander fantasizes that he will barricade his bedroom door, or put barriers or obstacles like boxes and chairs in front of the door, so the movers cannot get in.

Display word card 59 ( WA6) and have the students say the word *barricade*.

### 4 Imagine Barricading the Bedroom Door

Ask the students to imagine that their family is moving and they do not want to go. Like Alexander, they decide to barricade their bedroom door so the movers cannot get in.

Ask:

 **Q** *What would you do to barricade your bedroom door?* [Click **1** on WA6 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I would barricade the door by . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *How would [pushing a table against the door] barricade it?*

Click **2** on word card 59 (WA6) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “[Pushing a table against the door] would barricade it because . . .”

Point to the word *barricade* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE RECONSIDER

### 5 Introduce *Reconsider* and Review the Prefix *re-*

Tell the students that the last word they will learn today is *reconsider*, and explain that *reconsider* means “think again about a decision.” Explain that sometimes when you reconsider, or think again about a decision, you change your mind.

Show pages 30–31 of *Alexander, Who’s Not* (Do you hear me? I mean it!) *Going to Move*, and point out that Alexander reconsiders his decision about moving. At first he says he is not going to move, but then he thinks more about it and changes his mind. Read page 30 aloud.

Display word card 60 (🌐 WA7) and have the students say the word *reconsider*.

Point to the prefix *re-* in *reconsider* and review that *re-* is a prefix that means “again.” Remind the students that they discussed the prefix earlier when they learned the words *reunite* and *reuse*. Explain that when *re-* is added to the word *consider*, which means “think about a decision,” it changes the word to *reconsider*, which means “think again about a decision.”

### 6 Discuss Times the Students Have Reconsidered Decisions

Give examples of times you have reconsidered a decision.

**You might say:**

“Recently my friend Ava asked me to go to a movie with her. It was a school night, so I said no, but then I reconsidered, or thought again about my decision. I decided it would be fun to see Ava even if it was a school night, so I changed my mind and went to the movie. Last night I decided I would make spaghetti for dinner, but then I remembered that we had eaten spaghetti for dinner earlier in the week, so I reconsidered and decided to make tacos.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you reconsidered a decision? Why did you reconsider it?*  
[Pause; click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I reconsidered a decision when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *reconsider* and review the pronunciation and meaning of the word.

#### **ELL Note**

The Spanish cognate of *reconsider* is *reconsiderar*.

#### **Teacher Note**

If you made a chart of words that use the prefix *re-*, add the word *reconsider* to the chart.

#### **Teacher Note**

Support struggling students by asking questions such as “When have you made up your mind to do something or go somewhere and then changed your mind? Why did you change your mind?”

# Day 4

## Review *Fantasize*, *Barricade*, and *Reconsider*

### Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 10 Crossword Puzzle” (BLM3) for each student

### In this lesson, the students:

- Review and practice using the words *fantasize*, *barricade*, and *reconsider* from Day 3
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### *fantasize*

*Fantasize* means “think about or imagine something that is pleasant or exciting but unlikely to happen in real life.”

#### *barricade*

*Barricade* means “block the way by putting up barriers or obstacles.”

#### *reconsider*

*Reconsider* means “think again about a decision.” Sometimes when you reconsider a decision, you change your mind.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of the words we used yesterday might you use in your writing? How might you use it? [Pause; click 1 on WA8 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “I might use the word [*fantasize*] in my writing . . .”

After partners have talked, have a few volunteers share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Review the Activity “What Do You Think About?”

Tell the students that partners will do the activity “What Do You Think About?” Point to the word *fantasize* and review that you want the students to notice what they think about, or what picture comes into their mind, when they hear this word.

### Teacher Note

For a fully written-out example of the activity, see Week 5, Day 2, Step 2.

Have the students close their eyes; then ask:



**Q** *What do you think about when you hear the word fantasize? Why?*  
[Pause.] *Open your eyes.* [Click 2 on WA8 to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 2:** “When I hear the word [*fantasize*] . . .”

After partners have talked, have a few volunteers share their thinking with the class.

Discuss *barricade* and *reconsider* using the same procedure.

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 9 and 10, you might distribute a copy of the “Week 10 Crossword Puzzle” (BLM3) to each student.

## Ongoing Review

## Day 5

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Use prompts to build on one another’s thinking

### Words Reviewed

#### dazzle

*Dazzle* means “amaze or impress.”

#### disaster

A *disaster* is an “event such as a fire, flood, or storm that causes a lot of damage or suffering.”

#### have a change of heart

If you have a change of heart, you change your opinion or the way you feel about something.

#### realize

*Realize* means “become aware of something or understand something that you did not understand before.”

#### reunite

*Reunite* means “come together again after being separated.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review card (WA9) and review the pronunciation and meaning of each word.

### Materials

- Ongoing review cards (WA9)
- “Class Vocabulary Assessment Record” sheet (CA1)

## PRACTICE USING THE WORDS

### 2 Introduce the Activity “What Might You Say or Do?”

Tell the students that partners will do an activity called “What Might You Say or Do?” Explain that you will ask the students to imagine a situation, and then partners will tell each other what they might say or do in that situation.

Point to the word *realize* and explain that the first situation includes the word *realize*. Ask the students to imagine:

- *You are excited to go to a play with your sister. Then you realize that the play has been cancelled.*

Ask:

 **Q** *What might you say or do if you realize that the play has been cancelled?* [Click 1 on WA9 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “After I realize the play is cancelled, I might . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[reunite]

- *You miss your friend who moved away last year. You want to reunite with him.*

 **Q** *What might you say or do to reunite with your old friend?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “If I were trying to reunite with my friend, I might . . .”

[disaster]

- *Your school playground was damaged during a windstorm. There are branches and debris everywhere. It is a disaster!*

 **Q** *What might you say or do to clean up after the disaster in your school playground?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 3:** “To clean up after the disaster on the school playground, I might . . .”

### Teacher Note

You might point out that the students learned the word *debris* earlier and that *debris* is the “scattered pieces of something that has been thrown away, broken, or destroyed.”

**[have a change of heart]**

- *You ask your mother to take you to the zoo, but she says she is too busy. You desperately try to make her have a change of heart.*



**Q** *What might you say or do to make your mother have a change of heart about going to the zoo? [Click 4 to reveal the next prompt.] Turn to your partner.*

**PROMPT 4:** “If I wanted my mother to have a change of heart about going to the zoo, I might . . .”

**[dazzle]**

- *Your school is putting on a talent show next week. You want to dazzle the school with an amazing act.*



**Q** *What might you say or do to dazzle the school in a talent show? [Click 5 to reveal the next prompt.] Turn to your partner.*

**PROMPT 5:** “If I wanted to dazzle the school during the talent show, I might . . .”



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ associations indicate that they understand the words’ meanings?
- Can they explain why they made each association?
- Do they enjoy talking about the words?

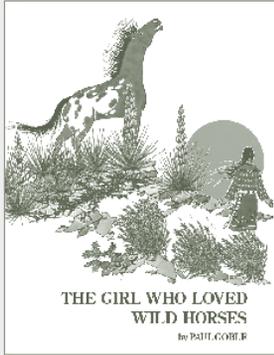
Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 169 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice in using the word by reviewing the word’s meaning and then asking a question that requires the student to talk about the word in terms of his or her own experiences. For example, ask questions such as “When have you been dazzled by something? Why did it dazzle you?” or “When have you reunited with someone? How did you feel?”

# Week 11

## RESOURCES



### Read-aloud

- *The Girl Who Loved Wild Horses* by Paul Goble

### More Strategy Practice

- “Use a Dictionary to Discuss Words with Multiple Meanings”

### Extension

- “Explore Similes in *The Girl Who Loved Wild Horses*”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Reproducibles

- Week 11 family letter (BLM1)
- (Optional) “Week 11 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

belongings  
faint  
cling  
roam  
joyful  
*sorrowful*

## Words Reviewed

cluttered  
fantasize  
handy  
obstinate  
particularly

## Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing words with multiple meanings (review)
- Recognizing synonyms (review)
- Using a dictionary or glossary (review)
- Using the suffix *-ful* to determine word meanings (review)
- Recognizing antonyms (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review synonyms and antonyms.
- Students review using context to determine word meanings and using a dictionary or glossary.
- Students review the suffix *-ful*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students use prompts to build on one another's thinking.
- Students agree and disagree respectfully.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Use a Dictionary to Discuss Words with Multiple Meanings” on page 226. Be sure to collect enough dictionaries so that each pair of students will have one to share.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 11 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Belongings*, *Faint*, and *Cling*

# Day 1

## In this lesson, the students:

- Learn and use the words *belongings*, *faint*, and *cling*
- Review using context to determine word meanings and using a dictionary
- Review words with multiple meanings and synonyms
- Build their speaking and listening skills
- Work in a responsible way

## Words Taught

### **belongings** (p. 5)

*Belongings* are “things someone owns, or things that belong to someone.”

### **faint** (p. 8)

*Faint* means “not clear or strong.” If something is faint, it is difficult to hear, see, or smell. *Faint* also means “become dizzy and lose consciousness.”

### **cling** (p. 12)

*Cling* means “hold onto someone or something very tightly.”

## INTRODUCE AND USE *BELONGINGS*

### 1 Introduce and Define *Belongings*

Briefly review *The Girl Who Loved Wild Horses*.

Show pages 4–5 and review that the people move from place to place to follow the buffalo. Read page 5 aloud, emphasizing the word *belongings*.

Explain that *belongings* are “things someone owns, or things that belong to someone.” Explain that when the people move, they pack up their tipis and belongings, such as clothing and blankets, and load them onto horses.

Display word card 61 (🌐 WA1) and ask the students to say the word *belongings*.

### 2 Discuss Favorite Belongings

Explain that all of us have favorite belongings—things we own that are special to us—and give a couple of examples of your favorite belongings.

## Materials

- *The Girl Who Loved Wild Horses*
- Word card 61 (WA1)
- “Sentence from *The Girl Who Loved Wild Horses*” (WA2)
- Word card 62 (WA3)
- Word card 63 (WA4)

### ELPS 3.D.i

Step 1 and Step 2

(all, beginning on page 221  
and continuing on to page  
222)

### **ELL Note**

You might bring a favorite belonging to class to show to the students.

**You might say:**

“One of my favorite belongings is an album of family photos. The pictures help me remember my family and the fun times we have had. My running shoes are another favorite possession. They’re the most comfortable running shoes I’ve ever owned.”

Explain that you will ask partners to discuss a question, and then a few of them will share their partners’ thinking with the class.

Use “Think, Pair, Share” to discuss:



**Q** *What is one of your favorite belongings? Why is it a favorite?* [Pause; click **1** on WA1 to reveal the prompt.] *Turn to your partner.*

WA1

belongings

**PROMPT 1:** One of \_\_\_\_\_ favorite **belongings** is  
\_\_\_\_\_ because . . .

**1**

**PROMPT 1:** “One of [Ellen’s] favorite belongings is [her soccer jersey] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *belongings* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *F*AIN

### **3** Introduce *Faint* and Use Context to Determine Its Meaning

Display the “Sentence from *The Girl Who Loved Wild Horses*” chart (WA2). Show pages 8–9 of *The Girl Who Loved Wild Horses* again and review that the girl falls asleep among the horses. Read the charted sentence aloud where it appears on page 8, emphasizing the word *faint*.

Tell the students that *faint* is the next word they will learn today. Direct their attention to the context sentence on the chart (WA2), and explain that this is the sentence you just read. Point to the word *faint* and

**TEKS 3.B.i**  
Student/Teacher Activity  
Step 3 (all)

#### Teacher Note

Alternatively, you may wish to write the context sentence where everyone can see it.

underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word like *faint* by rereading the sentence that includes the word, and looking for clues. Explain that as you reread the sentence, you want the students to think about what the word *faint* might mean and which words in the sentence are clues to its meaning.

Read the sentence aloud. Ask:



**Q** *Based on what you just heard, what do you think the word faint might mean? [Point to the first prompt.] Turn to your partner.*

### Sentence from *The Girl Who Loved Wild Horses*

A faint rumble of distant thunder did not waken her.

**PROMPT 1:** I think *faint* might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word *faint*.

WA2

**PROMPT 1:** “I think *faint* might mean . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *faint* means “not clear or strong.” Explain that if something is faint, it is difficult to hear, see, or smell. The girl is not awakened by the thunder because it is a faint sound that comes from far away. Then ask:



**Q** *What words in the sentence are clues to the meaning? [Point to the next prompt.] Turn to your partner.*

**PROMPT 2:** “The clues [‘distant thunder’ and ‘did not waken her’] help me figure out the meaning of the word *faint*.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Circle the context clues on the chart as the students identify them. If necessary, point out that *distant thunder* and *did not waken her* are clues in the sentence that tell us that the sound of the thunder is far away and not clear or strong. It is faint.

Display word card 62 (WA3) and have the students say the word *faint*.

## 4 Discuss Another Meaning of *Faint*

Point to the word *faint* and review that in the story *faint* means “not clear or strong.” Explain that the word *faint* has another meaning. Review that many words have more than one meaning and that sometimes the meanings are very different.

Ask:

**Q** *What else do you know about the word faint? What happens when someone faints?*

Click **1** on word card 62 (WA3) and show the first prompt. Have one or two volunteers share their thinking.

faint

**PROMPT 1:**

The word **faint** can also mean . . .

**or**

When someone **faints** . . .

1 2

WA3

**PROMPT 1:** “The word *faint* can also mean . . .” or “When someone *faints* . . .”

Explain that *faint* can also mean “become dizzy and lose consciousness.”

Remind the students that if they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a story that includes the word *faint*. Partners will decide whether *faint* means “not clear or strong” or “become dizzy and lose consciousness” and explain why they think so.

Read the following story aloud twice:

- *John was not feeling well. His head ached and he felt weak and dizzy. Suddenly the room began to spin before his eyes, and he swayed back and forth. He knew he was going to faint.*

Ask:

 **Q** *In the story, does faint mean “not clear or strong” or “become dizzy and lose consciousness”? Why do you think that? [Click **2** on WA3 to reveal the next prompt.] Turn to your partner.*

**PROMPT 2:** “I think *faint* means [‘become dizzy and lose consciousness’] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *The night was dark, and John was home alone. Across the room he heard a faint tapping at the window. Speechless, he crept toward the sound. The faint tapping grew louder. When he reached the window and peeked outside, he saw a branch brushing against the glass. “Whew!” John sighed with relief.*

Point to the word *faint* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE CLING

### 5 Introduce and Define *Cling* and Review Synonyms

Show pages 12–13 of *The Girl Who Loved Wild Horses* and review that when a storm causes the herd to gallop away, the girl jumps on the back of a horse. Read page 12 aloud, emphasizing the word *clung*.

Explain that *clung* is a form of the word *cling* and that *cling* means “hold onto someone or something very tightly.” Explain that the girl twists her fingers into the horse’s mane and clings, or holds on tightly, so that she will not fall under the horses’ hooves. Act out how she might have used her hands to cling to the horse.

Remind the students that earlier they learned the word *clutch*, which also means “hold onto something tightly,” and explain that *cling* and *clutch* are *synonyms* or “words that mean the same thing or almost the same thing.”

Display word card 63 (🔊 WA4) and have the students say the word *cling*.

### 6 Discuss When and Why We Cling

Explain that, like the girl in the story, people sometimes cling to something or someone when they feel afraid or unsafe. Explain that people also cling to something they do not want to drop or lose. Give a few examples of situations in which people cling.

**You might say:**

“People sometimes cling to a handrail when they are walking down stairs so they won’t fall. If you are riding a roller coaster and feeling afraid, you might cling to the side of the car or the safety bar. My nephew clings to his father’s hand in the subway when a train speeds by.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you clung to something or someone? Why did you cling?*  
[Pause; click 🔊 on WA4 to reveal the prompt.] *Turn to your partner.*

#### Teacher Note

You might point out that the students learned the word *speechless* earlier and that *speechless* means “unable to speak because you are shocked, surprised, or very angry.”

#### Teacher Note

If you have started a synonym chart, add *cling* and *clutch* to it.

#### Teacher Note

Support struggling students by asking questions such as “When have you held on tightly to something because you did not want to fall?” and “When have you held something tightly because you did not want to drop it or lose it?” If the students cannot think of a time they clung to something or someone, ask them when they have seen someone clinging or when someone might cling.

cling

PROMPT 1: I **clung** to \_\_\_\_\_ when . . .

1

**TEKS 3.B.ii**

Student/Teacher Narrative  
More Strategy Practice (all,  
beginning on page 226 and  
continuing on to page 227)

**Materials**

- Print dictionaries for each pair of students

**PROMPT 1:** “I clung to [the seat in the airplane] when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *cling* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Use a Dictionary to Discuss Words with Multiple Meanings

Remind the students that in Week 5 they used print dictionaries to look up words from *Aunt Flossie’s Hats (and Crab Cakes Later)*. Review that words in a dictionary are listed alphabetically, and that guide words appearing at the top of each page help us find where a word is listed. Point out that each entry includes the pronunciation and meaning of the word.

Explain that often a dictionary entry includes more than one definition of a word. Write the word *fine* where everyone can see it and tell the students that the word *fine* has many meanings.

Tell the students that you are going to read a sentence and that they must listen carefully to determine the meaning of *fine* as it is used in the sentence. Turn to page 24 of *The Girl Who Loved Wild Horses*, show the illustration, and read: “The people gave them fine things to wear: colorful blankets and decorated saddles.” Ask:

**Q** *What do you think the word fine means in this sentence?*

Have a few volunteers share their thinking with the class. Then ask the students to look up *fine* in their dictionaries and read each definition. If necessary, explain that *fine* can mean “very good or excellent” (such as a

fine piece of clothing), “very thin or small” (such as a fine thread), or “in good health” (such as a person feeling fine). Now ask:

**Q** Which definition best fits the way to describe the colorful blankets and saddles that the people gave the wild horses?

Have a few volunteers share their thinking. If necessary, explain that the definition “very good or excellent” best fits the way the word is used in the story. Point out that when a word has more than one meaning, reading the words around it helps readers know which meaning fits the story and helps them understand the way the word is used.

Write the following sentences from *The Girl Who Loved Wild Horses* where everyone can see them:

- “Every day when she had helped her mother carry water and collect firewood, she would run off to be with the horses.” (p. 8)
- “She spread her blanket and lay down.” (p. 8)

Have partners look up the words *collect* and *spread*, and choose the meaning of each word that best fits the story.

Encourage the students to continue to use the dictionary to look up and better understand words with multiple meanings.

## Review *Belongings*, *Faint*, and *Cling*

# Day 2

### In this lesson, the students:

- Review and practice using the words *belongings*, *faint*, and *cling* from Day 1
- Build their speaking and listening skills
- Use prompts to build on one another’s thinking

### Words Reviewed

#### **belongings**

*Belongings* are “things someone owns, or things that belong to someone.”

#### **faint**

*Faint* means “not clear or strong.” If something is faint, it is difficult to hear, see, or smell. *Faint* also means “become dizzy and lose consciousness.”

#### **cling**

*Cling* means “hold onto someone or something very tightly.”

### Materials

- Daily review cards (WA5)

### Teacher Note

You may want to remind the students that they learned the word *cross* earlier and that *cross* means “annoyed and angry.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗂️ WA5). Review the pronunciation and meaning of each word.

Point to the word *belongings*. Ask:

**Q** *Would you be cross if someone took your belongings? Why?*

Click **1** on the daily review cards (WA5) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

belongings faint cling

**PROMPT 1:** If someone took my **belongings**,  
I [would/would not] be cross because . . .

1 2 3 4

WA5

**PROMPT 1:** “If someone took my belongings, I [would/would not] be cross because . . .”

Point to the word *faint*. Ask:

**Q** *Would you be worried if you smelled a faint odor of smoke in our classroom? Why?*

Click **2** to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “If I smelled a faint odor of smoke, I [would/would not] be worried because . . .”

Point to the word *cling*. Ask:

**Q** *If you were walking a dog on a leash, would you cling to the leash? Why?*

Click **3** to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “If I were walking a dog, I [would/would not] cling to the leash because . . .”

## PRACTICE USING THE WORDS

### 2 Play “Which Word Am I?”

Explain that partners will play “Which Word Am I?” You will give a clue about one of the words and partners will figure out the word.

Begin by saying:

- *I am a synonym for clutch.*



**Q** Which word am I? Why? [Click 4 on WA5 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I think the word is [*cling*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I mean “the things someone owns.” (belongings)*
- *You use me to describe something that is difficult to see. (faint)*
- *I mean “hold onto something very tightly.” (cling)*
- *I can mean “become dizzy and lose consciousness.” (faint)*
- *I’m the things that belong to you. (belongings)*
- *I’m how you might describe a noise you can barely hear. (faint)*

## Introduce *Roam*, *Joyful*, and *Sorrowful*

## Day 3

### In this lesson, the students:

- Learn and use the words *roam*, *joyful*, and *sorrowful*
- Review the suffix *-ful*
- Review antonyms
- Build their speaking and listening skills
- Work in a responsible way

### Words Taught

**roam** (p. 16)

*Roam* means “wander or move about without any particular purpose or place to go.”

**joyful** (p. 16)

*Joyful* means “full of joy or very happy.”

**sorrowful**

*Sorrowful* means “full of sorrow or very sad.”

### Materials

- *The Girl Who Loved Wild Horses*
- Word card 64 (WA6)
- Word cards 65–66 (WA7)

# INTRODUCE AND USE ROAM

## 1 Introduce and Define *Roam*

Show pages 16–17 of *The Girl Who Loved Wild Horses*. Review that the girl rides with the horses during a thunderstorm. After the storm passes, she and the horses fall asleep. Read page 16 aloud, emphasizing the word *roamed*.

Explain that *roam* means “wander or move about without any particular purpose or place to go,” and tell the students that *roam* and *wander* are synonyms. Explain that the wild horses do not live in one particular place. Instead, they roam, or wander, the hills, living wherever they find food and water.

Display word card 64 (🗨️ WA6) and have the students say the word *roam*.

## 2 Act Out Roaming

Tell the students that you are going to roam the classroom. Ask them to watch carefully. Explain that afterward you will have partners talk about what they noticed. Then roam the classroom by moving from place to place without any particular purpose.

Ask:



Q *What did you notice me doing when I roamed the classroom?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

roam

**PROMPT 1:** When \_\_\_\_\_ **roamed**, [he/she] . . .

1 2

WA6

**PROMPT 1:** “When [Mrs. Jenson] roamed, she . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

### Teacher Note

You might invite a volunteer to roam around the classroom and have the students comment on what they notice.

### 3 Discuss Where We Like to Roam

Explain that people sometimes roam a place when they have free time or want to look around the place. Give a couple of examples of places you have roamed or where you have seen others roam.

**You might say:**

"I sometimes roam my garden on a nice day. I walk here and there, smelling the flowers and enjoying the sunshine. My nephew loves to roam a toy store. He wanders about in each aisle looking at the toys. Sometimes he stops for a moment to examine a toy he particularly likes; then he moves on."

Use "Think, Pair, Share" to discuss:



**Q** *Where is a place you like or might like to roam? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** "I like to roam [the park near where I live] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *roam* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE JOYFUL

### 4 Introduce *Joyful* and Use the Suffix *-ful* to Determine Its Meaning

Show pages 16–17 of *The Girl Who Loved Wild Horses* again, and review that the stallion asks the girl to live with the horses. Reread the last two sentences on page 16 aloud, emphasizing the word *joyfully*: "He welcomed her to live with them. She was glad, and all her horses lifted their heads and neighed joyfully, happy to be free with the wild horses."

Display word cards 65–66 (WA7) and reveal word card 65. Have the students say the word *joyful*.

Point to the suffix *-ful* in *joyful* and review that *-ful* is a suffix. Review that a *suffix* is a "letter or group of letters that is added to the end of a word to make a new word." Review that the students learned about the suffix *-ful* when they learned the word *doubtful*, and remind them that it means "full of."

Ask:

**Q** *Based on what you know about the suffix *-ful*, what do you think the word *joyful* might mean?*

Click 1 on word cards 65–66 (WA7) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

### Teacher Note

Support struggling students by asking questions such as "Where is a place in your neighborhood/at school that you like to roam?" "Where is a place you have visited on vacation that was fun to roam?" and "Where is a place that you would like to visit and roam?"

joyful 66

**PROMPT 1:** I think *joyful* means . . .

1 2 3 4

**PROMPT 1:** “I think *joyful* means . . .”

If necessary, explain that *joyful* means “full of joy or very happy,” and point out that *joyful* and *happy* are synonyms. Explain that the girl’s horses are joyful, or full of joy, when they learn that they are going to live with the wild horses.

## 5 Talk About Joyful Times and Events

Explain that the word *joyful* is often used to describe a time or event (something that happens) in your life that is very happy, and give a few examples of joyful times or events you or others have experienced.

**You might say:**

“My wedding was a joyful, or very happy, event. The births of my children were also joyful events. Special days such as birthdays and holidays are often joyful times. Special events such as trips and parties can also be joyful.”

Use “Think, Pair, Share” to discuss:



**Q** *What time or event in your life was joyful? Why was it joyful?* [Pause; click 2 on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “A joyful time in my life was when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *joyful* and review the pronunciation and meaning of the word.

# INTRODUCE AND USE SORROWFUL

## 6 Introduce *Sorrowful* and Review Antonyms

Explain that the last word the students will learn today is *sorrowful*. Click to reveal word card 66 and have the students say the word *sorrowful*.

Point to the words *joyful* and *sorrowful* on the chart and explain that *joyful* and *sorrowful* are antonyms, or words with opposite meanings.

Ask:

**Q** *If joyful and sorrowful are antonyms, what do you think sorrowful means?*

Click **3** to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “I think *sorrowful* means . . .”

If necessary, explain that *sorrowful* means “full of sorrow or very sad.” Point out that *sorrowful* ends with the suffix *-ful*, which means “full of.”

## 7 Talk About Sorrowful Times and Events

Point out that people experience joyful times and events in their lives, but they also experience sorrowful times and events. Give a few examples of sorrowful times or events you or others have experienced.

**You might say:**

“When I was your age, my dog Brownie ran away, and he never came back. That was a sorrowful time for me. My best friend recently moved away, and that was a sorrowful event because I miss having her near me.”

Use “Think, Pair, Share” to discuss:



**Q** *What time or event in your life was sorrowful? Why was it sorrowful?*  
[Pause; click **4** to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “A sorrowful time in my life was when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *sorrowful* and review the pronunciation and meaning of the word.

### Teacher Note

If students struggle to think of a sorrowful time or event, ask alternative questions such as “When has someone you know been sorrowful, or sad?” or “What is something that might happen to you that would be sorrowful?”

### Teacher Note

If you started an antonym chart, add *joyful* and *sorrowful* to it. If you started a synonym chart, add these synonyms to it: *roam* and *wander*, *joyful* and *happy*, and *sorrowful* and *sad*.

## EXTENSION

### Explore Similes in *The Girl Who Loved Wild Horses*

Show the illustration on pages 12–13 of *The Girl Who Loved Wild Horses* and review that it shows the wild horses running from the storm.

Explain that the author of the book, Paul Goble, describes them with the phrase “galloping away like the wind.” Explain that by saying that the horses run, or gallop, away like the wind, the author helps us imagine how fast the herd is running.

Explain that “galloping away like the wind” is a simile and that a *simile* is a “comparison of one thing to another using the words *like*, *as*, or *than*.” Tell the students that good writers like Paul Goble use similes to help readers picture in their mind what is being described.

Show page 15 and explain that on this page the author continues to describe the horses running from the thunder and lightning. Tell the students that as you read this page, you want them to listen for what the horses are compared to. Then read the first paragraph on page 15 aloud. Ask:

- Q *What are the horses compared to in the paragraph you just heard?*
- Q *How does comparing the horses running to a brown flood help you picture what the horses look like?*

Read and discuss the following simile in the same way:

p. 20 “He snorted and his hooves struck as fast as lightning.”

## Day 4

## Review *Roam, Joyful,* *and Sorrowful*

### Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *roam*, *joyful*, and *sorrowful* from Day 3
- Build their speaking and listening skills
- Work in a responsible way
- Agree and disagree respectfully

### Words Reviewed

#### **roam**

*Roam* means “wander or move about without any particular purpose or place to go.”

#### **joyful**

*Joyful* means “full of joy or very happy.”

#### **sorrowful**

*Sorrowful* means “full of sorrow or very sad.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words we learned yesterday might you use in a story about a pet? How might you use the word? [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “I might use the word [joyful]. I might write . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Answer Questions About the Words

Ask:

**Q** Would it be scary to roam in a forest? Why?

Click 2 on the daily review cards (WA8) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “It [would/would not] be scary to roam in a forest because . . .”

Using the same procedure, discuss:

**Q** Would you be likely to have fun at a joyful event? Why?

**PROMPT 3:** “I [would/would not] be likely to have fun at a joyful event because . . .”

**Q** Would a disaster be a sorrowful event? Why?

**PROMPT 4:** “A disaster [would/would not] be a sorrowful event because . . .”

#### Teacher Note

You might remind the students that they learned the word *likely* earlier and that when something is *likely*, it probably will happen or is probably true.

#### Teacher Note

You might remind the students that they learned the word *disaster* earlier and that a *disaster* is an “event such as a fire, flood, or storm that causes a lot of damage or suffering.”

#### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Materials

- Ongoing review cards (WA9)
- “Synonym Match” chart (WA10)

### In this lesson, the students:

- Review words learned earlier
- Review synonyms
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### **cluttered**

If a place is cluttered, it is messy. There are things scattered here, there, and everywhere.

#### **fantasize**

*Fantasize* means “think about or imagine something that is pleasant or exciting but unlikely to happen in real life.”

#### **handy**

*Handy* means “useful or easy to use.”

#### **obstinate**

*Obstinate* means “stubborn.” If you are obstinate, you are unwilling to change your mind about something.

#### **particularly**

*Particularly* means “especially or mainly.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Synonym Match”

Tell the students that partners will play a game called “Synonym Match.” Display the “Synonym Match” chart (🗺️ WA10).

Synonym Match	
<b>1</b>	<b>2</b>
cluttered	useful
fantasize	especially
handy	messy
obstinate	imagine
particularly	stubborn
<b>PROMPT:</b> _____ is the synonym of _____.	

WA10

Point to the words in column 1, and explain that these are vocabulary words the students have learned. Point to the words in column 2, and explain that these are synonyms of the vocabulary words in column 1. Explain that partners will match each vocabulary word to its synonym. Remind the students that *synonyms* are “words that mean the same thing or almost the same thing.”

Point to the word *cluttered*. Then point to the words in column 2 and ask:

**Q** Which word in column 2 is the synonym of cluttered?

Point to the prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT:** “[*Messy*] is the synonym of [*cluttered*].”

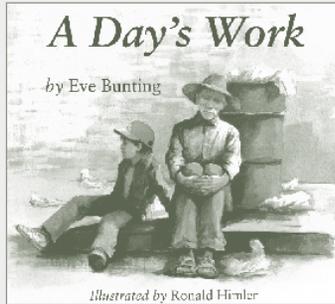
Then have a volunteer draw a line from the word *cluttered* to the word *messy*.

Use the same procedure to have the students match the remaining words. When you get to the final two words, have the students discuss them together by asking:

**Q** Which word in column 2 is the synonym of obstinate and which word is the synonym of particularly?

# Week 12

## RESOURCES



### Read-aloud

- *A Day's Work* by Eve Bunting, illustrated by Ronald Himler

### More Strategy Practice

- “Review the Prefix *re-* and Discuss the Word *Replanted*”

### Extensions

- “Discuss the Suffix *-ly*”
- “Explore Spanish Words in *A Day's Work*”
- “Discuss the Suffix *-er* and the Word *Prowler*”

### Assessment Resource Book

- Week 12 vocabulary assessments



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 12 family letter (BLM1)
- (Optional) “Week 12 Word Cards” (BLM2)
- (Optional) “Week 12 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

shuffle  
swarm  
urgent  
motion  
prowl  
*blow your top*

## Words Reviewed

belongings  
faint  
immature  
reconsider  
savory

## Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Recognizing idioms (review)
- Using the prefix *re-* to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review words with multiple meanings.
- Students review idioms.
- Students review the prefix *re-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students use prompts to build on one another's thinking.
- Students agree and disagree respectfully.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Review the Prefix *re-* and Discuss the Word *Replanted*” on page 251.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 170 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1); see page 174 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 177 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 12 Word Cards” (BLM2) and “Week 12 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Shuffle*, *Swarm*, and *Urgent*

# Day 1

## In this lesson, the students:

- Learn and use the words *shuffle*, *swarm*, and *urgent*
- Review words with multiple meanings
- Build their speaking and listening skills
- Work in a responsible way
- Use prompts to build on one another's thinking

## Words Taught

### **shuffle** (p. 6)

*Shuffle* means “slide the feet along the ground or floor while walking.” When people shuffle, they barely lift their feet. *Shuffle* also means “mix playing cards to change their order.”

### **swarm** (p. 8)

A *swarm* is a “large group of people or insects that gather or move together.”

### **urgent** (p. 8)

*Urgent* means “very important.” If something is urgent, it needs to be taken care of immediately.

## INTRODUCE AND USE SHUFFLE

### 1 Introduce and Define *Shuffle*

Briefly review *A Day's Work*.

Show pages 6–7 and review that Francisco and his grandfather are waiting in the parking lot with other men who are hoping to get work. Read the first sentence on page 6 aloud, emphasizing the word *shuffled*.

Explain that *shuffle* means “slide the feet along the ground or floor while walking.” Explain that when people shuffle, they barely lift their feet. Explain that the workers are probably shuffling around the parking lot because they are tired or bored as they wait for work. Act out how the men might look as they shuffle around.

Display word card 67 (🎧 WA1) and have the students say the word *shuffle*.

### 2 Act Out Shuffling

Remind the students that people sometimes shuffle, or slide their feet along the ground, when they are tired or bored, like the workers in the story. Explain that people also shuffle when they are moving or carrying

## Materials

- *A Day's Work*
- Word card 67 (WA1)
- Word card 68 (WA2)
- Word card 69 (WA3)

something heavy. Explain that you will act out shuffling as you move a heavy piece of furniture, and ask the students to watch carefully. Then act out shuffling as you move a piece of furniture.

Ask:

-  **Q** *What did you notice me doing when I shuffled?* [Click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*

shuffle

**PROMPT 1:** When \_\_\_\_\_ **shuffled**, [he/she] . . .

1 2 3

WA1

**PROMPT 1:** “When [Mr. Gong] shuffled, he . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask and discuss as a class:

- Q** *If you were rushing to get ready for school, would you shuffle? Why?*

Click **2** on word card 67 (WA1) to reveal the next prompt.

**PROMPT 2:** “If I were rushing to get ready for school, I [would/would not] shuffle because . . .”

Have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *shuffle* and review the pronunciation and meaning of the word.

### **3** Discuss Another Meaning of *Shuffle*

Point to the word *shuffle* and remind the students that a word can have more than one meaning and that sometimes the meanings are very different.

Ask and discuss as a class:

- Q** *What else do you know about the word shuffle? What do you do when you shuffle cards?*

#### **ELL Note**

You might demonstrate or act out shuffling a deck of playing cards.

Click ③ to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “*Shuffle* can also mean . . .” or “When you shuffle cards, you . . .”

Explain that *shuffle* can also mean “mix playing cards to change their order.” Remind the students that if they hear or read a word like *shuffle* that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used.

## INTRODUCE AND USE SWARM

### 4 Introduce and Define Swarm

Show pages 8–9 of *A Day’s Work* and review that Mr. Benjamin comes to the parking lot looking for workers. Read the first two paragraphs of page 8 aloud, emphasizing the word *swarm*.

Explain that a *swarm* is a “large group of people or insects that gather or move together.” Explain that to get to the van first, Francisco darts through the swarm, or large group, of men who have gathered to find work.

Display word card 68 (WA2) and have the students say the word *swarm*.

### 5 Talk About Swarms of People and Insects

Ask:

 **Q** *Where might you see a swarm of people? Why?* [Click ① on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “You might see a swarm of people . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask:

 **Q** *Where might you see a swarm of insects? Why?* [Click ② to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “You might see a swarm of insects . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *swarm* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE URGENT

### 6 Introduce and Define *Urgent*

Review that Francisco tells Mr. Benjamin that his grandfather is a fine gardener. Read the last paragraph on page 8 aloud, emphasizing the word *urgently*.

Explain that *urgent* means “very important.” Tell the students that if something is urgent, it needs to be taken care of immediately. Explain that Francisco waves urgently to his grandfather because it is very important that his grandfather come right away. If he does not, Mr. Benjamin might choose one of the other workers. Act out how Francisco might have looked as he waved urgently.

Display word card 69 (🎧 WA3) and have the students say the word *urgent*.

### 7 Play “Urgent or Not Urgent?”

Tell the students that partners will play a game called “Urgent or Not Urgent?” Explain that you will tell a story, and that partners will decide if the situation is urgent or not urgent, and why they think so.

- *You and a friend are running on the playground. Your friend trips and falls and scrapes his knee.*

Ask:



**Q** *Would it be urgent for you to get help for your friend? Why?* [Click **1** on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “It [would/would not] be urgent for me to get help because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, imagine and discuss:

- *You get home from school. There is a telephone message for you from a friend. Your friend’s message says, “I have something important to tell you. Call me back.”*



**Q** *Would it be urgent for you to call your friend back? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “It [would/would not] be urgent for me to call my friend back because . . .”

Point to the word *urgent* and review the pronunciation and meaning of the word.

## EXTENSION

### Discuss the Suffix *-ly*

Remind the students that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Explain that the suffix *-ly* means “in a certain way” or “how.” Explain that when *-ly* is added to the word *urgent*, which means “very important,” it makes the word *urgently*, which means “in an urgent, or very important, way.”

Explain that the suffix *-ly* can be added to other vocabulary words they have learned, and have the students discuss the meaning of each of these words: *frantically*, *speedily*, *fortunately*, *unfortunately*, and *fiercely*.

## Review *Shuffle*, *Swarm*, and *Urgent*

## Day 2

### In this lesson, the students:

- Review and practice using the words *shuffle*, *swarm*, and *urgent* from Day 1
- Build their speaking and listening skills
- Work in a responsible way
- Agree and disagree respectfully

### Words Reviewed

#### **shuffle**

*Shuffle* means “slide the feet along the ground or floor while walking.” When people shuffle, they barely lift their feet. *Shuffle* also means “mix playing cards to change their order.”

#### **swarm**

A *swarm* is a “large group of people or insects that gather or move together.”

#### **urgent**

*Urgent* means “very important.” If something is urgent, it needs to be taken care of immediately.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words that we learned yesterday do you think is particularly interesting? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

### Materials

- Daily review cards (WA4)

shuffle

swarm

urgent

**PROMPT 1:** I think \_\_\_\_\_ is particularly interesting because . . .

1 2 3 4

**PROMPT 1:** “I think [*swarm*] is particularly interesting because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Which Word Goes With?”

Explain that partners will play “Which Word Goes With?” Review that you will write a word where everyone can see it and the students will decide which of this week’s vocabulary words go with the word you wrote and why.

Write the word *help* where everyone can see it.

Ask:



**Q** Which of this week’s words do you think goes with *help*? Why? [Click 2 to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** “We think [*urgent*] goes with *help* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss which vocabulary word goes with these words:

- *worried*

**PROMPT 3:** “We think [*shuffle*] goes with *worried* because . . .”

- *move*

**PROMPT 4:** “We think [*swarm*] goes with *move* because . . .”

### Teacher Note

If the students have trouble making associations, call for attention and give a few examples of an association you might make, or ask questions such as [*help*] “How might the word *urgent* go with *help*?” “When might it be urgent that you get help?” [*worried*] “How might the word *swarm* go with *worried*?” “Might you be worried around a swarm of insects? Why?” and [*move*] “How might the word *shuffle* go with *move*?” “How do people move when they shuffle?”

## EXTENSION

### Explore Spanish Words in *A Day's Work*

Tell the students that they are going to discuss some of the Spanish words that Francisco's grandfather, Abuelo, speaks in *A Day's Work*. Show pages 14–15 and review that Ben hires Francisco and Abuelo to pull weeds. Explain that as you read this part of the story aloud, you want the students to listen for the Spanish word *gracias* and think about what *gracias* might mean. Then read page 14 aloud. Ask:

**Q** *What do you think the Spanish word gracias means? Why do you think that?*

If necessary, explain that *gracias* means “thank you.” Explain that Abuelo says “thank you” to Ben because Ben gives him a hat to wear. Write the word *gracias* where everyone can see it and have the students say the word.

In the same way, discuss the word *bueno* (“all right” or “OK”) on page 16 and the words *muy bonito* (“very pretty”) on page 20. Be sure to read enough of the text so that the students can use context clues to figure out the words' meanings.

## Introduce *Motion*, *Prowl*, and “Blow Your Top”

## Day 3

### In this lesson, the students:

- Learn and use the words *motion* and *prowl* and the idiom “blow your top”
- Review idioms
- Build their speaking and listening skills
- Work in a responsible way

### Words Taught

**motion** (p. 10)

*Motion* means “tell someone something through a movement of the hand, head, or other part of the body.”

**prowl** (p. 18)

*Prowl* means “move quietly or secretly, trying not to be seen or heard.”

**blow your top**

“Blow your top” means “get very angry.”

### Materials

- *A Day's Work*
- Word card 70 (WA5)
- Word card 71 (WA6)
- Word card 72 (WA7)

# INTRODUCE AND USE MOTION

## 1 Introduce and Define *Motion*

Show pages 10–11 of *A Day's Work* and review that Ben decides to hire Francisco and his grandfather. Read the first two paragraphs on page 10 aloud, emphasizing the word *motioned*.

Tell the students that *motion* means “tell someone something through a movement of the hand, head, or other part of the body.” Explain that in addition to using words to tell Francisco and his grandfather to jump into the truck, he also motions to them. Act out how Ben might have motioned.

Display word card 70 (🎧 WA5) and have the students say the word *motion*.

### Teacher Note

The students will probably be familiar with the meaning of *motion* as a noun (the motion of waves, slow motion). You may want to explain that *motion* is “movement, or the way that something moves.”

## 2 Act Out Motioning

Ask the students to watch carefully as you motion for a volunteer to stand up.

Ask:



**Q** *What did you see me do when I motioned for [Darnell] to stand up? [Click 1 on WA5 to reveal the first prompt.] Turn to your partner.*

motion

**PROMPT 1:** When \_\_\_\_\_ **motioned** for  
\_\_\_\_\_ to stand up, [he/she] . . .

1 2

WA5

**PROMPT 1:** “When [Ms. Lee] motioned for [Darnell] to stand up, she . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask:



**Q** *How might you motion for someone to sit down? [Click 2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “To motion for someone to sit down, I might . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Ask each volunteer to act out motioning for someone to sit down.

As a class, have the students discuss and act out how they might motion for someone to:

- *be quiet*
- *follow them*

Point to the word *motion* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE PROWL

### 3 Introduce and Define Prowl

Show pages 18–19 of *A Day’s Work* and review that Francisco and his grandfather are working on the bank by the road. Read the first three paragraphs aloud, emphasizing the word *prowled*.

Explain that *prowl* means “move quietly or secretly, trying not to be seen or heard.”

Explain that animals such as cats prowl, or move quietly or secretly, when they are hunting other animals.

Display word card 71 (🗉 WA6) and have the students say the word *prowl*.

### 4 Act Out Prowling

Explain that people also prowl. Ask the students to watch closely as you act out how a person might prowl.

Ask:



**Q** *What did you notice me doing when I prowled?* [Click ❶ on WA6 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “When [Ms. Lee] prowled, she . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask:



**Q** *Why might a person prowl?* [Click ❷ to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “A person might prowl because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Ask one or two volunteers to act out how they might prowl.

Point to the word *prowl* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE “BLOW YOUR TOP”

### 5 Introduce and Define “Blow Your Top”

Show pages 22–23 of *A Day’s Work* and review that Ben discovers that Francisco and Abuelo have dug up the plants and left the weeds. Then read page 22 aloud.

Tell the students that the last “word” they will learn today is actually a phrase—“blow your top.” Explain that “blow your top” means “get very angry”—so angry that you feel like your head might explode. Explain that Ben blows his top, or gets very angry, when he discovers Francisco and Abuelo’s mistake.

Display word card 72 (🗨️ WA7) and have the students say the phrase “blow your top.”

Point to “blow your top,” and explain that “blow your top” is an idiom. Remind the students that an *idiom* is an “expression or phrase that means something different from what it appears to mean.”

Explain that when we say a person blows his top, we do not mean that the top actually blows off the person’s head. We mean that the person gets very angry.

### 6 Discuss Things That Might Make the Students Blow Their Tops

Explain that when you blow your top, you are more than a little upset or annoyed. You are furious.

Tell the students that you will describe a situation and partners will discuss whether the situation would make them blow their tops, and why. Explain that partners may not always agree, and that is fine. What is important is that they explain their thinking.

Begin by saying:

- *Your best friend says she will go to a movie with you on Saturday. You’re excited because it’s a movie you really want to see. Then, on Saturday morning, your friend tells you she can’t go.*

#### Teacher Note

For a list of common idioms, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Idioms” list in the General Resources section.



**Q** *Would you blow your top if your friend said she couldn't go to the movie? Why?* [Click 1 on WA7 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** "I [would/would not] blow my top because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following scenarios:

- *You worked very hard to build a model volcano for a science project. You are carrying it to school and you trip. You drop the volcano, and it breaks into pieces.*
- *You are wearing a brand new jacket. You are walking across the playground and the sprinklers come on, soaking you from head to toe.*

Point to the idiom "blow your top" and review the pronunciation and meaning of the phrase.

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## MORE STRATEGY PRACTICE

### Review the Prefix *re-* and Discuss the Word *Replanted*

Write this paragraph from page 26 of *A Day's Work* on chart paper, and underline the word *replanted*: "Ben said they would. "The roots are still there. If they're replanted early, they'll be all right."

Show pages 26–27 and review that Abuelo learns that he and Francisco took out all the plants and left the weeds. Francisco asks Ben whether or not the plants will live.

Direct the students' attention to the charted sentences and explain that this is how Ben replies to Francisco's question. Explain that as you read these sentences, you want the students to think about what the word *replanted* might mean. Then read the sentences aloud.

Point to the word *replanted* in the charted sentence, and remind the students that *re-* is a prefix that means "again." Ask:

**Q** *Based on what you know about the prefix *re-* and what is happening in the story, what do you think the word *replanted* might mean?*

Have a few volunteers share their thinking.

If necessary, explain that *replanted* means "planted again." Explain that Ben says that if the plants are planted again soon, they will survive.

### Materials

- Chart paper and a marker

## EXTENSION

### Discuss the Suffix *-er* and the Word *Prowler*

Prepare a sheet of chart paper titled “*-er* Words.” On the paper, write the words *prowl* and *prowler*. Remind the students that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Explain that the suffix *-er* means a “person who.” Explain that when you add *-er* to *prowl*, it makes the word *prowler*. Ask the students what they think the word *prowler* might mean, and explain that a *prowler* is a “person who prowls, or moves quietly, through a house or building in order to steal things.”

Explain that the suffix *-er* is used in many words. Add a few examples to the chart and discuss each one (for example, *teach/teacher*, *write/writer*, and *run/runner*). Then ask the students for other examples and add them to the list. If the students struggle to think of words, stimulate their thinking by asking questions such as “What do you call a person who gardens? drives? manages? leads? follows? listens?”

Encourage the students to listen and watch for other *-er* words and add them to the chart.

# Day 4

## Review *Motion*, *Prowl*, and “Blow Your Top”

### Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 8 Crossword Puzzle” (BLM3) for each student

### In this lesson, the students:

- Review and practice using the words *motion* and *prowl* and the idiom “blow your top” from Day 3
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### **motion**

*Motion* means “tell someone something through a movement of the hand, head, or other part of the body.”

#### **prowl**

*Prowl* means “move quietly or secretly, trying not to be seen or heard.”

#### **blow your top**

“Blow your top” means “get very angry.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA8). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words we learned yesterday was the most fun to talk about? Why? [Click **1** on WA8 to reveal the first prompt.] Turn to your partner.

motionprowlblow your top

**PROMPT 1:** I think \_\_\_\_\_ was the most fun to talk about because . . .

1 2

WA8

**PROMPT 1:** “I think [*prowl*] was the most fun to talk about because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Which Word Am I?”

Explain that partners will play “Which Word Am I?” Review that you will give a clue about one of the words and partners will figure out the word.

Begin by saying:

- *I’m what you might do if you were very angry.*



**Q** Which word am I? Why? [Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think [*blow your top*] is the word because . . .”

## Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

## Teacher Note

To provide students with additional review of words taught during Weeks 11 and 12, you might distribute a copy of the "Week 12 Crossword Puzzle" (BLM3) to each student.

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I'm what you do if you are sneaking up on someone.* (prowl)
- *I'm what you do when you shake your head "no."* (motion)
- *I'm what a tiger does when it is hunting.* (prowl)
- *I'm what you might do if your younger brother steps on your sand castle.* (blow your top)
- *I'm what you do when you wave for someone to come to you.* (motion)

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- "Class Vocabulary Assessment Record" sheet (CA1)
- Class set of the "Individual Vocabulary Assessment: Word Check 3" answer sheet (IA1)
- Class set of the "Individual Vocabulary Assessment Student Record" sheet (SR1)
- "Individual Vocabulary Assessment Class Record" sheet (CR1)
- (Optional) Class set of the "Student Self-assessment" response sheet (SA1)

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way
- Use prompts to build on one another's thinking

### Words Reviewed

#### belongings

*Belongings* are "things someone owns, or things that belong to someone."

#### faint

*Faint* means "not clear or strong." If something is faint, it is difficult to hear, see, or smell. *Faint* also means "become dizzy and lose consciousness."

#### immature

*Immature* means "childish or silly." An immature person acts like someone much younger.

#### reconsider

*Reconsider* means "think again about a decision." Sometimes when you reconsider a decision, you change your mind.

#### savory

*Savory* means "pleasant to smell or taste."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗨️ WA9). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Finish the Story”

Tell the students that partners will play the game “Finish the Story.” Review that you will tell a story, leaving off the last word. Explain that partners will finish the story by deciding which of the ongoing review words makes the best ending for it.

Display the ongoing review activity (🗨️ WA10) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud twice, slowly and clearly.
  - Story 1: *Jamal is afraid of snakes. On a trip to the zoo, he is scared to go into the reptile house. His friend Lanie tries to coax him by saying, “The snakes are behind glass and there are lots of other cool reptiles like lizards and crocodiles!” Jamal replies, “All right, maybe I will \_\_\_\_\_.”*
2. Give the students a few moments to think about the story. Then point to the five word choices and ask:



- Q** Which vocabulary word makes the best ending for the story? Why? [Click ❶ again to reveal the prompt.] Turn to your partner.

**PROMPT:** “I think the word [*reconsider*] makes the best ending because . . .”

Have partners use the prompt to share their thinking. After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

### Teacher Note

Each story on the ongoing review activity (WA10) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

belongings	faint	immature	<b>reconsider</b>	savory
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**STORY 1:** Jamal is afraid of snakes. On a trip to the zoo, he is scared to go into the reptile house. His friend Lanie tries to coax him by saying, “The snakes are behind glass and there are lots of other cool reptiles like lizards and crocodiles!” Jamal replies, “All right, maybe I will reconsider.”

1 2 3 4 5

4. Click 1 to clear the screen.

Use the same procedure to discuss the remaining stories.

- Story 2: *Jake and Mira came home from school and smelled something delicious cooking. Jake peered into the kitchen and asked, “Dad, what are you making that smells so yummy and \_\_\_\_\_?” (savory)*
- Story 3: *Yolanda wants to go to the park to meet her friends. Her father says she can’t go because he needs her help cooking dinner. Yolanda runs upstairs and pouts in her room. Yolanda is being \_\_\_\_\_. (immature)*
- Story 4: *Tim and his mother are hiking in the forest. They hear an animal whimpering and crying. They try to follow the noise but the sound is very \_\_\_\_\_. (faint)*
- Story 5: *On the last day of summer camp, Juanita doesn’t want to leave because she is having too much fun. She begs, “Please, Mom, let me stay another week.” Her mother replies, “It’s time to go, Juanita. Pack your \_\_\_\_\_.” (belongings)*



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses indicate that they understand the words' meanings?
- Can they explain why they choose each word to finish a story?
- Are they using the words in their writing?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 170 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 5, Day 5, Step 2).

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 13 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 9-12 by using the "Individual Vocabulary Assessment: Word Check 3" answer sheet (IA1) on page 174 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 171 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 9-12 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 175 of the *Assessment Resource Book*.

# Week 13

## RESOURCES



### Read-aloud

- *Mailing May* by Michael O. Tunnell, illustrated by Ted Rand

### More Strategy Practice

- “Discuss Shades of Meaning and the Words *Surprised* and *Flabbergasted*”

### Extensions

- “Explore the Suffix *-some*”
- “Explore the Prefix *im-*”



### More ELL Support

- “Discuss Where the Students Would Like to Be ‘Mailed To’”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 13 family letter (BLM1)
- (Optional) “Week 13 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

slog  
commence  
flabbergasted  
permissible  
*impermissible*  
adventuresome

## Words Reviewed

cling  
joyful  
motion  
swarm  
urgent

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing shades of meaning (review)
- Recognizing antonyms (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review synonyms and antonyms.
- Students review shades of meaning.
- Students review words learned earlier.
- Students discuss the prefix *im-*.

## Social Development Focus

- Students work in a responsible way.
- Students use the prompts to build on one another's thinking.
- Students agree and disagree respectfully.
- Students share their partner's thinking with the class.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Shades of Meaning with *Surprised* and *Flabbergasted*” on page 264.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 13 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Slog*, *Commence*, and *Flabbergasted*

# Day 1

## In this lesson, the students:

- Learn and use the words *slog*, *commence*, and *flabbergasted*
- Review synonyms
- Review shades of meaning
- Build their speaking and listening skills
- Work in a responsible way

## Words Taught

### **slog** (p. 6)

*Slog* means “walk slowly and heavily, as if you are walking through deep snow or mud.”

### **commence** (p. 9)

*Commence* means “begin or start.”

### **flabbergasted** (p. 15)

*Flabbergasted* means “very surprised, or shocked or astonished.”

## INTRODUCE AND USE SLOG

### 1 Introduce and Define *Slog* and Review Shades of Meaning

Briefly review *Mailing May*.

Show pages 6–7 and review that May wants to earn money to buy a train ticket. She walks through the snow to Mr. Alexander’s Department Store to ask for a job. Read the last two paragraphs on page 6 aloud, emphasizing the word *slogged*.

Tell the students that *slog* means about the same things as *walk*, with this important difference: if you *slog*, you don’t just walk, you walk slowly and heavily. Explain that May *slogged* her way home, or walked slowly and heavily, because she was walking through deep snow. Point out that when you walk through deep snow it is difficult to lift your feet, so you walk slowly and with heavy steps. Act out how May might have looked as she *slogged* through the snow.

Display word card 73 (🗉 WA1) and ask the students to say the word *slog*.

## Materials

- *Mailing May*
- Word card 73 (WA1)
- Word card 74 (WA2)
- Word card 75 (WA3)

### Teacher Note

If you started a “Just the Right Word” chart, add the word *slog* along with its definition, “walk slowly and heavily.”

### Teacher Note

You might remind the students that previously they learned the word *shuffle*, and point out that *shuffle* and *slog* are both ways of walking, but they are different. Review that *shuffle* means “slide the feet along the ground or floor while walking,” and show the students the difference between shuffling and slogging by acting out these two ways of walking.

## 2 Discuss Slogging Through Mud

Have the students imagine they are walking across a muddy field after a heavy rain. The mud is very deep—up to their ankles.

Ask:

-  **Q** *Would you slog, or walk slowly and heavily, across the muddy field? Why?* [Click **1** on WA1 to reveal the prompt.] *Turn to your partner.*

WA1

slog

**PROMPT 1:** I [would/would not] **slog** across the muddy field because . . .

**1** **2**

**PROMPT 1:** “I [would/would not] slog across the muddy field because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Then ask a volunteer to act out slogging across a field of deep mud. Follow up by asking:

- Q** *What did you see [Tran] do when he slogged across the field?*

Ask the students to imagine they are walking across the same field a week later. The mud has dried and the ground is solid under their feet.

Ask:

-  **Q** *Would you slog across the dry field? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] slog across the dry field because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *slog* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE COMMENCE

### 3 Introduce and Define *Commence* and Review Synonyms

Show pages 8–9 of *Mailing May* and review that May is disappointed because she cannot find a way to visit her grandmother. Read the first paragraph on page 9 aloud, emphasizing the word *commenced*.

Tell the students that *commence* means “begin or start,” and explain that *commence*, *begin*, and *start* are synonyms. Point out that when May’s parents commence, or begin, whispering and peeking at her, it makes her feel worse.

Display word card 74 (🌐 WA2) and ask the students to say the word *commence*.

### 4 Discuss When Activities Commence

Ask:



**Q** *When does our school day commence?* [Click 1 on WA2 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “[Our school day] commences . . .”

Then discuss as a class:

**Q** *When does recess usually commence?*

**Q** *When does lunch commence?*

Point to the word *commence* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE FLABBERGASTED

### 5 Introduce and Define *Flabbergasted* and Review Shades of Meaning

Show pages 14–15 of *Mailing May* and review that Pa and Leonard take May to the train station to talk to the postmaster, Sam Perkins. Read page 15 aloud, emphasizing the word *flabbergasted*.

Explain that *flabbergasted* means about the same thing as *surprised*, with this important difference: If you are flabbergasted, you are not just a little surprised, you are very surprised. You are shocked or astonished. Explain that May and Mr. Perkins are flabbergasted, or very surprised, when Pa says he wants to mail May.

#### ELL Note

The Spanish cognate of *commence* is *comenzar*.

#### Teacher Note

If you have started a synonym chart, add *commence*, *begin*, and *start* to it. You may also want to explain that *commence* and *end* are *antonyms*, or “words with opposite meanings.” If you have started an antonym chart, you may want to add *commence* and *end* to it.

#### Teacher Note

You may want to explain that *flabbergasted*, *surprised*, *shocked*, and *astonished* are synonyms and add them to the synonym chart.

### Teacher Note

If you started a “Just the Right Word” chart, add the word *flabbergasted* along with its definition, “very surprised, or shocked or astonished.”

### ELL Note

As you describe being flabbergasted, act out what you did and said. For example, you might open your eyes wide, cover your mouth with your hand, or gasp and say, “Oh, wow!”

### Teacher Note

Support struggling students by asking questions such as “When have you been very surprised by something someone said to you?” or “When have you been very surprised by something you saw someone do in person or on TV or in a movie?” Alternatively, ask “When have you seen someone who was very surprised? Why was the person surprised?”

Display word card 75 ( WA3) and have the students say the word *flabbergasted*.

## 6 Discuss Being Flabbergasted

Describe a time when you were flabbergasted.

### You might say:

“I was flabbergasted when I opened my garage door one day and found that there was a pigeon in the garage. I was even more flabbergasted when the pigeon walked right up to me expecting to be fed!”

Use “Think, Pair, Share” to discuss:



**Q** *When have you been flabbergasted, or very surprised? Why were you flabbergasted?* [Pause; click **1** on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I was flabbergasted when . . .”

Follow up by asking:

**Q** *How did you look when you were flabbergasted [by your surprise party]?*

**Q** *What did you say?*

Point to the word *flabbergasted* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Discuss Shades of Meaning with *Surprised* and *Flabbergasted*

Write the words *surprised* and *flabbergasted* where everyone can see them. As a class, discuss:

**Q** *How are the words surprised and flabbergasted alike? How are they different?*

If necessary, review that *surprised* and *flabbergasted* mean about the same thing, with one important difference: If you are flabbergasted, you are not just a little surprised, you are *very* surprised. You are shocked or astonished.

Explain that you are going to describe something. Partners will discuss whether they would be a little surprised by it, or whether they would be flabbergasted by it, and why.

Begin by saying:

- *You are walking to school. A monkey whizzes by you on a bicycle.*

Ask:

- Q** *Would you be a little surprised, or would you be flabbergasted, if a monkey whizzed by you? Why? Turn to your partner.*

**PROMPT:** “I would be [flabbergasted] because . . .”

Have one or two volunteers share their thinking. In the same way, discuss one or both of the following:

- *At school, you see the janitor mopping the floor.*
- *During class, a flimsy bookshelf snaps and all the books crash to the floor.*



## MORE ELL SUPPORT

### Discuss Where the Students Would Like to Be “Mailed To”

Show pages 20–21 of *Mailing May* and review that May is “mailed to” Lewiston, Idaho, to visit her grandmother—she rides in the mail car of a train because her parents cannot afford a ticket. Read page 21 aloud.

Ask the students to think about a place they would like to be “mailed to”—or travel to on a train or airplane—and why they would like to go there. Then ask:

- Q** *Where would you like to be “mailed to” and why?*

Have the students use the prompt to share their thinking with a partner:

**PROMPT:** “I would like to be ‘mailed to’ [Los Angeles] because [my cousins live there and we always have so much fun together playing at the beach].”

### Teacher Note

You might remind the students that they learned the word *whiz* (“move very fast”) earlier.

# Day 2

## Review *Slog*, *Commence*, and *Flabbergasted*

### Materials

- Daily review cards (WA4)
- “Tell Me a Story” chart (WA5)

### In this lesson, the students:

- Review and practice using the words *slog*, *commence*, and *flabbergasted* from Day 1
- Build their speaking and listening skills
- Use prompts to build on one another’s thinking

### Words Reviewed

#### slog

*Slog* means “walk slowly and heavily, as if you are walking through deep snow or mud.”

#### commence

*Commence* means “begin or start.”

#### flabbergasted

*Flabbergasted* means “very surprised, or shocked or astonished.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** Which word do you think is the most fun to use? Why? [Click 1 on WA4 to reveal the prompt.] Turn to your partner.

slog commence flabbergasted

**PROMPT 1:** I think \_\_\_\_\_ is the most fun to use because . . .

1

WA4

**PROMPT 1:** “I think [*flabbergasted*] is the most fun to use because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## 2 Do the Activity “Tell Me a Story”

Explain that partners will do the activity “Tell Me a Story.” Remind the students that you will tell them the beginning of a story that includes a vocabulary word. They will use what they know about the word and their imaginations to make up an ending for the story.

Display the “Tell Me a Story” chart (🗺️ WA5). Point to story 1 and begin by reading the story aloud twice, slowly and clearly (see WA5 below).

- Story 1: *George and Jane are living in the rainforest. They leave their hut to find food. They slog through . . .*



**Q** How might you finish the story? [Point to prompt 1.] Turn to your partner.

### Tell Me a Story

George and Jane are living in the rainforest. They leave their hut to find food. They slog through . . .

\_\_\_\_\_

**PROMPT 1:** They **slog** through . . .

**PROMPT 2:** George and Jane would **slog** through \_\_\_\_\_ because . . .

WA5

**PROMPT 1:** “They slog through . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** Why would George and Jane slog through [*deep piles of wet leaves*]?

Point to prompt 2 (WA5) and have the volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “George and Jane would slog through [*deep piles of wet leaves*] because . . .”

### Teacher Note

If the students have difficulty thinking of an ending, review the definition of *slog* and think aloud about an ending. (For example, say “They slog through a river of mud and deep piles of wet leaves covering the forest floor.”) Then reread the beginning of the story and repeat the question.

Discuss the following stories using the same procedure:

- Story 2: *George and Jane are resting under a kapok tree. They hear thunder and realize that a storm is coming. When the rain commences, they . . .*



**Q** *How might you finish this story? [Point to prompt 1.] Turn to your partner.*

**PROMPT 3:** “When the rain commences, they . . .”

Follow up by asking:

**Q** *Why would George and Jane [find shelter under a tree] when the rain commences?*

Point to prompt 2. Have the volunteers use the prompt to share their thinking with the class.

**PROMPT 4:** “George and Jane [find shelter under a tree] when the rain commences because . . .”

- Story 3: *George and Jane return to their hut. They are flabbergasted when . . .*



**Q** *How might you finish this story? [Point to prompt 1.] Turn to your partner.*

**PROMPT 5:** “They are flabbergasted when . . .”

Follow up by asking:

**Q** *Why would George and Jane be flabbergasted if [their hut collapsed during the storm]?*

Point to prompt 2. Have the volunteers use the prompt to share their thinking with the class.

**PROMPT 6:** “George and Jane are flabbergasted when they see [their hut collapsed during the storm] because . . .”

# Introduce *Permissible*, *Impermissible*, and *Adventuresome*

## Day 3

### In this lesson, the students:

- Learn and use the words *permissible*, *impermissible*, and *adventuresome*
- Review antonyms
- Build their speaking and listening skills
- Share their partners' thinking with the class
- Work in a responsible way

### Words Taught

#### **permissible** (p. 16)

*Permissible* means “allowed or permitted.” If something is permissible, you can do it.

#### **impermissible**

*Impermissible* means “not allowed or permitted.” If something is impermissible, you may not do it.

#### **adventuresome** (p. 22)

If you are feeling adventuresome, you are feeling bold and ready for an adventure.

## INTRODUCE AND USE *PERMISSIBLE*

### 1 Introduce and Define *Permissible*

Show pages 16–17 of *Mailing May* and remind the students that May and her father ask Mr. Perkins if he can mail May to her grandmother. Read the following sentence aloud, emphasizing the word *permissible*: “Well, the rule book says nothing about children, but it is permissible to mail baby chicks.”

Tell the students that *permissible* means “allowed or permitted.” Explain that if something is permissible, you can do it. Review that Mr. Perkins jokes that he does not know if he can mail a girl but he does know he can mail baby chicks because that is permissible, or allowed.

Display word cards 76–77 (🗉 WA6) and reveal word card 76. Have the students say the word *permissible*.

### Materials

- *Mailing May*
- Word cards 76–77 (WA6)
- Word card 78 (WA7)

### Teacher Note

You may want to mention that *permissible*, *allowed*, and *permitted* are synonyms. If you have started a synonym chart, add the words to it at the end of the lesson.

# INTRODUCE AND USE IMPERMISSIBLE

## 2 Introduce *Impermissible* and Review Antonyms

Show pages 16–17 of *Mailing May* again, and remind the students that according to Mr. Perkins, “The postal code says not to mail lizards or insects or anything smelly.” Explain that mailing these things is impermissible and that *impermissible* is the next word the students will learn today. Explain that *impermissible* means “not allowed or permitted.” If something is impermissible, you may not do it. Explain that *permissible* and *impermissible* are *antonyms*, or “words with opposite meanings.”

Reveal word card 77 (WA6) and have the students say the word *impermissible*.

## 3 Discuss What Is Permissible and Impermissible in the Classroom

Give a few examples of things that are permissible in the classroom.

### You might say:

“In our classroom, it is permissible to write stories during writing time, ask questions if we raise our hands, and talk with our partners during ‘Turn to Your Partner.’”

Explain that you are going to ask partners to discuss questions about the word *permissible* and that you want them to be ready to share their partners’ thinking with the class. Use “Think, Pair, Share” to discuss:



**Q** *What else is permissible in the classroom? What else are you allowed to do?* [Pause; click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

Have the students use the prompt to take turns answering the questions:

permissible impermissible

**PROMPT 1:** It is **permissible** to . . .

1 2 3 4

WA6

**PROMPT 1:** “It is permissible to . . .”

After partners have talked, click 2 on word card 77 (WA6) to reveal the next prompt, and have one or two volunteers use the prompt to share their partner’s thinking with the class.

**PROMPT 2:** “[Jenn] said it is permissible to . . .”

Using the same procedure, discuss:



**Q** *What is something impermissible, or not allowed, in the classroom? Why is it impermissible? [Click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “[Running] is impermissible because . . .”

Click 4 to reveal the next prompt and have a few volunteers use the prompt to share their partner’s thinking with the class.

**PROMPT 4:** “[Alex] said [interrupting someone who is talking] is impermissible because . . .”

Point to the words *permissible* and *impermissible* and review the pronunciation and meaning of each word.

## INTRODUCE AND USE ADVENTURESOME

### 4 Introduce and Define *Adventuresome*

Show pages 22–23 of *Mailing May* and review that Leonard helps May board the train. Read this paragraph aloud, emphasizing the word *adventuresome*: “At exactly seven o’clock, the train chugged away from my home and headed down the mountain. I felt as adventuresome as Daniel Boone!”

Explain that if you are feeling adventuresome, you are feeling bold and ready for an adventure. Point out that May feels adventuresome, or bold and ready for an adventure, because she is traveling as mail on the train.

Display word card 78 (WA7) and have the students say the word *adventuresome*. Point out the word *adventure* in *adventuresome*.

### 5 Discuss Feeling Adventuresome

Tell the students about a time when you felt adventuresome.

**You might say:**

“Last weekend I was feeling adventuresome—I was in the mood to try something new and exciting. So I decided to give inline skating a try. I had never done it before, so I was a little anxious, but I tried it anyway. I had a wonderful time.”

#### Teacher Note

If the students need further practice with the words *permissible* and *impermissible*, ask questions such as “What is [permissible/impermissible] on the playground?” and “What is [permissible/impermissible] in the cafeteria?”

#### Teacher Note

You might point out that Daniel Boone was a famous American pioneer, or explorer.

#### Teacher Note

If necessary, explain that *bold* means “brave” and that an *adventure* is an “unusual or exciting experience that you will remember.”

#### Teacher Note

You might want to explain that the words *adventuresome* and *adventure* are related and that the word *adventuresome* is formed by adding the suffix *-some* to the word *adventure*. For more about the suffix *-some*, see the extension activity “Explore the Suffix *-some*.”

## Teacher Note

Support struggling students by asking questions such as “What is something you want to do but have never done before?” and “If you were bored and wanted to do something exciting, what might you do?”

## Teacher Note

You might explain that a *suffix* is a “letter or a group of letters that is added to the end of a word to make a new word.”

Use “Think, Pair, Share” to discuss:



**Q** *If you felt adventuresome, what might you do? Why?* [Pause; click **1** on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “If I felt adventuresome, I might [go on a roller coaster] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *adventuresome* and review the pronunciation and meaning of the word.

## EXTENSIONS

### Explore the Suffix *-some*

Write the word *adventure* where everyone can see it. Explain that *adventure* is a noun that means “exciting experience.” Write the word *adventuresome* next to the word *adventure*. Underline the suffix *-some* in the word *adventuresome*, and explain that *-some* is a suffix. Explain that the suffix *-some* means “full of, or causing.” Explain that when you add the suffix *-some* to the noun *adventure*, you make the adjective *adventuresome*, which means “full of adventure.”

Write the word *trouble* where everyone can see it. Explain that *trouble* is a noun that means “problems or difficulties.” Ask:

**Q** *What word do we make when we add the suffix -some to the word trouble?*

**Q** *What do you mean when you say something is troublesome?*

If necessary, explain that when we add *-some* to *trouble* we make the adjective *troublesome*, which means “causing problems or trouble.”

Using the same procedure, discuss the words *quarrel* and *quarrelsome* and *awe* and *awesome*.

### Explore the Prefix *im-*

Write the word *impermissible* where everyone can see it. Explain that *im-* is a prefix that means “not” and that when you add the prefix *im-* to the word *permissible*, which means “allowed or permitted,” you make the word *impermissible*, which means “not allowed or permitted.”

Tell the students that knowing that the prefix *im-* means “not” can help them figure out the meanings of other words that use the prefix. Write the word *possible* on the board. Ask:

**Q** *What do you know about the word possible? What do we mean when we say something is possible?*

If necessary, explain that if something is possible, it can be done. Ask:

**Q** *What word do we make when we add the prefix *im-* to possible?*

Write the word *impossible* on the board. Ask:

**Q** *Based on what you know about the word possible and the prefix *im-*, what does impossible mean?*

If necessary, explain that if something is impossible, it is not possible. It cannot be done. In the same way, discuss the meanings of other words that use the prefix, such as *imperfect* and *impolite*.

## Review Permissible, Impermissible, and Adventuresome

# Day 4

### In this lesson, the students:

- Review and practice using the words *permissible*, *impermissible*, and *adventuresome* from Day 3
- Build their speaking and listening skills
- Work in a responsible way
- Agree and disagree respectfully

### Words Reviewed

#### **permissible**

*Permissible* means “allowed or permitted.” If something is permissible, you can do it.

#### **impermissible**

*Impermissible* means “not allowed or permitted.” If something is impermissible, you may not do it.

#### **adventuresome**

If you are feeling adventuresome, you are feeling bold and ready for an adventure.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

### Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student

Ask:

-  **Q** Which of the words we learned yesterday might you use in your writing? How might you use the word? [Click **1** on WA8 to reveal the first prompt.] Turn to your partner.

WA8

permissible   impermissible   adventuresome

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

**1**   **2**   **3**   **4**

**PROMPT 1:** “I might use the word [*impermissible*]. I might write . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### **2** Use the Words to Answer Questions

Ask:

-  **Q** What is permissible for you to do at home after school? [Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “It is permissible for me to . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

-  **Q** What is impermissible for you to do at home after school? [Click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “It is impermissible for me to . . .”

-  **Q** Do you think you are an adventuresome person? Why? [Click **4** to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I think I [am/am not] an adventuresome person because . . .”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

## In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Use prompts to build on one another's thinking

## Words Reviewed

### cling

*Cling* means "hold onto someone or something very tightly."

### joyful

*Joyful* means "full of joy or very happy."

### motion

*Motion* means "tell someone something through a movement of the hand, head, or other part of the body."

### swarm

A *swarm* is a "large group of people or insects that gather or move together."

### urgent

*Urgent* means "very important." If something is urgent, it needs to be taken care of immediately.

## ABOUT USING VOCABULARY WORDS IN SENTENCES

Using a vocabulary word in a sentence is an excellent way for the students to demonstrate their understanding of the word. However, creating a sentence that conveys a word's meaning—a sentence that goes beyond "She contemplates" or "It was meager"—can be challenging. In this lesson, the students are introduced to using words in sentences through an activity called "Create a Sentence." The students begin by completing sentences you start. In subsequent lessons, these sentence starters gradually disappear, and the students develop their own sentences, supported by teacher questions as needed. For more information about "Create a Sentence" and other activities, see "Questions and Activities" in the Introduction.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA9). Review the pronunciation and meaning of each word.

## Materials

- Ongoing review cards (WA9)

### Teacher Note

If the students struggle to complete the sentence, remind them that if something is urgent it is very important and must be done. Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. (For example, say “Before going to bed, it is urgent that you brush your teeth,” or “Before going to bed, it is urgent that you put your pajamas on.”) Then reread the sentence starter and repeat the questions.

### Teacher Note

The purpose of the follow-up question is to encourage the students to think more deeply about the word and whether the volunteer’s sentence conveys the word’s meaning.

## PRACTICE USING THE WORDS

### 2 Introduce the Activity “Create a Sentence”

Tell the students that partners will do an activity called “Create a Sentence.” Explain that you will read aloud the beginning of a sentence that uses a vocabulary word. They will use what they know about the word and their imaginations to finish the sentence. Explain that before partners do the activity together, they will practice as a class.

Point to the word *urgent* and review that *urgent* means “very important.” If something is urgent, it needs to be taken care of immediately. Then read the following sentence starter aloud twice, slowly and clearly:

- *Before going to bed, it is urgent . . .*

Discuss as a class:

- Q *How might you complete the sentence? What urgent, or very important, thing must you do before you go to bed?*

Click **1** on the ongoing review cards (WA9) to reveal the prompt. Have a few volunteers use the prompt to share their thinking with the class.

WA9

clingjoyfulmotion

swarmurgent

**PROMPT 1:** Before going to bed, it is **urgent** that \_\_\_\_\_ because . . .

1 2 3 4 5

**PROMPT 1:** “Before going to bed, it is urgent that [you brush your teeth] because . . .”

Follow up by asking:

- Q *Does it make sense to say “Before going to bed, it is urgent that [you brush your teeth]”? Why?*

### 3 Do the Activity in Pairs

Point to the word *cling* and explain that the next sentence uses the word *cling*. Review that *cling* means “hold onto someone or something very tightly.” Then read the following sentence starter aloud twice, slowly and clearly:

- *During the movie, Sophia screams and clings . . .*

Use “Think, Pair, Share” to discuss:



**Q** *How might you complete the sentence? What might Sophia cling to during the movie? Why might she cling?* [Pause; click 2 to reveal the prompt.] *Turn to your partner.*

Have partners use the prompt to discuss how they might complete the sentence.

**PROMPT 2:** “During the movie, Sophia screams and clings to [her brother] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *Does it make sense to say “During the movie, Sophia screams and clings to [her brother]”? Why?*

Point to the word *joyful* and explain that the next sentence uses this word. Review that *joyful* means “full of joy or very happy.” Then read the following sentence starter aloud twice, slowly and clearly:

- *After Mikko’s graduation, there was a joyful . . .*

Use “Think, Pair, Share” to discuss:



**Q** *How might you complete the sentence? What joyful event might there be after a graduation?* [Pause; click 3 to reveal the prompt.] *Turn to your partner.*

Have partners discuss how they might complete the sentence.

**PROMPT 3:** “After Mikko’s graduation, there was a joyful . . .”

After partners have talked, have a few volunteers share their thinking with the class.

Follow up by asking:

**Q** *Does it make sense to say “After Mikko’s graduation, there was a joyful [celebration with music and presents]”? Why?*

**TEKS 1.D.i**  
Student/Teacher Activity  
Step 3 (all)

#### Teacher Note

Support struggling students by reminding them that people cling, or hold onto someone or something very tightly, when they feel afraid or unsafe. Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. (For example, say “During the movie, Sophia screams and clings to her brother because she is excited.” or “During the movie, Sophia screams and clings to the couch because a scary monster jumps out of the bushes.”) Then reread the sentence starter and repeat the questions.

#### Teacher Note

Support struggling students by reminding them that *joyful* means “full of joy or very happy.” Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. (For example, say “After Mikko’s graduation, there was a joyful celebration with music and presents” or “After Mikko’s graduation, there was a joyful party with family and friends.”) Reread the sentence starter and repeat the questions.

## 4 Discuss Questions About the Remaining Words

Tell the students that you will ask them questions about the words they did not review in “Create a Sentence,” and they will discuss the questions with their partner. Ask:

[motion]



**Q** *When might you motion someone to be quiet?* [Click 4 to reveal the prompt.] *Turn to your partner.*

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 4:** “I would motion someone to be quiet . . .”

Using the same procedure, discuss the following question.

[swarm]



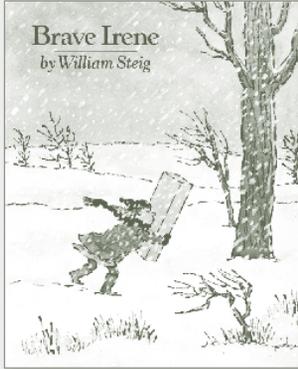
**Q** *What would you do if a swarm of bees got into your house?* [Click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “If a swarm of bees got into my house, I would . . .”



# Week 14

## RESOURCES



### Read-aloud

- *Brave Irene* by William Steig

### More Strategy Practice

- “Use an Online Dictionary”
- “Discuss Another Meaning of *Delirious*”

### Extensions

- “Discuss the Suffix *-er* and the Word *Adviser*”
- “Discuss the Related Words *Snug* and *Snuggle*”
- “Explore Vivid Verbs in *Brave Irene*”

### Assessment Resource Book

- Week 14 vocabulary assessment



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA9

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 14 family letter (BLM1)
- (Optional) “Week 14 Word Cards” (BLM2)
- (Optional) “Week 14 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

coax  
snug  
advise  
delirious  
fret  
cherish

## Words Reviewed

adventuresome  
commence  
flabbergasted  
prowl  
slog

## Word-learning Strategies

- Recognizing shades of meaning (review)
- Recognizing words with multiple meanings (review)
- Recognizing synonyms (review)

## Vocabulary Focus

- Students learn and use six words from the story.
- Students review shades of meaning.
- Students review words with multiple meanings.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Use an Online Dictionary” on page 293.
- ✓ (Optional) Prior to Day 4, review the more strategy practice activity “Discuss Another Meaning of *Delirious*” on page 296.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 178 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 14 Word Cards” (BLM2) and “Week 14 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce Coax, Snug, and Advise

# Day 1

## In this lesson, the students:

- Learn and use the words *coax*, *snug*, and *advise*
- Build their speaking and listening skills
- Work in a responsible way

## Words Taught

**coax** (p. 4)

*Coax* means “persuade someone to do something by talking to the person gently and kindly.”

**snug** (p. 5)

*Snug* means “comfortable, warm, and cozy.”

**advise** (p. 16)

*Advise* means “tell someone what you think he or she should do.”

## INTRODUCE AND USE COAX

### 1 Introduce and Define Coax

Briefly review *Brave Irene*.

Show pages 4–5 and review that Irene’s mother is too tired to deliver the duchess’s gown. Reread page 4 aloud, emphasizing the word *coax*.

Explain that *coax* means “persuade someone to do something by talking to the person gently and kindly.” Explain that Irene coaxes, or gently persuades, her mother to lie down because she knows her mother is not feeling well and needs to rest.

Display word card 79 (🌐 WA1) and have the students say the word *coax*.

### 2 Discuss and Act Out Coaxing

Give an example of a time you coaxed a person or animal, and act out what you said and the gentle tone of voice you used.

**You might say:**

“I once coaxed a frightened cat down from a tree. I said, ‘Please, little kitty, come down from the tree.’”

## Materials

- *Brave Irene*
- Word card 79 (WA1)
- Word card 80 (WA2)
- Word card 81 (WA3)

## ELL Note

You might act out what Irene could have said to coax her mother into bed, using a gentle tone. For example, say “You should rest, Mama. Please get into bed. I’ll take the dress to the duchess.”

## Teacher Note

If the students struggle to recall when they coaxed a person or animal, ask them to discuss when they saw someone coaxing a person or animal or have them imagine a situation in which someone might have to coax a person or animal.

Use “Think, Pair, Share” to discuss:



**Q** *When have you coaxed a person or animal? What did you say? [Pause; click 1 on WA1 to reveal the prompt.] Turn to your partner.*

coax

**PROMPT 1: I coaxed . . .**

1

WA1

**PROMPT 1:** “I coaxed . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Ask one or two volunteers to act out what they said when they coaxed. Remind them to use a gentle tone of voice.

Explain that you are going to give partners a chance to practice coaxing each other. Ask the students to imagine the following scenario:

- *You and your partner are at the amusement park. You want to go on the roller coaster, but your partner doesn't.*

Ask:



**Q** *What might you say to coax your partner to go on the roller coaster with you? Turn to your partner.*

Remind the students to use a gentle tone of voice when they coax their partners.

When most pairs have finished, call for their attention. Have one or two pairs act out what they would say to coax their partners.

Point to the word *coax* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *SNUG*

### 3 Introduce and Define *Snug*

Show pages 4–5 of *Brave Irene* again, and review that Irene packs the gown into a big box and gets ready to take it to the duchess. Reread the last paragraph on page 5 aloud, emphasizing the word *snugly*.

Explain that the next word the students will learn is *snug* and that *snug* means “comfortable, warm, and cozy.” Point out that Irene wants her mother to feel snug, or comfortable and warm, in bed, so she tucks the blankets in around her.

Display word card 80 (🔊 WA2) and have the students say the word *snug*.

### 4 Discuss Places Where We Feel Snug

Describe some places where you feel snug, or comfortable, warm, and cozy.

**You might say:**

“I feel snug in my sleeping bag when my family goes camping. It’s so warm and cozy on a cold night. I also feel snug when I sit in my easy chair at home. The chair is soft and comfortable, and it sits in a warm corner of the room.”

Ask:



**Q** *Where do you feel snug? Why do you feel snug there?* [Click 1 on WA2 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “I feel snug . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *snug* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *ADVISE*

### 5 Introduce and Define *Advise*

Show pages 16–17 of *Brave Irene* and review that Irene is trying to make her way through the snow to the palace. Reread page 16 aloud, emphasizing the word *advise*.

Explain that *advise* means “tell someone what you think he or she should do.” Point out that Irene thinks she might be lost and wishes someone could advise her, or tell her which direction she should walk.

Display word card 81 (🔊 WA3) and have the students say the word *advise*.

### Teacher Note

Support struggling students by providing a few more examples of places where someone might feel snug (for example, tucked into bed with the blankets pulled up, curled up on a couch, or sitting between two other people in the back seat of a car).

## 6 Imagine How We Might Advise Someone

Describe a time when you advised someone or someone advised you.

### You might say:

"The other day Timothy couldn't find his library book. I advised him, or told him what I thought he should do. I said, 'Why don't you look in your cubby?' When I was young, my aunt told me what I should do when I grow up. She advised me to be a teacher. I followed her advice."

Ask the students to imagine the following scenario:

- *At recess a classmate says to you, "I had an argument with my best friend. I'm really angry with her, but I feel sad because we argued. What do you think I should do?"*

Ask:



**Q** *What would you advise your classmate to do? Why?* [Click 1 on WA3 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** "I would advise him to . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *advise* and review the pronunciation and meaning of the word.

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## EXTENSIONS

### Discuss the Suffix *-er* and the Word *Adviser*

Explain that the suffix *-er* means "a person who." Explain that when you add *-er* to *advise*, it makes the word *adviser*, which means "a person who advises." (You may want to point out that when you add the suffix *-er* to *advise*, you drop the final *e*.)

Discuss a few other words with the suffix *-er* and add them to the chart (for example, *jog/jogger*, *preach/preacher*, *sing/singer*). Then ask the students for other examples and add them to the list. If the students struggle to think of words, stimulate their thinking by asking questions such as "What do you call a person who swims? farms? bakes? hikes? dances?"

## Explore Related Words: *Snug* and *Snuggle*

Write the word *snug* where everyone can see it, and review that *snug* means “comfortable, warm, and cozy.”

Tell the students that knowing the meaning of *snug* can help them figure out the meanings of other words that are related to *snug*. Write this sentence where everyone can see it:

*Lena snuggled with her cat, Chester, on a cold winter morning.*

Ask:

**Q** *What word in the sentence is related to snug? Why do you say that?*

If necessary, point out that *snuggle* is related to *snug*, and that you can see part of the word *snug* (s-n-u-g) in *snuggle*. Then ask:

**Q** *Based on what you know about the word snug and clues in the sentence, what do you think the word snuggle means?*

If necessary, explain that *snuggle* means “lie close to someone or something, or hold something close for warmth,” and point out that Lena snuggles, or lies close to, Chester for warmth on a cold morning.

# Day 2

## Review *Coax*, *Snug*, and *Advise*

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review the words *coax*, *snug*, and *advise* from Day 1
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### coax

*Coax* means “persuade someone to do something by talking to the person gently and kindly.”

#### snug

*Snug* means “comfortable, warm, and cozy.”

#### advise

*Advise* means “tell someone what you think he or she should do.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:

-  **Q** Which word that we learned yesterday do you think was the most fun to talk about? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

coax snug advise

**PROMPT 1:** I think \_\_\_\_\_ was the most fun to talk about because . . .

1 2 3 4 5

WA4

**PROMPT 1:** “I think [*coax*] was the most fun to talk about because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Which Word Goes With?”

Explain that partners will play “Which Word Goes With?” Review that you will write a word where everyone can see it, and the students will discuss which vocabulary word goes with the word you wrote and why.

Write the word *sleep* where everyone can see it and read the word aloud.



**Q** Which vocabulary word do you think goes with *sleep*? Why? [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think [*snug*] goes with *sleep* because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Continue the game using the same procedure:

- *puppy*

**PROMPT 3:** “I think [*coax*] goes with *puppy* because . . .”

- *blanket*

**PROMPT 4:** “I think [*snug*] goes with *blanket* because . . .”

- *gloves*

**PROMPT 5:** “I think [*advise*] goes with *gloves* because . . .”

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## EXTENSION

### Explore Vivid Verbs in *Brave Irene*

Tell the students that good writers like William Steig, the author of *Brave Irene*, often use interesting or unusual verbs, or action words, to help readers picture in their mind what is happening in a story. Show pages 8–9 of the book and review that Irene is taking the gown to the palace during a snowstorm. Explain that as you read page 9 aloud, you want the students to listen for interesting verbs that help them picture in their mind what happens when the wind starts to blow harder. Then read page 9 aloud. Discuss as a class:

**Q** What verbs help you picture what happens when the wind starts to blow harder?

## ELL Note

Explain that *flung* means “threw hard” and that *scattered* means “separated in different directions.”

If necessary, explain that the words *ripped*, *flung*, *swept up*, and *scattered* help us picture how the powerful wind tears branches from trees and tosses them about and sweeps up and scatters the snow.

Explain that we sometimes refer to interesting verbs like *ripped*, *flung*, *swept up*, and *scattered* as vivid verbs and that the word *vivid* means “clear and strong.” Explain that vivid verbs paint a clear picture for the reader of what is happening in a story.

Encourage the students to use vivid verbs in their own writing.

# Day 3

## Introduce *Delirious*, *Fret*, and *Cherish*

### Materials

- *Brave Irene*
- Word card 82 (WA5)
- Word card 83 (WA6)
- Word card 84 (WA7)

### In this lesson, the students:

- Learn and use the words *delirious*, *fret*, and *cherish*
- Review shades of meaning and multiple meanings
- Review synonyms
- Use a dictionary or glossary
- Build their speaking and listening skills
- Contribute ideas that are different from their partners’ ideas

### Words Taught

**delirious** (p. 24)

*Delirious* means “very happy and excited.”

**fret** (p. 25)

*Fret* means “worry or get upset about something.”

**cherish** (p. 30)

*Cherish* means “care for something deeply.” If you cherish something, you treat it with great care because it is very important to you.

## INTRODUCE AND USE *DELIRIOUS*

### 1 Introduce and Define *Delirious*

Show pages 24–25 of *Brave Irene* and review that Irene finally reaches the palace with the duchess’s gown. Read the first paragraph on page 24 aloud, emphasizing the word *delirious*.

Explain that *delirious* means “very happy and excited.” Point to the picture of the smiling duchess on page 24 and explain that she is delirious, or extremely happy, because her beautiful new gown has arrived in time for her to wear it to the ball.

Display word card 82 (🔊 WA5) and have the students say the word *delirious*.

## 2 Discuss and Act Out Being Delirious and Review Shades of Meaning

Tell the students that when people are delirious, they are not just a little happy and excited, they are *very* happy and excited.

Describe a couple of situations in which people are delirious and discuss what they do and say.

### You might say:

"Sometimes baseball fans are delirious, or extremely happy and excited. They scream and jump up and down and shout, 'Hurray!' People on TV game shows are sometimes delirious after they win a prize. They throw their hands in the air and shout, 'I can't believe it! I won!'"

Use "Think, Pair, Share" to discuss:



**Q** *When have you been delirious, or very happy? What did you do and say?* [Pause; click 1 on WA5 to reveal the prompt.] *Turn to your partner.*

delirious

**PROMPT 1:** I was **delirious** when . . .

1

WA5

**PROMPT 1:** "I was delirious when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Ask one or two volunteers to act out what they did and said when they were delirious.

Point to the word *delirious* and review the pronunciation and meaning of the word.

### Teacher Note

Support struggling students by asking questions such as "When have you been so happy that you jumped up and down?" and "When have you shouted because you were so happy and excited?" If the students continue to struggle, ask them to discuss when they saw someone who was delirious or to imagine a situation in which someone would be delirious.

### Teacher Note

Tell the students that now that they know the word *delirious*, they have just the right word to use in their writing when they want to describe someone who is very happy and excited. If you started a "Just the Right Word" chart, add *delirious* and its definition to it.

### Teacher Note

If you started a synonym chart, add *fret* and *worry* to it.

## INTRODUCE AND USE *FRET*

### 3 Introduce and Define *Fret* and Review Synonyms

Show pages 24–25 of *Brave Irene* again and review that Irene wants to go home. Read the first paragraph on page 25 aloud, emphasizing the word *fret*.

Tell the students that *fret* means “worry or get upset about something” and explain that *fret* and *worry* are synonyms. Explain that Irene is worried about her sick mother and wants to get home as soon as possible. The duchess tells Irene not to fret and that she can go home in the morning.

Display word card 83 (🗨️ WA6) and have the students say the word *fret*.

### 4 Discuss Things We Have Fretted About

Explain that everyone frets, or worries, sometimes and describe a few things the students might fret about (for example, being late for school, a misplaced softball glove, or what Mom will say after they spill juice on a new sweatshirt). Describe something you fret about.

#### You might say:

“I’m fretting about my dog because she hasn’t been eating or acting like herself. I’m worried that she might be sick.”

Use “Think, Pair, Share” to discuss:



**Q** *What is something you have fretted about?* [Pause; click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I fretted about . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask and discuss as a class:

**Q** *How might someone look when he or she is fretting?*

Click 2 on word card 83 (WA6) to reveal the next prompt.

**PROMPT 2:** “When someone is fretting, he or she might . . .”

Have a few volunteers use the prompt to share their thinking with the class. Ask the volunteers to act out how someone might look when he is fretting.

Point to the word *fret* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *CHERISH*

### 5 Introduce and Define *Cherish*

Show page 29 of *Brave Irene* and review that the duchess sends Irene home in a sleigh after receiving her gown. Read page 30 aloud, emphasizing the word *cherished*.

Explain that *cherish* means “care for something deeply.” Explain that if you cherish something, you treat it with great care because it is very important to you. Explain that the duchess cherishes her gown, or cares for it deeply. She sends a note to Mrs. Bobbin thanking her for the gown.

Display word card 84 (🗨️ WA7) and have the students say the word *cherish*.

### 6 Discuss Things We Cherish

Explain that people often have possessions (things they own) that they especially cherish, or treat with great care because they are very important to them. Give an example of a possession you cherish.

**You might say:**

“I have a watch I cherish because it belonged to my grandfather. I wind it regularly and keep it safe in a box in my desk because it’s very important to me. It helps me remember my grandfather.”

Ask:



**Q** *What possession do you cherish? Why?* [Click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I cherish [my bike] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *cherish* and review the pronunciation and meaning of the word.

## MORE STRATEGY PRACTICE

### Use an Online Dictionary

Write the following words from *Brave Irene* where everyone can see them: *bumble*, *helter-skelter*, *pounce*, *meddle*, *squall*, and *trudge*.

Have partners sit together. Have the students navigate to the dictionary you selected. Direct their attention to the Search box. Ask them to type a

### Teacher Note

Support struggling students by asking questions such as “What is something you own that you want to keep forever?” “What is something you have that was a special gift?” and “What is something of yours that you take very good care of?”



### Technology Tip

To find an appropriate online dictionary, search the Internet using the keywords “children’s dictionaries” or “online dictionaries for students.”

For the introduction of using a print dictionary, see Week 5, Day 1, Step 4.

## Teacher Note

For an activity on using a print dictionary, see the more strategy practice activity “Use a Print Dictionary” on page 106.

familiar word, such as *bicycle* or *explore*, into the box and click the Search button or icon. Then discuss:

**Q** *What information is provided for the word [bicycle]?*

Have volunteers share their thinking. As necessary, point out these key features:

- The division of the word into syllables
- The pronunciation of the word, which may include both a phonetic respelling and an audio pronunciation, accessed through an Audio button or icon
- The word’s part of speech (whether the word is a noun, verb, adjective, or other part of speech)
- The definitions of the word
- A sentence or phrase that shows how the word is used

Point out any additional information or features, which may include lists of synonyms or antonyms, the etymology (history) of the word, or links to related words or other information. Then briefly discuss:

**Q** *In what ways is this online dictionary [different from/the same as] a print (book) dictionary?*

**Q** *Which type of dictionary do you prefer? Why?*

Direct the students’ attention to the words you wrote and explain that the words are from *Brave Irene*. Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary, and share what they learned about the word with the class.

Give pairs a minute or two to choose a word, look it up in the online dictionary, and read and discuss the word entry. When most pairs have finished, discuss each word as a class by asking:

**Q** *Who looked up the word [bumble]? What did you find out about the word?*

**Q** *Who else looked up the word [bumble]? What can you add to what [Robert and Shannon] told us about the word?*

Encourage the students to continue to use an online or print dictionary to look up the meanings of words they do not know.

# Review *Delirious*, *Fret*, and *Cherish*

# Day 4

## In this lesson, the students:

- Review and practice using the words *delirious*, *fret*, and *cherish* from Day 3
- Build their speaking and listening skills
- Work in a responsible way

## Words Reviewed

### delirious

*Delirious* means “very happy and excited.”

### fret

*Fret* means “worry or get upset about something.”

### cherish

*Cherish* means “care for something deeply.” If you cherish something, you treat it with great care because it is very important to you.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Point to the word *delirious* and ask:



Q *Would you be delirious if your best friend moved away? Why?* [Click 1 on WA8 to reveal the prompt.] *Turn to your partner.*

delirious fret cherish

PROMPT 1: I [would/would not] be **delirious** because . . .

1 2 3 4

WA8

## Materials

- Daily review cards (WA8)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 14 Crossword Puzzle” (BLM3) for each student

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 13 and 14, you might distribute a copy of the "Week 14 Crossword Puzzle" (BLM3) to each student.

**PROMPT 1:** "I [would/would not] be delirious because . . ."

Using the same procedure, discuss:

 **Q** *Would you fret if your best friend found a new friend? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** "I [would/would not] fret if my best friend found a new friend because . . ."

 **Q** *If your friend gave you a picture he drew of you, would you cherish it? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** "I [would/would not] cherish a picture my friend drew of me because . . ."

## PRACTICE USING THE WORDS

### 2 Play "Imagine That!"

Have the students imagine the following scenario:

- *You cherish a T-shirt you made because it has the names of your friends on it. It disappears. You look everywhere, but you can't find it.*

Ask:

 **Q** *Do you fret, or are you delirious? Why?* [Click **4** to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** "I [fret/am delirious] because . . ."

After partners have talked, have a few volunteers share their thinking with the class.

Using the same procedure, discuss:

- *One day you are cleaning your room. You look under your bed. You see the T-shirt you cherish.*

## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Delirious*

Point to the word *delirious* and review that *delirious* means "very happy and excited." Remind the students that words can have more than one meaning and that the meanings may be very different. Explain that *delirious* can also mean "confused because of a high fever." Explain that sometimes, when people are very sick, they become delirious, or confused. They may not know where they are or recognize family members. They sometimes say things that do not make sense.

Remind the students that if they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by

thinking about how the word is used. Explain that you will read a story that includes the word *delirious*. Partners will decide whether *delirious* means “very happy” or “confused because of a high fever.”

Read the following story aloud twice:

- *The man had been very sick for days. He was unable to eat and had a high fever. He was delirious and called out “Where am I? Where am I?” over and over.*

Ask:

**Q** *In the story, what does delirious mean? Why? Turn to your partner.*

Discuss the following story the same way:

- *Jana wanted a dog more than anything. She begged her parents for weeks to let her have a puppy. When they finally said yes, Jana was delirious. “Thank you! Thank you! Thank you!” she shouted, as she jumped up and down and clapped excitedly.*

## Ongoing Review

# Day 5

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Contribute ideas that are different from their partners’ ideas

### Words Reviewed

#### **adventuresome**

If you are feeling adventuresome, you are feeling bold and ready for an adventure.

#### **commence**

*Commence* means “begin or start.”

#### **flabbergasted**

*Flabbergasted* means “very surprised, or shocked or astonished.”

#### **prowl**

*Prowl* means “move quietly or secretly, trying not to be seen or heard.”

#### **slog**

*Slog* means “walk slowly and heavily, as if you are walking through deep snow or mud.”

### Materials

- Ongoing review cards (WA9)
- “Class Vocabulary Assessment Record” sheet (CA1)

### Teacher Note

For a fully written-out example of this activity, see Week 13, Day 5, Step 2.

### Teacher Note

If the students struggle to complete the sentence, remind them that when a person is feeling adventuresome, they feel bold and ready for an adventure. Then repeat the questions. If the students continue to struggle, provide examples of ways the sentence might be completed. (For example, “George and Jane are feeling adventuresome so they decide to explore a cave in the woods” or “George and Jane are feeling adventuresome so they decide to try skydiving.”) Then reread the sentence starter and repeat the questions.

### Teacher Note

The purpose of the follow-up question is to encourage the students to think more deeply about the word and whether the volunteer’s sentence conveys the word’s meaning.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA9). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Review the Activity “Create a Sentence”

Explain that partners will do the activity “Create a Sentence.” Review that you will tell the students the beginning of a sentence that uses one of the words. They will use their imaginations and what they know about the word to finish the sentence. Explain that before partners do the activity together, they will practice as a class.

Point to the word *adventuresome* on the chart and review that *adventuresome* means “bold and ready for an adventure.” Then read the following sentence starter aloud:

- *George and Jane are feeling adventuresome so they decide to . . .*

Ask:

- Q *How might you complete the sentence? What might George and Jane decide to do if they are feeling adventuresome?*

Click 1 on WA9 to reveal the prompt and have a few volunteers use it to share their thinking with the class.

adventuresome   commence   flabbergasted  
prowl   slog

**PROMPT 1:** George and Jane are feeling **adventuresome** so they decide to . . .

1 2 3 4 5

WA9

**PROMPT 1:** “George and Jane are feeling adventuresome so they decide to . . .”

Follow up by asking:

- Q *Does it make sense to say “George and Jane are feeling adventuresome so they decide to [explore a cave in the woods]”? Why?*

Point to the word *slog* on the chart and review that *slog* means “walk slowly and heavily, as if you are walking through deep snow or mud.” Then read the following sentence starter aloud:

- *To get home, Matt had to slog through . . .*

Ask:

**Q** *How might you complete the sentence? What might Matt slog through to get home?*

Click **2** to reveal the prompt and have a few volunteers use it to share their thinking with the class.

**PROMPT 2:** “To get home, Matt had to slog through . . .”

Have one or two volunteers share their thinking. Follow up by asking:

**Q** *Does it make sense to say “To get home, Matt had to slog through [a foot of snow]”? Why?*

### **3** Do the Activity in Pairs

Tell the students that partners will now do the activity together. Point to the word *flabbergasted* on the chart and review that *flabbergasted* means “very surprised, or shocked or astonished.” Then read the following sentence starter aloud:

- *Rosario was flabbergasted when she got home and discovered . . .*

Use “Think, Pair, Share” to discuss:



**Q** *How might you complete the sentence? What might Rosario have been flabbergasted to discover? [Pause; click **3** to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “Rosario was flabbergasted when she got home and discovered . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *Does it make sense to say “Rosario was flabbergasted when she got home and discovered [a raccoon in her kitchen]”? Why?*

Point to the word *commence* and explain that the next sentence uses this word. Review that *commence* means “begin or start.” Then read the following sentence starter aloud:

- *When the rain commenced, Mario . . .*

Use “Think, Pair, Share” to discuss:



**Q** *How might you complete the sentence? What might Mario have done when the rain commenced? Why? [Pause; click **4** to reveal the prompt.] Turn to your partner.*

#### Teacher Note

If the students are struggling, provide examples of ways the sentence might be completed. (For example, “To get home, Matt had to slog through piles of wet leaves” or “To get home, Matt had to slog through a vacant lot full of weeds.”) Then reread the sentence starter and repeat the questions.

#### Teacher Note

Support struggling students by reminding them that *flabbergasted* means “very surprised, or shocked or astonished.” Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. (For example, say “Rosario was flabbergasted when she got home and discovered six inches of water on the floor” or “Rosario was flabbergasted when she got home and discovered a raccoon in her kitchen.”) Then reread the sentence starter and repeat the questions.

#### Teacher Note

Support struggling students by reminding them that *commence* means “begin or start.” Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. (You might say “When the rain commenced, Mario put up his umbrella because he did not want to get soaked” or “When the rain commenced, Mario ran into the house because he wasn’t wearing a raincoat.”) Then reread the sentence starter and repeat the questions.

### Teacher Note

Support struggling students by reminding them that *prowl* means “move quietly or secretly, trying not to be seen or heard.” Then repeat the questions. If they continue to struggle, provide examples of ways the sentence might be completed. (For example, say “As the baby slept, her mother prowled around the nursery, cleaning up the toys” or “As the baby slept, her mother prowled around the kitchen looking for a snack.”) Then reread the sentence starter and repeat the questions.

**PROMPT 4:** “When the rain commenced, Mario [ran into the house] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *Does it make sense to say “When the rain commenced, Mario [ran into the house]”? Why?*

Point to the word *prowl* and explain that the last sentence uses this word. Review that *prowl* means “move quietly or secretly, trying not to be seen or heard.” Then read the following sentence starter aloud:

- *As the baby slept, her mother prowled . . .*

Use “Think, Pair, Share” to discuss:



**Q** *How might you complete the sentence? Where might a mother prowl? Why might she prowl when her baby is sleeping? [Pause; click 5 to reveal the prompt.] Turn to your partner.*

**PROMPT 5:** “As the baby slept, her mother prowled . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *Does it make sense to say “As the baby slept, her mother prowled [around the kitchen looking for a snack]”? Why?*



### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to use the words to create sentences?
- Can they explain why they completed the sentence the way they did?
- Do they enjoy learning and using new words?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 178 of the *Assessment Resource Book*.

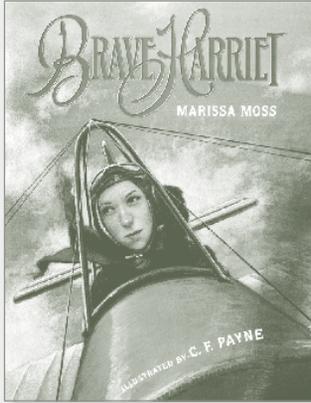
Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice in creating sentences that use the word or act out the word and talk about what they did.



# Week 15

## RESOURCES



### Read-aloud

- *Brave Harriet* by Marissa Moss, illustrated by C. F. Payne

### More Strategy Practice

- “Discuss Other Words with the Suffix *-est*”
- “Discuss Another Meaning of *Adjust*”

### Extension

- “Explore Related Words: *Persist and Persistence*”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Reproducibles

- Week 15 family letter (BLM1)
- (Optional) “Week 15 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

flimsy  
long  
gruff  
persist  
strain  
adjust

## Words Reviewed

coax  
cross  
delirious  
fret  
long

## Word-learning Strategies

- Using the suffix *-est* to determine word meanings (review)
- Recognizing words with multiple meanings (review)
- Using context to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from the story.
- Students review using the suffix *-est* to determine word meanings.
- Students review words with multiple meanings and using context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## 1 DO AHEAD

- ✓ Prior to Day 1, collect a sheet of paper and two objects made of sturdy material (for example, a wood or plastic ruler and a plastic or metal stapler) to discuss the word *flimsiest* (see Step 2).
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Other Words with the Suffix *-est*” on page 309.
- ✓ Prior to Day 3, select a classroom object that you can adjust (for example, window blinds, a poster, or a calendar) to discuss the word *adjust* (see Step 6).
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Another Meaning of *Adjust*” on page 316.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 15 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Flimsy*, *Long*, and *Gruff*

# Day 1

## In this lesson, the students:

- Learn and use the words *flimsy*, *long*, and *gruff*
- Review the suffix *-est*
- Review words with multiple meanings
- Build their speaking and listening skills
- Work in a responsible way

## Words Taught

### **flimsy** (p. 5)

*Flimsy* means “thin and weak.” If something is flimsy, it is not sturdy or strong.

### **long** (p. 5)

*Long* means “want something very much.” *Long* also means “more than the average length, or not short.”

### **gruff** (p. 6)

*Gruff* means “unpleasant or rude.” If someone is gruff, he or she may seem unfriendly or mean.

## INTRODUCE AND USE *FLIMSY*

### 1 Introduce and Define *Flimsy*

Briefly review *Brave Harriet*.

Show pages 4–5 and read the first paragraph aloud, emphasizing the word *flimsy*.

Tell the students that *flimsy* means “thin and weak.” Explain that if something is flimsy, it is not sturdy or strong. Explain that Harriet thinks the airplane looks flimsy, or not sturdy or strong, on the ground, but when she sees the plane in the air, she realizes that it is not flimsy. It is strong enough to lift a person into the clouds.

Display word card 85 (WA1) and have the students say the word *flimsy*.

## Materials

- *Brave Harriet*
- Word card 85 (WA1)
- Word card 86 (WA2)
- Word card 87 (WA3)
- A sheet of paper and two objects made of sturdy material (collected ahead)

### Teacher Note

You may want to remind the students that they learned the suffix *-est* when they discussed the word *fiercest*. You may also want to point out that when you add *-est* to *flimsy*, you change the *y* to an *i* to spell *flimsiest*.

## 2 Review the Suffix *-est* and Discuss Which Object Is Flimsiest

Write the word *flimsiest* where everyone can see it and pronounce the word. Point to the suffix *-est* in *flimsiest* and review that *-est* is a suffix that means “most.” Explain that when you add *-est* to *flimsy* you make the word *flimsiest*, which means “most flimsy, or weakest.”

Show the students the sheet of paper and the two sturdy objects you collected and ask:

-  **Q** Which of these do you think is the flimsiest, or weakest: the sheet of paper, [the plastic ruler], or [the metal stapler]? Why? [Click **1** on WA1 to reveal the first prompt.] Turn to your partner.

WA1

flimsy

**PROMPT 1:** I think the \_\_\_\_\_ is the **flimsiest** because . . .

**1** **2**

**PROMPT 1:** “I think the [sheet of paper] is the flimsiest because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Demonstrate that the sheet of paper is the flimsiest by tearing it. Point out that the other objects are not flimsy. They are made of sturdy materials and do not tear or break easily.

## 3 Look for Other Flimsy Classroom Objects

Ask the students to look around the room quietly and find something that they think is flimsy. After a few moments, call for the students’ attention.

Ask and discuss as a class:

- Q** What is something you saw that you think is flimsy? Why do you think it is flimsy?

Click 2 on word card 85 (WA1) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “The [chart stand] is flimsy because [it has a wobbly leg and falls over all the time].”

Point to the word *flimsy* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE LONG

### 4 Introduce and Define *Long*

Show pages 4–5 of *Brave Harriet* again and review that as soon as Harriet Quimby sees an airplane, she begins taking flying lessons. Read the last paragraph on page 5 aloud, emphasizing the word *longing*.

Explain that *long* means “want something very much.” Explain that Harriet longs, or very much wants, to be among the first people to fly an airplane.

Display word card 86 (WA2) and have the students say the word *long*.

### 5 Talk About Things We Long to Do

Tell the students about something you long or have longed to do.

**You might say:**

“When I was young, I longed to take ballet lessons, but I had no way to get to class. Now I long to travel and see ballet performed in different countries.”

Ask:



**Q** *What is something you long to do? Why?* [Click 1 on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I long to [visit my cousins in Mexico] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *long* and review the pronunciation and meaning of the word.

### 6 Discuss Another Meaning of *Long*

Point to the word *long* and review that *long* means “want something very much.” Remind the students that words often have more than one meaning and that the meanings can be very different.

Ask and discuss as a class:

**Q** *What else do you know about the word long? What do you mean when you say “I took a long nap”?*

Click **2** on word card 86 (WA2) to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “*Long* can also mean . . .” or “When I take a long nap . . .”

Explain that *long* can also mean “more than the average length, or not short.”

Review that when the students hear or read a word such as *long* that has more than one meaning, they can usually figure out the meaning by thinking about how the word is used.

## INTRODUCE AND USE GRUFF

### 7 Introduce and Define *Gruff*

Show pages 6–7 of *Brave Harriet* and review that in this part of the story Harriet tells what it was like when she first started to fly. Read the first three paragraphs on page 6 aloud. Use a gruff voice when you read the official’s words and emphasize the word *gruffly* at the end of the sentence: “‘No woman has ever received a license to fly,’ the official told me gruffly.”

Tell the students that *gruff* means “unpleasant or rude.” Explain that if someone is gruff, the person may seem unfriendly or mean. Explain that the official does not like the idea of a female pilot. For that reason he is gruff, or rude, when he speaks to Harriet.

Display word card 87 (WA3) and have the students say the word *gruff*.

### 8 Play “Is Olive Gruff?”

Explain that partners will play “Is Olive Gruff?” Explain that you will describe how the imaginary third grader Olive is acting and partners will discuss whether Olive is gruff, or unpleasant or rude, and why they think so.

Begin by saying:

- *When Ned invites Olive to play at recess, Olive says, “No! I don’t want to play with you.”*

Ask:

 **Q** *Is Olive gruff? Why?* [Click **1** on WA3 to reveal the first prompt.]  
*Turn to your partner.*

**PROMPT 1:** “I think Olive [is/is not] gruff because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Olive asks her little sister, “Would you like to play a video game with me? You can pick the game.”*
- *Olive’s friend comes over to play. Olive says, “Go away! Leave me alone!”*

Point to the word *gruff* and review the pronunciation and meaning of the word.

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## MORE STRATEGY PRACTICE

### Discuss Other Words with the Suffix *-est*

Remind the students that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Write the word *flimsiest* where everyone can see it, and review that the suffix *-est* means “most.” When *-est* is added to the word *flimsy*, it makes the word *flimsiest*, which means “most flimsy, or weakest.”

Write the word *strong* where everyone can see it and ask:

**Q** *What word do you make if you add the suffix -est to the word strong?*

**Q** *What does the word strongest mean?*

If necessary, explain that *strongest* means “most strong.”

Then ask:

**Q** *Who is the strongest person you know? Why do you say that? [Show the prompt.] Turn to your partner.*

**PROMPT:** “The strongest person I know is [my dad] because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students add the suffix *-est* to the word *kind*, discuss the meaning of *kindest*, and talk about the kindest person they know.

# Day 2

## Review *Flimsy*, *Long*, and *Gruff*

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review and practice using the words *flimsy*, *long*, and *gruff* from Day 1
- Build their speaking and listening skills
- Contribute ideas that are different from their partners' ideas

### Words Reviewed

#### flimsy

*Flimsy* means "thin and weak." If something is flimsy, it is not sturdy or strong.

#### long

*Long* means "want something very much." *Long* also means "more than average length, or not short."

#### gruff

*Gruff* means "unpleasant or rude." If someone is gruff, he or she may seem unfriendly or mean.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:



Q Which of the words you learned yesterday was the most fun to talk about? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

flimsylonggruff

**PROMPT 1:** I think \_\_\_\_\_ was the most fun to talk about because . . .

1234

WA4

**PROMPT 1:** “I think [*gruff*] was the most fun to talk about because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Explain that you will ask some questions that partners will discuss.

Ask:



**Q** *Would you like to live in a house made of flimsy materials? Why?*  
[Click 2 on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] like to live in a house made of flimsy materials because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:



**Q** *Would you long to see your best friend if he went away for a week? Why?*  
*Turn to your partner.*

**PROMPT 3:** “I [would/would not] long to see my best friend because . . .”



**Q** *Would you be angry if your friend spoke to you gruffly? Why? Turn to your partner.*

**PROMPT 4:** “I [would/would not] be angry if my friend spoke to me gruffly because . . .”

# Day 3

## Introduce *Persist*, *Strain*, and *Adjust*

### Materials

- *Brave Harriet*
- “Sentences from *Brave Harriet*” chart (WA5)
- Word card 88 (WA6)
- Word card 89 (WA7)
- Word card 90 (WA8)
- A classroom object you can adjust (prepared ahead)

### Teacher Note

Alternatively, you may wish to write the context sentences where everyone can see them.

### ELL Note

The Spanish cognate of *persist* is *persistir*.

### In this lesson, the students:

- Learn and use the words *persist*, *strain*, and *adjust*
- Review using context clues
- Review words with multiple meanings
- Build their speaking and listening skills
- Work in a responsible way

### Words Taught

#### **persist** (p. 10)

*Persist* means “keep doing something, even though it is difficult.” If you *persist*, you refuse to give up.

#### **strain** (p. 17)

*Strain* means “pull or push hard.”

#### **adjust** (p. 17)

*Adjust* means “move or change something slightly to improve it or make it fit more comfortably.”

## INTRODUCE AND USE *PERSIST*

### 1 Introduce and Define *Persist* and Review Using Context to Determine Word Meanings

Display the “Sentences from *Brave Harriet*” chart ( WA5). Show pages 10–11 of *Brave Harriet* and remind the students that Gustav Hamel, a pilot friend of Harriet’s, tries to persuade her not to fly across the English Channel. Harriet tells him that she is not afraid and that she has a good compass. Read the charted sentences aloud where they appear on page 10, emphasizing the word *persisted*.

Tell the students that *persist* is the first word they will learn today. Direct their attention to the context sentences on the chart (WA5), and explain that this is the sentence you just read. Point to the word *persisted* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word—like *persist*—by rereading the sentence that includes the word, and looking for clues. Explain that as you reread the sentences you want the students to think about what the word *persist* might mean and which words in the sentence are clues to the meaning of *persist*.

Read the sentence aloud. Ask:



**Q** Based on what you just heard, what do you think the word *persist* might mean? [Point to prompt 1.] Turn to your partner.

WA5

### Sentences from *Brave Harriet*

Gustav frowned and looked at his shoes, but he didn't give up. "Look here," he persisted, "you can have the glory without the danger."

**PROMPT 1:** I think *persist* might mean . . .

**PROMPT 2:** The clue \_\_\_\_\_ helps me figure out the meaning of the word *persist*.

**PROMPT 1:** "I think *persist* might mean . . ."

Have partners use the prompt to share their thinking. After partners have talked, have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *persist* means "keep doing something, even though it is difficult." If you *persist*, you refuse to give up. Explain that Gustav *persists* in trying to convince Harriet not to fly. He does not give up, even though Harriet is annoyed with him and makes it very clear that she longs to fly.

Ask:



**Q** What words in the sentence are clues to the meaning? [Point to prompt 2.] Turn to your partner.

**PROMPT 2:** "The clue ['he didn't give up'] helps me figure out the meaning of the word *persist*."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Circle the context clue on the chart as the students identify it. If necessary, point out that "he didn't give up" is a clue that helps us figure out that *persist* means "keep doing something, even though it is difficult."

## 2 Talk About Persisting

Display word card 88 (WA6) and have the students say the word *persist*. Give an example of a time when you *persisted*.

## Teacher Note

Support struggling students by asking questions such as “What is something that took you a long time to learn how to do?” and “What is something you learned to do that was difficult at first?”

### You might say:

“When I first learned to ice skate, I kept falling down. But I persisted, or kept trying, because I really wanted to skate. After many tries, I could finally skate without falling.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you persisted in doing something? When have you kept trying to do something, even though it was difficult?* [Pause; click **1** on WA6 to reveal the first prompt.] *Turn to your partner.*

WA6

**PROMPT 1:** “I persisted when I . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask and discuss as a class:

**Q** *Why do you think it is important to persist, or keep trying to do something, even if it is difficult?*

Click **2** on word card 88 (WA6) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I think it is important to persist because . . .”

Point to the word *persist* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE STRAIN

### **3** Introduce and Define *Strain*

Show pages 16–17 of *Brave Harriet* and review that Harriet is getting ready to fly across the English Channel. Read the first two sentences aloud, emphasizing the word *straining*.

Explain that *strain* means “pull or push hard.” Explain that the men strain to keep the plane on the ground, pulling hard on the wheels and tail to keep the plane from lifting into the air.

Display word card 89 (🌍 WA7) and have the students say the word *strain*.

#### 4 Act Out Straining and Discuss Times We Have Strained

Ask the students to watch carefully as you act out straining to push a heavy boulder. Then act out straining to push a boulder, using sounds and facial expressions to emphasize the strain.

Ask and discuss as a class:

**Q** *How did I look when I strained? How did I sound?*

Click **1** on word card 89 (WA7) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “When you strained, you [looked/sounded] like . . .”

Use “Think, Pair, Share” to discuss:

 **Q** *When have you strained to push, pull, or lift something? [Pause; click **2** on WA7 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “I strained to [push/pull/lift] . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *strain* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *ADJUST*

#### 5 Introduce and Define *Adjust*

Show pages 16–17 again and review that Harriet is getting ready to fly. Read this sentence aloud, emphasizing the word *adjusted*: “I adjusted my goggles, held my compass tightly, and gave them a thumbs-up.”

Explain that *adjust* means “move or change something slightly to improve it or make it fit more comfortably.” Explain that Harriet adjusts her goggles so that they fit more comfortably and allow her to see more clearly. Act out how Harriet might have adjusted her goggles.

Display word card 90 (🌍 WA8) and have the students say the word *adjust*.

#### Teacher Note

You might act out straining to push another object, such as a heavy couch or other piece of furniture, or you might act out straining to pull or lift a heavy object, such as a box.

#### 🌍 ELL Note

For additional practice, you might invite volunteers to act out pushing or pulling a heavy object and then have the class comment on what they noticed.

#### Teacher Note

If the students struggle to answer the question, ask them when they have seen someone struggle to push, pull, or lift something, or ask them to imagine when someone might strain to push, pull, or lift something.

#### 🌍 ELL Note

The Spanish cognate of *adjust* is *ajustar*.

#### Teacher Note

If you wear glasses, you might show the students how you adjust them to make them fit more comfortably.

## 6 Act Out Adjusting

Point to the object you have selected to adjust and tell the students that you will adjust it. Ask them to watch you carefully. Then adjust the object.

Ask and discuss as a class:



**Q** *What did I do to adjust [the blinds]?* [Click 1 on WA8 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “[Mr. Coble] adjusted [the blinds] by . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that people sometimes adjust their position, or change the way they are sitting or standing, to be more comfortable. Explain that at your signal you would like the students to adjust their position on the rug so that they are sitting more comfortably. Then signal for the students to adjust their position.

Ask and discuss as a class:

**Q** *What did you do to adjust your position?*

Click 2 on word card 90 (WA8) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “To adjust my position, I . . .”

Ask each volunteer to act out what she did to adjust her position.

Point to the word *adjust* and review the pronunciation and meaning of the word.

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## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Adjust*

Write the word *adjust* where everyone can see it. Review that *adjust* means “move or change something slightly to improve it or make it fit more comfortably.” Remind the students that words often have more than one meaning, and explain that *adjust* can also mean “get used to something new and different.” Explain that when something new happens in your life, such as getting a new baby brother or sister or starting a new school year with a new teacher, you have to adjust, or get used to the new situation.

### Teacher Note

If the students need more work with the word *adjust*, act out adjusting another object, such as a poster or picture on the wall, calendar or schedule on a bulletin board, or blinds or curtains on a window, or have a student volunteer adjust the object. Have the class comment on what they notice.

Use “Think, Pair, Share” to discuss:

**Q** *When have you had to adjust, or get used, to a new situation? [Pause; show the prompt.] Turn to your partner.*

**PROMPT:** “I had to adjust when . . .”

Have volunteers use the prompt to share their thinking with class.

---

## EXTENSION

### Explore Related Words: *Persist* and *Persistence*

Write the word *persist* on the board and review that *persist* means “keep doing something, even though it is difficult.” If you *persist*, you refuse to give up. Tell the students that knowing the meaning of *persist* can help them figure out the meaning of a word that is related to *persist*. Write these sentences where everyone can see them:

Max was determined to finish his science fair project and stayed up all night working on it. It was his persistence that helped him win the science fair.

Ask:

**Q** *Which word in the sentences is related to persist? Why do you say that?*

If necessary, point out that *persistence* is related to *persist*, and that you can see the word *persist* in *persistence*. Then ask:

**Q** *Based on what you know about the word persist and clues in the sentences, what do you think the word persistence means? What is persistence?*

If necessary, explain that *persistence* is “determination to do something even though it is difficult.” Point out that Max stayed up all night to finish his science fair project. In the end, he won the science fair because of his persistence and hard work.

Explain to students that many things, including schoolwork, take persistence, or hard work. Discuss as a class:

**Q** *What else do you need persistence for? Why?*

# Day 4

## Review *Persist, Strain,* and *Adjust*

### Materials

- Daily review cards (WA9)
- Copy of this week's family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *persist*, *strain*, and *adjust* from Day 3
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### **persist**

*Persist* means "keep doing something, even though it is difficult." If you persist, you refuse to give up.

#### **strain**

*Strain* means "pull or push hard."

#### **adjust**

*Adjust* means "move or change something slightly to improve it or make it fit more comfortably."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA9). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words you learned yesterday do you think is particularly interesting? Why? [Click 1 on WA9 to reveal the first prompt.] Turn to your partner.

persiststrainadjust

**PROMPT 1:** I think \_\_\_\_\_ is particularly interesting because . . .

1 2

WA9

**PROMPT 1:** “I think [*persist*] is particularly interesting because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Which Word Am I?”

Explain that you will give a clue about one of the words and partners will figure out the word.

Begin by saying:

- *I’m what you might have to do to move a heavy chair.*



**Q** *Which word am I? Why?* [Click 2 on WA9 to reveal the prompt.] Turn to your partner. (*persist* or *strain*)

**PROMPT 2:** “I think the word is [*persist*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I’m what you might do to a crooked picture on the wall.* (adjust)
- *I’m what you do when you keep trying.* (*persist*)
- *I mean “pull hard.”* (*strain*)
- *I’m what you might do if you are lying uncomfortably in bed.* (adjust)

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Materials

- Ongoing review cards (WA10)

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Contribute ideas that are different from their partners' ideas

### Words Reviewed

#### coax

*Coax* means “persuade someone to do something by talking to the person gently and kindly.”

#### cross

*Cross* means “annoyed and angry.” *Cross* also means “go from one side of something to another.”

#### delirious

*Delirious* means “very happy and excited.”

#### fret

*Fret* means “worry or get upset about something.”

#### long

*Long* means “want something very much.” *Long* also means “more than the average length, or not short.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA10) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Create a Sentence”

Explain that partners will do the activity “Create a Sentence.” Review that you will tell the students the beginning of a sentence that uses one of the words. They will use what they know about the word and their imaginations to finish the sentence.

Point to the word *coax* and review that *coax* means “persuade someone to do something by talking to the person gently and kindly.” Then read the following sentence starter aloud:

- *On a hot summer day, Patti and Paul walk down to the lake. Patti is too scared to go swimming. Paul tries to coax her to swim by saying . . .*

Use “Think, Pair, Share” to discuss:



**Q** *How might you complete the sentence? What might Paul say to coax Patti to go swimming? [Pause.] Turn to your partner.*

When most pairs have finished talking, have two or three pairs share their sentences with the class.

Follow up by asking:

**Q** *Does it make sense to say “Paul tries to coax her to swim by saying [“Come on, Patti, the water is nice and cool!”]”? Why?*

### 3 Create Their Own Sentences

Point to the word *long* and explain that the next sentence uses the word *long*. Tell the students that instead of finishing a sentence you start, you want partners to work together to make a sentence of their own that uses the word *long*.

Review that *long* means “want something very much.” Use “Think, Pair, Share” to discuss:



**Q** *How might you use the word long in a sentence? For example, when have you longed for something you could not have? How do you feel when you long for something and can’t have it? [Pause.] Turn to your partner.*

When most pairs have finished talking, have two or three pairs share their sentences with the class. Follow up by asking:

**Q** *Does it make sense to say [“I long to take horseback riding lessons, but my parents say I must wait until I’m twelve?”]? Why?*

Point to *fret* and explain that the last sentence uses this word. Review that *fret* means “worry or get upset about something.” Then use “Think, Pair, Share” to discuss:



**Q** *How might you use the word fret in a sentence? For example, when have you fretted about something, or what is something you fret about? [Pause.] Turn to your partner.*

When most pairs have finished talking, have two or three pairs share their sentences with the class. Follow up by asking:

**Q** *Does it make sense to say [“I fretted before my first soccer game”]? Why?*

### 4 Play “Cross or Delirious?”

Direct the students’ attention to the ongoing review cards (WA10). Explain that you are going to describe a situation and partners will decide if they would be cross or delirious in that situation and why they think so. Point to the words *cross* and *delirious* and review their meanings.

#### Teacher Note

Support struggling students by reviewing that if you coax someone, you persuade them to do something by talking to them kindly. Then ask questions such as “What are some things that Paul could say to try to get Patti to go swimming?” and “What might make you want to go swimming in a lake?” Then reread the sentence starter and repeat the questions.

#### Teacher Note

Support struggling students by asking questions such as “What is something you long for that you must wait until you are older to have?” and “What is something you can do to help you get what you long for?” If they continue to struggle, provide a sentence starter such as “Something I long for but must wait to have is . . .” or “To get what I long for, I can . . .”

#### Teacher Note

Support struggling students by asking questions such as “When have you been worried about something?” and “Why were you worried?” If they continue to struggle, provide a sentence starter such as “I fretted . . .” or “I fretted because . . .”

### Teacher Note

You might remind the students that they learned the word *savory* earlier and that it means “pleasant to smell or taste.”

Begin with the following:

- *Your best friend is sleeping over at your house tonight.*

Ask:



**Q** *Would you be cross or delirious? Why?* [Click 1 on WA10 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “We would be [cross/delirious] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

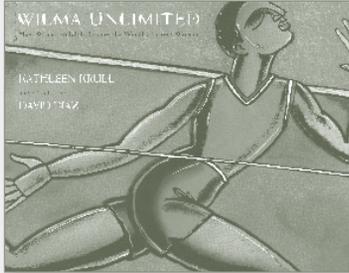
Using the same procedure, discuss:

- *You discover that your older sister has borrowed your bike without asking.*
- *You walk into the kitchen and smell a savory feast.*



# Week 16

## RESOURCES



### Read-aloud

- *Wilma Unlimited* by Kathleen Krull, illustrated by David Diaz

### More Strategy Practice

- “Explore the Words *Sickliest* and *Fastest* in *Wilma Unlimited*”

### Assessment Resource Book

- Week 16 vocabulary assessments



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 16 family letter (BLM1)
- (Optional) “Week 16 Word Cards” (BLM2)
- (Optional) “Week 16 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

lively  
memorable  
throw yourself into  
something  
intense  
exhilarated  
astounding

## Words Reviewed

advise  
gruff  
lively  
snug  
sorrowful

## Word-learning Strategies

- Using the suffix *-est* to determine word meanings (review)
- Recognizing idioms (review)
- Recognizing shades of meaning (review)

## Vocabulary Focus

- Students learn and use six words from the story.
- Students review using the suffix *-est* to determine word meanings.
- Students review idioms.
- Students review shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## 1 DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Explore the Words *Sickliest* and *Fastest* in *Wilma Unlimited*” on page 331.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 179 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1); see page 183 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 186 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 16 Word Cards” (BLM2) and “Week 16 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Lively*, *Memorable*, and “Throw Yourself into Something”

# Day 1

## In this lesson, the students:

- Learn and use the words *lively* and *memorable* and the idiom “throw yourself into something”
- Review the suffix *-est*
- Review idioms
- Build their speaking and listening skills
- Contribute ideas that are different from their partners’ ideas

## Words Taught

### **lively** (p. 8)

*Lively* means “active.” Someone who is lively is energetic and full of life.

### **memorable** (p. 22)

*Memorable* means “worth remembering.” Something that is memorable is not easy to forget.

### **throw yourself into something** (p. 24)

“Throw yourself into something” means “do something with a lot of energy and enthusiasm.”

## Materials

- *Wilma Unlimited*
- Word card 91 (WA1)
- Word card 92 (WA2)
- Word card 93 (WA3)

## INTRODUCE AND USE *LIVELY*

### 1 Introduce and Define *Lively*

Briefly review *Wilma Unlimited*.

Explain that the first word the students will learn today is *lively*. Tell them that *lively* means “active,” and explain that if someone is lively, the person is energetic and full of life.

Show pages 6–7 and review that even though young Wilma was often very sick, she was a lively child. Point to Wilma in the illustration on page 7 and explain that Wilma’s love of running and jumping shows that she is lively.

Turn to page 8 and review that just before she turned five, Wilma became ill with polio. Read the last sentence on page 8 aloud, emphasizing the word *lively*: “The news spread around Clarksville: Wilma, that lively girl, would never walk again.”

Point out that Wilma’s family and friends were worried that Wilma would no longer be the lively, or active, girl they knew.

Display word card 91 (WA1) and have the students say the word *lively*.

## 2 Discuss Things We Do When We Feel Lively

Review that when people are lively, they are energetic and full of life. Give an example of what you do when you feel lively.

**You might say:**

“When I feel lively, I want to be outdoors doing something active like running, biking, or hiking. Sometimes when I feel lively, I work around the house or in my garden.”

Ask:



**Q** *What do you do when you feel lively?* [Click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*

lively

**PROMPT 1:** When I feel **lively**, I . . .

**1** **2**

WA1

**PROMPT 1:** “When I feel lively, I . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## 3 Review the Suffix *-est* and Discuss When We Feel Liveliest

Write the words *liveliest* and *lively* where everyone can see them and then pronounce the words. Point to the suffix *-est* in *liveliest* and remind the students that they learned this suffix earlier. Review that the suffix *-est* means “most,” and explain that when you add *-est* to *lively* you make the word *liveliest*, which means “most lively, or most active, energetic, or full of life.”

Ask:



**Q** *At what time of day do you feel the liveliest (most lively): morning, afternoon, or evening? Why?* [Click **2** on WA1 to reveal the prompt.] *Turn to your partner.*

### Teacher Note

You might explain that when you add *-est* to *lively*, you change the *y* to an *i* to spell *liveliest*.

**PROMPT 2:** “The time of day when I feel liveliest is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *lively* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE MEMORABLE

### 4 Introduce and Define *Memorable*

Show pages 22–23 of *Wilma Unlimited* and remind the students that Wilma worked hard to learn to walk again without her leg brace. Read page 22 aloud, emphasizing the word *memorable*.

Tell the students that *memorable* means “worth remembering.” Explain that something that is memorable is not easy to forget. Point out that the day Wilma and her mother mailed the brace to the hospital was memorable, or worth remembering, because Wilma hated the brace and from then on she would not have to wear it.

Display word card 92 (🌐 WA2) and have the students say the word *memorable*.

### 5 Discuss Memorable Occasions or Experiences

Tell the students about a few memorable occasions or experiences in your life and what made them memorable.

**You might say:**

“My trip to Mexico last year was a memorable experience. I had a wonderful time. It’s a trip I’ll always remember. The surprise birthday party my students gave me last year was also memorable. I’ll never forget it.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you had a memorable experience, or an experience worth remembering? What made it memorable?* [Pause; click 1 on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “My [first day in third grade] was memorable because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *memorable* and review the pronunciation and meaning of the word.

#### ELL Note

The Spanish cognate of *memorable* is *memorable*.

#### Teacher Note

You may wish to explain that *memorable* is related to the word *memory*. You might write *memory* next to *memorable* and point out that you can see part of the word *memory* in *memorable*.

#### Teacher Note

Support struggling students by asking questions such as “What is something that happened to you that you will never forget?” “What is something memorable that you have done at school? at home? with your family?” and “Where is a memorable place you have visited?”

## INTRODUCE AND USE “THROW YOURSELF INTO SOMETHING”

### 6 Introduce and Define “Throw Yourself into Something” and Review Idioms

Review that *Wilma Unlimited* tells how Wilma became a champion athlete. Show pages 24–25 and review that when Wilma stopped wearing her leg brace, she was able to take part in the sports and games she could not play before. Read the first paragraph on page 24 aloud, emphasizing the words “throw herself into basketball.”

Tell the students that “throw yourself into something” means “do something with a lot of energy and enthusiasm.” Explain that when you throw yourself into something, you work hard and do your very best. Explain that Wilma threw herself into basketball, or played it with lots of energy and enthusiasm and did her very best, because she was excited to finally be able to play.

Explain that “throw yourself into something” is an idiom, and review that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” Explain that when we say you throw yourself into something, we do not mean that you actually throw your body into something. Instead, we mean that you do something with lots of energy and enthusiasm.

Display word card 93 (🗨️ WA3) and have the students say “throw yourself into something.”

### 7 Discuss “Throw Yourself into Something”

Give examples of times you or people you know have thrown themselves into something.

**You might say:**

“On weekends, I throw myself into working in my garden. I get up early and weed and plant until it gets dark. Last year my son threw himself into the school play. He was so excited to be in the play that he practiced his lines for hours and hours. My sister is throwing herself into a volunteer clean-up project in her neighborhood. She’s spending a lot of time raking leaves and picking up trash.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you thrown yourself into something? What did you do?*  
[Pause; click 1 on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I threw myself into [helping my dad clean out our basement]. I . . .”

#### Teacher Note

If you started an idiom chart, add “throw yourself into something” to it.

#### Teacher Note

Support struggling students by asking questions such as “When have you started a new hobby or played a new sport and tried to do your very best?” “What playground game do you play with lots of energy and enthusiasm?” “When have you volunteered to help out [at home or school/in your neighborhood] and worked hard?” and “When have you done something at [home/school] that you really enjoyed and did with lots of enthusiasm?”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the idiom “throw yourself into something” and review the pronunciation and meaning.

---

## MORE STRATEGY PRACTICE

### Explore the Words *Sickliest* and *Fastest* in *Wilma Unlimited*

Write the word *liveliest* and remind the students that the suffix *-est* means “most.” Review that when you add *-est* to the word *lively*, you make the word *liveliest*, which means “most lively.”

Explain that you will read a sentence from *Wilma Unlimited* that includes two words that use the suffix *-est*. Tell the students that you want them to listen for the words with the *-est* suffix. Then read the following sentence from page 38 of the book aloud twice, slowly and clearly: “Wilma Rudolph, once known as the sickliest child in Clarksville, had become the fastest woman in the world.”

Ask:

**Q** *What words did you hear that end with the suffix -est?*

Write the words *sickliest* and *fastest* on the board.

Point to the word *sickliest* and explain that as you read the sentence aloud again, you want the students to think about what the word *sickliest* might mean.

Reread the sentence aloud. Ask:

**Q** *Based on what you just heard and what you know about the suffix -est, what do you think the word sickliest might mean?*

If necessary, explain that *sickliest* means “most sickly or most often sick.”

Discuss the meaning of *fastest* using the same procedure.

---

#### **ELL Note**

You may want to write the sentence on chart paper or where everyone can see it.

# Day 2

## Review *Lively*, *Memorable*, and “Throw Yourself into Something”

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review and practice using the words *lively* and *memorable* and the idiom “throw yourself into something” from Day 1
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### **lively**

*Lively* means “active.” Someone who is lively is energetic and full of life.

#### **memorable**

*Memorable* means “worth remembering.” Something that is memorable is not easy to forget.

#### **throw yourself into something**

“Throw yourself into something” means “do something with a lot of energy and enthusiasm.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of the words you learned yesterday might you use in your writing? How might you use the word? [Pause; click 1 on WA4 to reveal the first prompt.] Turn to your partner.

lively

memorable

throw yourself into something

**PROMPT 1:** I might use the word \_\_\_\_\_ when I am writing . . .

1 2 3 4

WA4

**PROMPT 1:** “I might use the word [*memorable*] when I am writing . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Use the Words to Answer Questions

Point to the word *lively* and ask:



**Q** *If you are feeling lively, are you likely to take a nap? Why?* [Click 2 on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “If I am feeling lively, I [am/am not] likely to take a nap because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *memorable* and ask:



**Q** *What is the most memorable book you have read? Why?* [Click 3 on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “The most memorable book I have read is [*Superfudge*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the idiom “throw yourself into something” and ask:



**Q** *How would you throw yourself into learning how to play the piano? Why?* [Click 4 on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I would throw myself into learning how to play the piano by . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

**ELPS 3.H.iii**  
Step 2 (all)

### Teacher Note

You might remind the students that they learned the word *likely* earlier and review that when something is likely, it probably will happen or is probably true.

# Day 3

## Introduce *Intense*, *Exhilarated*, and *Astounding*

### Materials

- *Wilma Unlimited*
- Word card 94 (WA5)
- Word card 95 (WA6)
- Word card 96 (WA7)

### In this lesson, the students:

- Learn and use the words *intense*, *exhilarated*, and *astounding*
- Review shades of meaning
- Build their speaking and listening skills
- Contribute ideas that are different from their partners' ideas

### Words Taught

**intense** (p. 28)

*Intense* means “very great or strong.”

**exhilarated** (p. 32)

*Exhilarated* means “very happy and excited.”

**astounding** (p. 36)

*Astounding* means “amazing or very surprising.”

## INTRODUCE AND USE *INTENSE*

### 1 Introduce and Define *Intense*

Show pages 28–29 of *Wilma Unlimited* and review that Wilma was in Rome getting ready to compete in her first Olympic race, which no one expected her to win. Read the second paragraph on page 28 aloud, emphasizing the word *intense*.

Explain that *intense* means “very great or strong.” Point out that because the Olympics would be on television, millions of people would be watching Wilma and the other athletes. This put intense, or very great, pressure on them because they did not want to fail with so many people watching.

Display word card 94 (WA5) and ask the students to say the word *intense*.

### 2 Discuss Intense Heat and Cold

Remind the students that *intense* means “very great or strong” and explain that *intense* is sometimes used to describe very great heat or cold.

Ask the students to imagine that it is summertime and the heat is intense. Ask:

 **Q** *What would you wear on a day when the heat was intense? What would you do? Why?* [Click 1 on WA5 to reveal the first prompt.] *Turn to your partner.*

### ELL Note

The Spanish cognate of *intense* is *intenso/a*.

intense

**PROMPT 1:** If the heat were **intense**, I would \_\_\_\_\_ because . . .

1
2

**PROMPT 1:** “If the heat were intense, I would [wear shorts and no shoes/ go swimming] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Have the students imagine that it is winter and the cold is intense. Ask and discuss as class:

**Q** *What would you wear on a day when the cold was intense? What would you do? Why?*

Click **2** to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “If the cold were intense, I would wear [mittens and a heavy coat/drink hot cocoa] because . . .”

Point to the word *intense* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE EXHILARATED

### 3 Introduce and Define *Exhilarated* and Review Shades of Meaning

Show pages 32–33 of *Wilma Unlimited* and remind the students that in this part of the story, Wilma had won her first gold medal in the 100-meter dash and was preparing to run her next race. Read the first paragraph on page 32 aloud, emphasizing the word *exhilarated*.

Explain that *exhilarated* means about the same thing as *happy*, with this important difference: if you are exhilarated, you are not just *a little*

### Teacher Note

If you started a “Just the Right Word” chart, add the word *exhilarated* along with its definition, “very happy and excited.” If you started a synonym chart, add *delirious* and *exhilarated* to it.

### Teacher Note

Support struggling students by asking questions such as “When was the happiest day of your life? Why was it the happiest day?” “When has something unexpected happened to you that you were very excited about?” and “When have you done something that you didn’t think you could do?”

happy, you are *very* happy and excited. You might remind the students that they learned the word *delirious* (“very happy and excited”) earlier, and explain that *delirious* and *exhilarated* are synonyms. Point out that Wilma was very happy that she had won both races. She felt exhilarated after her second win.

Display word card 95 (🗨️ WA6) and have the students say the word *exhilarated*.

## 4 Discuss Times We Have Felt Exhilarated

Explain that when people are exhilarated, they are more than simply happy; they are intensely happy—or very happy. Explain that people feel exhilarated when something special or unexpected happens.

Give examples of a time you were happy about something and a time you were exhilarated about something.

#### You might say:

“I was happy when I talked to my brother on the phone last weekend, but I was exhilarated, or very happy, last summer when I got to visit him in person because that doesn’t happen very often.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you felt exhilarated? Why?* [Pause; click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I felt exhilarated when [my sister Krista was born] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *exhilarated* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE ASTOUNDING

### 5 Introduce and Define *Astounding* and Review Shades of Meaning

Show pages 36–37 of *Wilma Unlimited* and remind the students that during her last Olympic race, the 400-meter relay, Wilma almost dropped the baton and her team fell into third place. Read the second paragraph on page 36 aloud, emphasizing the word *astounding*.

Explain that *astounding* means about the same thing as *surprising*, but that if something is astounding, it is not just a *little* surprising, it is *very* surprising or amazing. Point out that Wilma’s performance at the Olympics was astounding, or amazing, because Wilma accomplished something that no one expected her to—she won three gold medals.

Display word card 96 (🗨️ WA7) and have the students say the word *astounding*.

## 6 Discuss Astounding Things We Have Seen

Remind the students that *astounding* means “amazing,” and describe something you have seen that was astounding.

### You might say:

“I saw a movie last weekend that had astounding special effects. Trees and flowers were talking and acting like people. It was amazing. I once saw a magician on TV do an astounding trick. He waved his hand and a man rose out of a chair and floated through the air. That was an amazing sight.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you seen something you thought was astounding? Why did you think it was astounding?* [Pause; click ❶ on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I saw an astounding . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Remind the students that *astounding* can also mean “very surprising.” Ask and discuss as a class:

**Q** *Would it be astounding if a monkey suddenly ran into our classroom? Why?*

Click ❷ on word card 96 (WA7) to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “It [would/would not] be astounding if a monkey ran into our classroom because . . .”

Point to the word *astounding* and review the pronunciation and meaning of the word.

### Teacher Note

If you started a “Just the Right Word” chart, add the word *astounding* along with its definition, “amazing or very surprising.”

### Teacher Note

Support struggling students by asking questions such as “When have you seen something on TV or at the movies that you thought was amazing?” and “When have you seen someone do something in real life and thought, ‘Wow! That was amazing!’”

# Day 4

## Review *Intense, Exhilarated,* and *Astounding*

### Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 16 Crossword Puzzle" (BLM3) for each student

### In this lesson, the students:

- Review and practice using the words *intense*, *exhilarated*, and *astounding* from Day 3
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### intense

*Intense* means "very great or strong."

#### exhilarated

*Exhilarated* means "very happy and excited."

#### astounding

*Astounding* means "amazing or very surprising."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Use "Think, Pair, Share" to discuss:



**Q** *If you were writing a story about a trip to the moon, which of the words might you use? Why? [Pause; click 1 on WA8 to reveal the first prompt.] Turn to your partner.*

intense exhilarated astounding

**PROMPT 1:** If I were writing a story about a trip to the moon, I would use the word \_\_\_\_\_ because . . .

1 2 3 4

WA8

**PROMPT 1:** “If I were writing a story about a trip to the moon, I would use the word [*astounding*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Ask:



**Q** *Would you feel intense anger on a joyful occasion? Why?* [Click 2 on WA8 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] feel intense anger on a joyful occasion because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students discuss:



**Q** *Would you feel exhilarated on a joyful occasion? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] feel exhilarated on a joyful occasion because . . .”



**Q** *Would it be astounding to see a gorilla playing the piano? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “It [would/would not] be astounding to see a gorilla playing the piano because . . .”

#### Teacher Note

You may want to remind the students that they learned the word *joyful* earlier and that *joyful* means “full of joy or very happy.”

#### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

#### Teacher Note

To provide students with additional review of words taught during Weeks 15 and 16, you might distribute a copy of the “Week 16 Crossword Puzzle” (BLM3) to each student.

### Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

### Teacher Note

Each sentence on the weekly review activity (WA10) has a corresponding number: the first story is ①; the second story is ②; and the third story is ③. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer.
- The fourth click clears the screen.

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Contribute ideas that are different from their partners’ ideas

### Words Reviewed

#### advise

*Advise* means “tell someone what you think he or she should do.”

#### gruff

*Gruff* means “unpleasant or rude.” If someone is gruff, he or she may seem unfriendly or mean.

#### lively

*Lively* means “active.” Someone who is lively is energetic and full of life.

#### snug

*Snug* means “comfortable, warm, and cozy.”

#### sorrowful

*Sorrowful* means “full of sorrow or very sad.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Describe the Character”

Explain that partners will play a game called “Describe the Character.” You will read a story aloud, and partners will decide which vocabulary word best describes the main character of the story and explain why they think so. Tell the students that before they play the game in pairs, they will practice as a class.

Display the ongoing review activity (WA10) and begin playing the game:

1. Click ① to reveal the first story. Explain that the main character of the first story is a woman named Jennifer. Point to the story and read it aloud twice, slowly and clearly.

- Story 1: *Jennifer was glad to be home after a hard day at work. She made a fire in the fireplace and curled up on the couch with a blanket and a cup of tea. “Ah,” she sighed with a smile. “This is very relaxing.”*

2. Point to the words and ask:

- Q** Which vocabulary word best describes Jennifer? Why? [Click **1** on WA10 to reveal the first prompt.]

**PROMPT 1:** “[*Snug*] best describes Jennifer because . . .”

Have one or two volunteers share their thinking with the class.

3. After they have shared, conclude the discussion by clicking **1** a third time to highlight the correct vocabulary word.

lively
snug
gruff

**STORY 1:** Jennifer was glad to be home after a hard day at work. She made a fire in the fireplace and curled up on the couch with a blanket and a cup of tea. “Ah,” she sighed with a smile. “This is very relaxing.”

1
2
3

WA10

4. Finally, click **1** to clear the screen.

### 3 Play the Game in Pairs

Tell the students that partners will play the game together. Explain that the main character of the next story is a boy named Winston.

1. Click **2** to reveal the second story. Point to the story and read it aloud twice, slowly and clearly.

- Story 2: *Winston is always in a bad mood. He never smiles or laughs. Whenever his neighbors try to talk to him, he snaps, “Leave me alone!”*

2. Point to the words and ask:



- Q** Which vocabulary word best describes Winston? Why? [Click **2** again and read the prompt aloud.] Turn to your partner.

**PROMPT 2:** “[*Gruff*] best describes Winston because . . .”

#### Teacher Note

If the students struggle to answer the questions, reread the story and think aloud about which word best describes Jennifer. (For example, “I think the word *snug* best describes Jennifer because *snug* means ‘comfortable, warm, and cozy.’ Jennifer is curled up on the couch with a blanket, so she’s comfortable and warm, and she sighs and says she feels relaxed.”) Then read the next story and discuss it as a class rather than in pairs.

#### Teacher Note

If you are not using an interactive whiteboard, write each story and the words where everyone can see them.

#### Teacher Note

You might remind the students that they learned the word *snap* (“speak sharply or angrily”) earlier.

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. After they have shared, conclude the discussion by clicking ❷ a third time to highlight the correct vocabulary word.
4. Finally, click ❷ to clear the screen.

Using the same procedure, discuss:

- Story 3: *Diana woke up excited for the weekend. "There is so much I want to do today!" she exclaimed. "I am going to ride my bike, go swimming, and play baseball with my friends."* (lively)

### ELL Note

You may want to review the meaning of the target words (e.g., *sorrowful* and *advise*) before asking each question.

## 4 Discuss the Remaining Words

Show the ongoing review cards (WA9) and tell the students that you will ask them questions about some of the remaining vocabulary. Ask:

[*sorrowful, advise*]

-  **Q** *If your friend were sorrowful because he lost his favorite book, what might you advise him to do? Why?* [Click ❶ to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** "If my friend were sorrowful because he lost his favorite book, I might advise him to [think about where he had it last] because . . ."

[*sorrowful, gruff*]

-  **Q** *Would you be sorrowful if someone you just met spoke to you gruffly? Why?* [Click ❷ to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** "I [would/would not] be sorrowful if someone I just met spoke to me gruffly because . . ."



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses indicate that they understand the words' meanings?
- Do they use the vocabulary words correctly to explain their thinking?
- Are they using the words spontaneously and accurately in conversations outside of vocabulary time?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 179 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

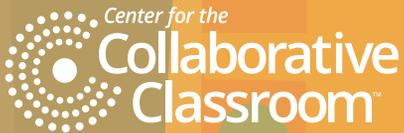
- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice in using the word through a game modeled on "Is Olive Gruff?" (see Week 15, Day 1, Step 8). For example, if the students are struggling with the word *lively*, play "Is Olive Lively?" by describing situations in which Olive is or is not lively.

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 17 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 13–16 using the "Individual Vocabulary Assessment: Word Check 4" answer sheet (IA1) on page 183 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 180 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 13–16 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 184 of the *Assessment Resource Book*.



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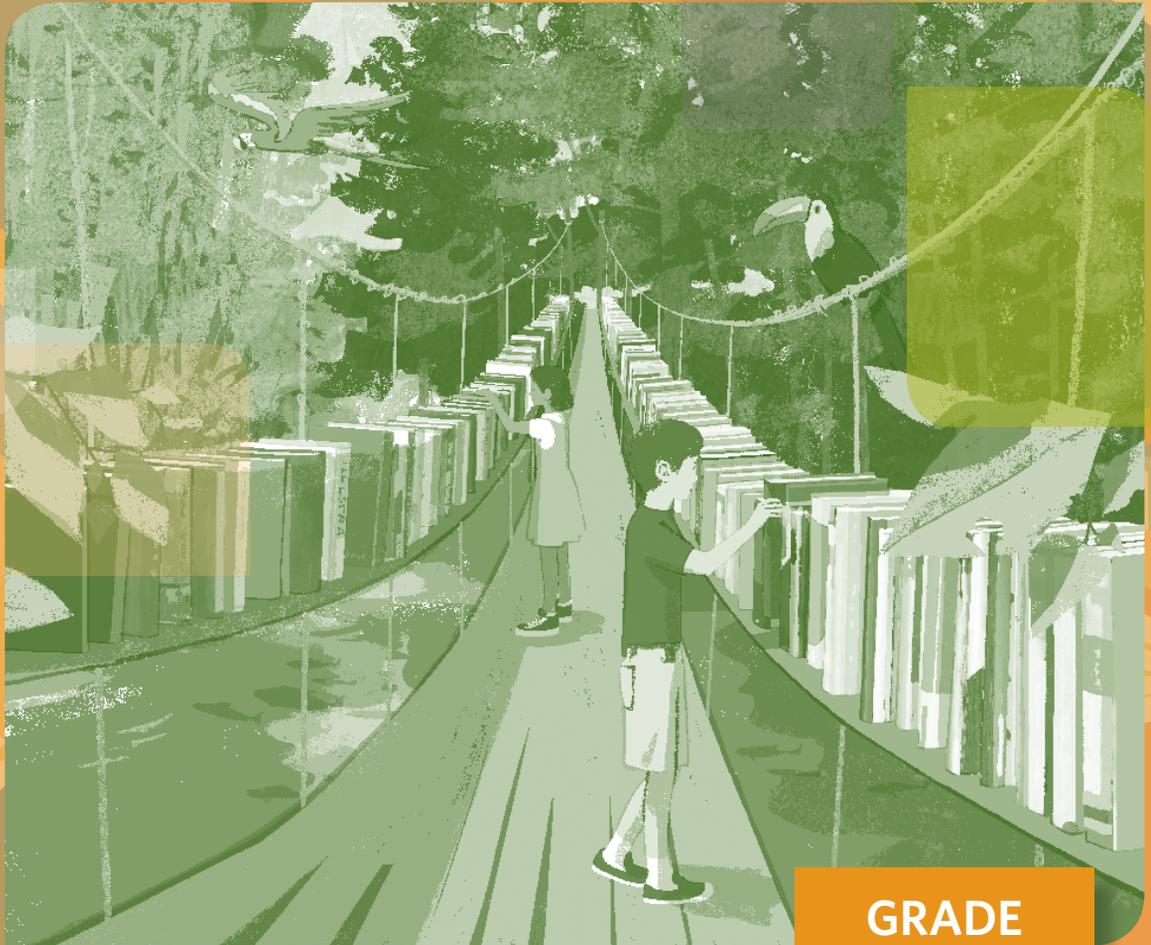
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Vocabulary Teaching Guide | Volume 2

CCC Collaborative Literacy

# Making Meaning<sup>®</sup>

THIRD EDITION



GRADE

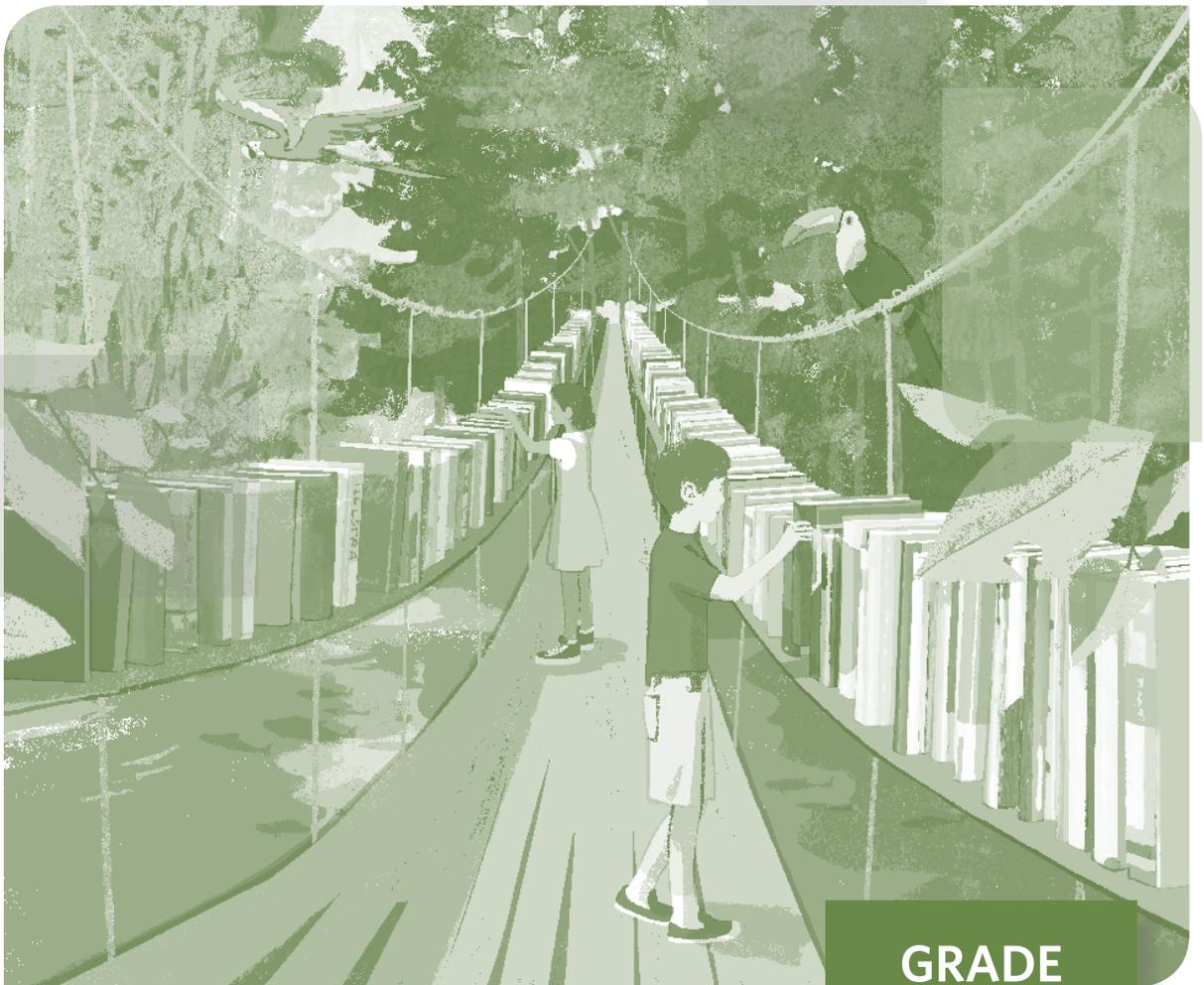
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CCC Collaborative Literacy

# Making Meaning<sup>®</sup>

THIRD EDITION



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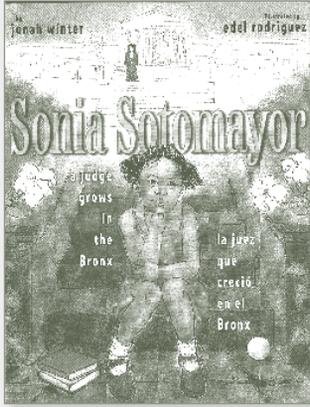
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# Week 17

## RESOURCES



### Read-aloud

- *Sonia Sotomayor: A Judge Grows in the Bronx* by Jonah Winter, illustrated by Edel Rodriguez

### More Strategy Practice

- “Play ‘Antonym Match’”

### Extensions

- “Explore Related Words: *Comfy*, *Comfortable*, and *Comfort*”
- “Explore Similes in *Sonia Sotomayor: A Judge Grows in the Bronx*”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA11

### Reproducibles

- Week 17 family letter (BLM1)
- (Optional) “Week 17 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

unexpected

abandon

*industrious*

comfy

*successful*

*unsuccessful*

## Words Reviewed

advise

blow your top

shuffle

snug

strain

## Word-learning Strategies

- Using the prefix *un-* to determine word meanings (review)
- Recognizing synonyms (review)
- Using the suffix *-ful* to determine word meanings (review)
- Recognizing antonyms (review)

## Vocabulary Focus

- Students learn and use six words from or about the story.
- Students review using the prefix *un-* and the suffix *-ful* to determine word meanings.
- Students review synonyms and antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Play ‘Antonym Match’” on page 358.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 17 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Unexpected*, *Abandon*, and *Industrious*

# Day 1

## In this lesson, the students:

- Learn and use the words *unexpected*, *abandon*, and *industrious*
- Review the prefix *un-*
- Review synonyms
- Build their speaking and listening skills
- Work in a responsible way

## Words Taught

### **unexpected** (p. 3)

*Unexpected* means “not expected.” If something is unexpected it is surprising. You did not expect, or think, that it would happen.

### **abandon** (p. 3)

*Abandon* means “leave and not return.”

### **industrious**

*Industrious* means “hardworking.”

## INTRODUCE AND USE *UNEXPECTED*

### 1 Introduce and Define *Unexpected* and Review the Prefix *un-*

Briefly review *Sonia Sotomayor*.

Show pages 2–3 and read the first paragraph aloud, emphasizing the word *unexpected*.

Explain that the first word the students will learn today is *unexpected*. Explain that if something is unexpected, you did not expect, or think, that it would happen. It is surprising. Show the illustration on pages 2–3 and point to the flowers. Explain that it is unexpected, or surprising, to see flowers blooming on a chain-link fence. Most flowers bloom near the ground in gardens and parks.

Display word card 97 (🗉 WA1) and have the students say the word *unexpected*. Point to the prefix *un-* in *unexpected* and review that *un-* is a prefix that means “not.” Explain that *unexpected* means “not expected.”

## Materials

- *Sonia Sotomayor*
- Word card 97 (WA1)
- “Tell Me a Story” chart (WA2)
- Word card 98 (WA3)
- Word card 99 (WA4)

### TEKS 3.C.ii

Student/Teacher Narrative

Step 1

(all, beginning on page 347 and continuing on to page 348)

**TEKS 3.C.ii**

**Student/Teacher Activity  
Step 2**

(all, beginning on page 348 and continuing on to page 349)

**Teacher Note**

If you are not using an interactive whiteboard, write each story where everyone can see it.

**Teacher Note**

If the students have difficulty thinking of an ending, review the definition of *unexpected* and think aloud about an ending. For example, say "I saw a kitten on the checkout counter." Then reread the beginning of the story aloud and repeat the questions. If the students continue to struggle, ask questions such as "What is something that might happen at the grocery store that would surprise you?" or "What is something that might happen that would cause you to say 'Wow! I didn't expect that!'"

Ask:

**Q** *When have you seen something unexpected? Why was it unexpected?*

Click **1** on word card 97 (WA1) to reveal the prompt and have one or two volunteers use the prompt to share their thinking with the class.

unexpected

**PROMPT 1:** I saw \_\_\_\_\_. It was **unexpected** because . . .

**1**

WA1

**PROMPT 1:** "I saw [a mouse in my shoe]. It was unexpected because . . ."

**2 Do the Activity "Tell Me a Story"**

Tell the students that partners will do an activity called "Tell Me a Story." Review that you will tell them the beginning of a story that includes the word *unexpected*. Then they will use their imaginations and what they know about the word to make up an unexpected ending for the story.

Display the "Tell Me a Story" chart (WA2) and show story 1 and its accompanying prompts. Read the story aloud, slowly and clearly:

- Story 1: *Today my family and I went to the grocery store. One unexpected thing that happened was . . .*

Use "Think, Pair, Share" to discuss:



**Q** *How might you finish the story? What unexpected thing might happen at the grocery store? [Pause; point to prompt 1.] Turn to your partner.*

**Tell Me a Story**

Today my family and I went to the grocery store. One unexpected thing that happened was . . .

\_\_\_\_\_

**PROMPT 1:** One **unexpected** thing that happened was . . .

**PROMPT 2:** \_\_\_\_\_ is **unexpected** because . . .

WA2

**PROMPT 1:** “One unexpected thing that happened was . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *Why is [a monkey walking down the milk aisle] unexpected?*

Point to prompt 2 and have one or two volunteers use the prompt to share their thinking.

**PROMPT 2:** “[A monkey walking down the milk aisle] is unexpected because . . .”

Show story 2 on the chart (WA2) and use the same procedure to discuss the following story:

- Story 2: *On Julio’s walk to school, he notices something squirming in the bushes. The unexpected thing Julio sees is . . .*



**Q** *How might you finish the story? What unexpected thing might Julio see squirming in the bushes? [Pause; point to prompt 3.] Turn to your partner.*

**PROMPT 3:** “The unexpected thing Julio sees is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *Why would [a purple starfish in a bush] be unexpected?*

**PROMPT 4:** “[A purple starfish in a bush] would be unexpected because . . .”

Point to the word *unexpected* and review the pronunciation and meaning of the word.

Discuss as a class:

**Q** *When has something unexpected happened to you?*

## INTRODUCE AND USE ABANDON

### 3 Introduce and Define *Abandon*

Show pages 2–3 of *Sonia Sotomayor* and read the first paragraph on page 3 again, emphasizing the word *abandoned*.

Explain that *abandon* means “leave and not return.” Explain that an abandoned building is empty because people have moved out and never returned.

Display word card 98 (C WA3) and have the students say the word *abandon*.

### Teacher Note

You might point out that students learned the word *squirm* earlier and that *squirm* means “wiggle, or twist your body from side to side, usually because you are bored or uncomfortable.”

### ELL Note

The Spanish cognate of *abandon* is *abandonar*.

## 4 Discuss Things That Have Been Abandoned

Imagine that you are at the park and you come across an abandoned bicycle—a bicycle that someone left behind and did not return for.

Use “Think, Pair, Share” to discuss:



**Q** *Why might someone have abandoned the bicycle?* [Pause; click **1** on WA3 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “Someone might have abandoned the bicycle because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

**Q** *What would you do if you came across an abandoned bicycle?*

Ask the students to imagine that at the same park they come across an abandoned puppy. Discuss as a class:

**Q** *Why might someone have abandoned the puppy?*

Follow up and use “Think, Pair, Share” to discuss:



**Q** *What would you do if you came across an abandoned puppy?* [Pause; click **2** on WA3 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “If I came across an abandoned puppy, I would . . .”

Point to the word *abandon* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE INDUSTRIOUS

### 5 Introduce and Define *Industrious* and Review Synonyms

Show pages 10–11 of *Sonia Sotomayor* and read the first paragraph on page 10 aloud.

Tell the students that the last word they will learn today is *industrious*. Explain that *industrious* means “hardworking” and that *industrious* and *hardworking* are synonyms. Explain that Sonia’s mother was *industrious*. She worked hard during the day to support her children and studied hard at night to become a nurse. Explain that Sonia grew up to be *industrious*, or *hardworking*, like her mother.

Display word card 99 (WA4) and have the students say the word *industrious*.

#### Teacher Note

If you started a synonym chart, add *industrious* and *hardworking* to it.

Discuss as a class:

**Q** *Who is an industrious person you know? Why do you think the person is industrious?*

Click **1** on word card 99 (WA4) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “[My sister] is industrious because . . .”

## **6** Play “Is Olive Industrious?”

Tell the students that partners will play a game called “Is Olive Industrious?” Review that Olive is the name of an imaginary girl in third grade. Tell the students that you will describe how Olive is acting. Partners will then discuss whether Olive is industrious and why.

Begin by saying:

- *Olive is learning to play the tuba. She practices for an hour after school each day.*

Ask:



**Q** *Is Olive industrious? Why?* [Click **2** on WA4 to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 2:** “Olive [is/is not] industrious because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of the following scenarios:

- *Olive knows she should be doing her homework, but she keeps putting it off. She has a snack, calls her friend Tommy, and takes a nap.*
- *Olive’s mom isn’t feeling well. To help her, Olive washes the dishes, vacuums the floor, and folds the laundry.*

Point to the word *industrious* and review the pronunciation and meaning of the word.

### Teacher Note

If the students have trouble pronouncing the word, have them say it several times, slowly pronouncing each syllable.

# Day 2

## Review *Unexpected*, *Abandon*, and *Industrious*

### Materials

- Daily review cards (WA5)
- Daily review activity (WA6)

### In this lesson, the students:

- Review and practice using the words *unexpected*, *abandon*, and *industrious* from Day 1
- Build their speaking and listening skills
- Contribute ideas that are different from their partners' ideas

### Words Reviewed

#### **unexpected**

*Unexpected* means “not expected.” If something is unexpected it is surprising. You did not expect, or think, that it would happen.

#### **abandon**

*Abandon* means “leave and not return.”

#### **industrious**

*Industrious* means “hardworking.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA5). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words you learned yesterday was the most fun to talk about? Why? [Click 1 on WA5 to reveal the prompt.] Turn to your partner.

unexpected abandon industrious

**PROMPT 1:** I think \_\_\_\_\_ was the most fun to talk about because . . .

1

WA5

**PROMPT 1:** “I think [*industrious*] was the most fun to talk about because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Review the Game “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Review that you will show a sentence with one or more words underlined. You will read each sentence aloud, and partners will decide which vocabulary word can replace the underlined part of the sentence.

Display the daily review activity (🎧 WA6) and begin playing the game:

1. Click **1** to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined words.
  - Sentence 1: *During lunch, the fire alarm in the cafeteria sounded and the sprinklers went off. It was very surprising!*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the three word choices and ask:



**Q** Which vocabulary word could replace the underlined words? Why? [Click **1** again and point to the prompt.] Turn to your partner.

**PROMPT 1:** “I think the word [*unexpected*] could replace *very surprising* because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking **1** a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

unexpected	abandon	industrious
------------	---------	-------------

**SENTENCE 1:** During lunch, the fire alarm in the cafeteria sounded and the sprinklers went off. It was unexpected!

1 2 3

WA6

4. Click **1** to clear the screen.

#### Teacher Note

For a fully written-out example of this activity, see Week 3, Day 5, Step 2.

#### Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

#### Teacher Note

Each sentence on the daily review activity (WA6) has a corresponding number: the first sentence is **1**; the second sentence is **2**; and the third sentence is **3**. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the answer in place.
- The fourth click clears the screen.

# Day 3

## Introduce Comfy, Successful, and Unsuccessful

### Materials

- *Sonia Sotomayor*
- Word card 100 (WA7)
- Word cards 101–102 (WA8)

Use the same procedure to discuss the following sentences:

- Sentence 2: *Today, Paula cleaned her room, read a book, and finished her art project. She is hardworking. (industrious)*
- Sentence 3: *On their road trip, the Juarez family drove by a town where the buildings were empty and all the gardens were overgrown. The town was without people. (abandoned)*

### In this lesson, the students:

- Learn and use the words *comfy*, *successful*, and *unsuccessful*
- Review the suffix *-ful*
- Review antonyms
- Build their speaking and listening skills
- Contribute ideas that are different from their partners' ideas

### Words Taught

**comfy** (p. 22)

*Comfy* means “comfortable.”

**successful**

If you are successful, you do what you set out to do or do something well.

**unsuccessful**

*Unsuccessful* means “not successful.” If you are unsuccessful, you do not accomplish what you set out to do.

## INTRODUCE AND USE COMFY

### 1 Introduce and Define Comfy

Show pages 22–23 of *Sonia Sotomayor* and remind the students that in this part of the book Sonia has just moved from the Bronx and is studying at college. Read the last three sentences of the first paragraph aloud, emphasizing the word *comfy*.

Explain that *comfy* means “comfortable.” Explain that Sonia’s family is like a warm and comfy, or comfortable, blanket that makes her feel safe and loved. Explain that college is not the comfy, loving place her home

was. She feels uncomfortable at college because she is different from a lot of her classmates.

Display word card 100 (🔊 WA7) and have the students say the word *comfy*.

## 2 Talk About Comfy Places

Give an example of some comfy places.

### You might say:

"My bed is very comfy. There are lots of pillows and a warm comforter. The hammock in my backyard is also comfy. I love lying in it and reading a book on a warm summer day. The reading chair in our library is very comfy. It is big and soft—the perfect place to curl up and read a book."

Use "Think, Pair, Share" to discuss:



**Q** *Where are you most comfy? Why?* [Pause; click 1 on WA7 to reveal the first prompt.] *Turn to your partner.*

WA7

comfy

**PROMPT 1:** I am most **comfy** \_\_\_\_\_ because . . .

1 2

**PROMPT 1:** "I am most comfy [on my couch] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask and discuss as a class:

**Q** *What are your most comfy clothes?*

Click 2 on word card 100 (WA7) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** "My most comfy clothes are . . ."

Point to the word *comfy* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *SUCCESSFUL* AND *UNSUCCESSFUL*

### 3 Introduce *Successful* and Review the Suffix *-ful*

Show pages 24–25 of *Sonia Sotomayor* and review that Sonia’s hard work paid off and she became a judge. Read the first three sentences of the first paragraph on page 25 aloud, emphasizing the word *success*.

Explain that Sonia worked hard to become a judge, and that she was successful. Tell the students that *successful* is the next word they will learn today. Explain that if you are successful, you do what you set out to do or do something well. Explain that Sonia was successful because she did well in school and worked hard as a judge. Display word cards 101–102 (🎯 WA8) and reveal word card 101. Have the students say the word *successful*.

Point to the suffix *-ful* in *successful* and review that *-ful* is a suffix that means “full of.” Explain that Sonia’s life has been “full of success”—she has become a good judge.

Ask and discuss as a class:

**Q** *When have you been successful? When have you done something you set out to do or done something well?*

Click ❶ to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “I was successful when . . .”

### 4 Introduce *Unsuccessful* and Review Antonyms

Tell the students that the next word they will learn today is *unsuccessful*. Click to reveal word card 102 on word cards 101–102 (WA8) and have the students say the word *unsuccessful*. Explain that *unsuccessful* and *successful* are antonyms, and review that *antonyms* are “words with opposite meanings.” Ask:

**Q** *If successful means “full of success,” what do you think unsuccessful means?*

Click ❷ to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I think *unsuccessful* means . . .”

#### Teacher Note

You might point out the prefix *un-* in *unsuccessful* and review that *un-* is a prefix that means “not.” Remind the students that they reviewed *un-* earlier when they discussed the word *unexpected*.

#### Teacher Note

If you started an antonym chart, add the words *successful* and *unsuccessful* to it.

If necessary, explain that *unsuccessful* means “not successful.” If you are unsuccessful, you do not accomplish what you set out to do.

## 5 Discuss Whether Olive Is Successful or Unsuccessful

Explain that you are going to describe something that the imaginary third-grader Olive does. Partners will decide whether she is successful or unsuccessful, and explain why they think so.

Begin by reading the following scenario aloud twice, slowly and clearly:

- *Olive throws herself into writing a book about sharks. She goes to the library every day and learns as much as she can about them. She spends the summer working on her book and finally finishes it.*

Ask:



**Q** *Is Olive successful or unsuccessful? Why? [Click 3 on WA8 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “Olive is [successful/unsuccessful] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students discuss:

- *Olive wants to be better at basketball, but she doesn't want to practice. When her coach offers her suggestions for becoming a better player, she doesn't pay attention. Olive doesn't get better and finally quits the team.*
- *Olive wants to learn how to play the cello. She goes to her lessons and practices nearly every day for an entire year. At the end of the school year, she is invited to join her school's band.*

Point to the words *successful* and *unsuccessful* and review the pronunciation and meaning of each word.

### Teacher Note

You might remind the students that they learned the idiom “throw yourself into something” earlier and that it means “do something with a lot of energy and enthusiasm.”

### Teacher Note

Invite the students to make up their own “Is Olive Successful or Unsuccessful?” scenarios. You might stimulate their thinking by providing them with a goal (for example, “Olive wants to learn how to swim” or “Olive wants to become a doctor”).

## Materials

- “Antonym Match” chart (WA9)

## Teacher Note

Alternatively, you may wish to write the antonym match where everyone can see it.

# MORE STRATEGY PRACTICE

## Play “Antonym Match”

Display the “Antonym Match” chart (🗨️ WA9).

WA9

### Antonym Match

**1**

comfy

fortunate

gruff

faint

cluttered

**2**

loud

neat

uncomfortable

unlucky

nice

**PROMPT:** \_\_\_\_\_ is the antonym of \_\_\_\_\_.

Tell the students that partners will play a game called “Antonym Match.” Point to the words in column 1, and explain that these are vocabulary words the students have learned. Point to the words in column 2, and explain that these are antonyms, or words with opposite meanings, of the vocabulary words in column 1. Explain that partners will match each vocabulary word to its antonym.

Point to the word *comfy*, pronounce it, and have the students pronounce it.

Then point to the words in column 2 and ask:

**Q** Which word in column 2 is the antonym of *comfy*?

**PROMPT:** “[*Uncomfortable*] is the antonym of [*comfy*].”

Have a few volunteers use the prompt to share their thinking. Then have a volunteer draw a line from the word *comfy* to the word *uncomfortable*.

Repeat the procedure to have the students match the remaining words. When you get to the final two words, have the students discuss them together by asking:

**Q** Which word in column 2 is the antonym of *faint* and which word is the antonym of *cluttered*?

---

## EXTENSION

### Explore Related Words: *Comfy*, *Comfortable*, and *Comfort*

Write the word *comfy* where everyone can see it, and review that *comfy* means “comfortable.” Tell the students that knowing the meanings of the words *comfy* and *comfortable* can help them figure out the meaning of another related word—*comfort*. Write these sentences where everyone can see them:

Nick didn't feel well so he went to the nurse's office. The school nurse helped Nick into bed and wrapped a blanket around him to comfort him.

Ask:

**Q** *Based on what you know about the words comfy and comfortable and clues in the sentences, what do you think the word comfort means? What does it mean to comfort someone?*

If necessary, explain that *comfort* means “make someone feel better or more comfortable.” Point out that the nurse helped Nick into bed and wrapped a blanket around him to comfort him or make him feel better or more comfortable.

Discuss as a class:

**Q** *When has someone comforted you? How did they make you feel?*

# Day 4

## Review *Comfy, Successful,* and *Unsuccessful*

### Materials

- Daily review cards (WA10)
- Copy of this week's family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *comfy*, *successful*, and *unsuccessful* from Day 3
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### **comfy**

*Comfy* means "comfortable."

#### **successful**

If you are successful, you do what you set out to do or do something well.

#### **unsuccessful**

*Unsuccessful* means "not successful." If you are unsuccessful, you do not accomplish what you set out to do.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA10). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words you learned yesterday do you find particularly interesting? Why? [Click 1 on WA10 to reveal the first prompt.] Turn to your partner.

comfy successful unsuccessful

**PROMPT 1:** I think \_\_\_\_\_ is particularly interesting because . . .

1 2

WA10

**PROMPT 1:** “I think [*comfy*] is particularly interesting because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Which Word Am I?”

Explain that you will give a clue about one of the words and partners will figure out the word.

Begin by saying:

- *I’m how you might describe your favorite pair of pajamas.*



**Q** Which word am I? Why? [Click 2 on WA10 to reveal the prompt.]  
Turn to your partner.

**PROMPT 2:** “I think the word is [*comfy*] because . . .”

After a few moments, signal for the students’ attention and ask a few volunteers to use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I’m how you might describe a person who tried doing something she’d never done before—and she did it. (successful)*
- *I’m how you might feel when you are snuggled up on the couch watching a movie. (comfy)*
- *I mean “doing what you set out to do.” (successful)*
- *I’m how you might describe someone who sets out to make a loaf of bread and burns the loaf in the oven. (unsuccessful)*

---

## EXTENSION

### Explore Similes in *Sonia Sotomayor: A Judge Grows in the Bronx*

Show the illustrations on pages 12–13 of *Sonia Sotomayor* and review that they show Sonia and her family spending time together. Explain that the author of the book, Jonah Winter, describes Sonia’s life at home by saying “Sonia’s family surrounded her like a warm blanket.” Explain that by describing her family in this way, the author is helping us imagine how comfortable and safe Sonia felt at home surrounded like a warm blanket by the people she loved.

Explain that “surrounded her like a warm blanket” is a simile and that a *simile* is a “comparison of one thing to another using the words *like*, *as*, or *than*.” Tell the students that good writers like Jonah Winter use similes to help readers picture in their minds what is being described.

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA11)

Show pages 22–23 and explain that on these pages the author describes how uncomfortable and lonely Sonia felt at Princeton. Tell the students that, as you read from this part of the book, you want them to listen for how Sonia decided to handle her unhappy situation and what the author compares Sonia to. Then read the first three sentences of the first paragraph on page 23 aloud. Ask:

- Q *How did Sonia handle her unhappy situation at Princeton?*
- Q *What is Sonia compared to in the sentences you just heard?*
- Q *How does comparing Sonia to “a flowering vine that would not stop growing” help you imagine how strong and determined Sonia was?*

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way
- Contribute ideas that are different from their partners' ideas

### Words Reviewed

#### advise

*Advise* means “tell someone what you think he or she should do.”

#### blow your top

“Blow your top” means “get very angry.”

#### shuffle

*Shuffle* means “slide the feet along the ground or floor while walking.” When people shuffle, they barely lift their feet. *Shuffle* also means “mix playing cards to change their order.”

#### snug

*Snug* means “comfortable, warm, and cozy.”

#### strain

*Strain* means “pull or push hard.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA11). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Tell the students that you will ask them questions about the words. Point to the word *snug* and ask:

-  **Q** *If you were wearing a warm jacket with a hat and gloves on a cold winter day, would you be snug? Why?* [Pause; click ❶ on WA11 to reveal the prompt.] *Turn to your partner.*

WA11

adviseblow your topshuffle

snugstrain

**PROMPT 1:** I [would/would not] be **snug** because . . .

❶❷❸❹❺

**PROMPT 1:** “I [would/would not] be snug because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Discuss the following questions using the same procedure:

[advise]

-  **Q** *If a new student were roaming around our school lost, would you advise the student where to go? Why?* [Pause; click ❷ on WA11 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] advise the new student because . . .”

[shuffle]

-  **Q** *Would you shuffle your feet quietly if you were dancing to your favorite song? Why?* [Pause; click ❸ on WA11 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] shuffle my feet quietly because . . .”

#### Teacher Note

Support struggling students by reviewing that if you are snug, you are comfortable, warm, and cozy. Then ask questions such as “Would wearing a warm jacket on a cold day make you feel snug?” and “What would you wear to be snug on a cold winter day?” Then reread the sentence starter and repeat the questions.

#### Teacher Note

You might remind the students that they learned the word *roam* earlier and that *roam* means “wander or move about without any particular purpose or place to go.”

**[blow your top]**



**Q** *Would you blow your top if your best friend couldn't come to your birthday party? Why?* [Pause; click 4 on WA11 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** "I [would/would not] blow my top because . . ."

**[strain]**



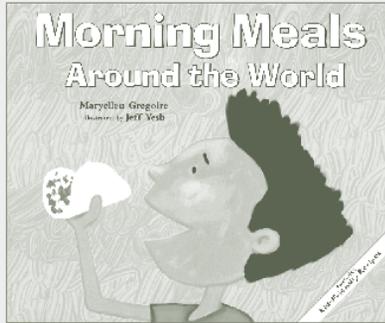
**Q** *Would you strain to lift a feather? Why?* [Pause; click 5 on WA11 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** "I [would/would not] strain to lift a feather because . . ."



# Week 18

## RESOURCES



### Read-aloud

- *Morning Meals Around the World* by Maryellen Gregoire, illustrated by Jeff Yesh

### More Strategy Practice

- “Review the Prefix *re-* and Discuss the Word *Reenergize*”

### Extension

- “Discuss *Plain* and *Plane* and Other Homophones”



### More ELL Support

- “Draw a Picture of a Plain Object and Not Plain Object”

### Assessment Resource Book

- Week 18 vocabulary assessment



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 18 family letter (BLM1)
- (Optional) “Week 18 Word Cards” (BLM2)
- (Optional) “Week 18 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

*customary*  
*energize*  
*appetizing*  
*plain*  
*differ*  
*refreshing*

## Words Reviewed

cherish  
industrious  
lively  
persist  
sorrowful

## Word-learning Strategies

- Recognizing synonyms (review)
- Using the prefix *un-* to determine word meanings (review)
- Recognizing antonyms (review)
- Using the prefix *re-* to determine word meanings (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review synonyms and antonyms.
- Students review shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## 1 DO AHEAD

- ✓ Prior to Day 3, identify two areas of the classroom that are different and easy for the students to see, to discuss the word *differ*. (See the Teacher Note on page 375, and Step 5.)
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Review the Prefix *re-* and Discuss the Word *Reenergize*” on page 380.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 187 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 18 Word Cards” (BLM2) and “Week 18 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Customary*, *Energize*, and *Appetizing*

# Day 1

## In this lesson, the students:

- Learn and use the words *customary*, *energize*, and *appetizing*
- Review synonyms
- Review the prefix *un-*
- Build their speaking and listening skills
- Contribute ideas that are different from their partners' ideas

## Words Taught

### **customary**

*Customary* means "usual or normal or happening regularly."

### **energize**

*Energize* means "give energy or strength."

### **appetizing**

*Appetizing* means "tasty or good to eat."

## INTRODUCE AND USE *CUSTOMARY*

### 1 Introduce and Define *Customary* and Review Synonyms

Briefly review *Morning Meals Around the World*.

Show page 3 and read this sentence aloud: "All around the world, people start the day with delicious food and drinks."

Tell the students that the first word they will learn today is *customary* and explain that *customary* means "usual or normal or happening regularly." Explain that *customary*, *usual*, and *normal* are synonyms.

Display word card 103 (🗉 WA1) and have the students say the word *customary*.

Explain that around the world it is customary, or normal, for people to have a morning meal. People usually, or regularly, eat a meal in the morning.

Point out that morning is not the only time of day when it is customary to eat. Ask:



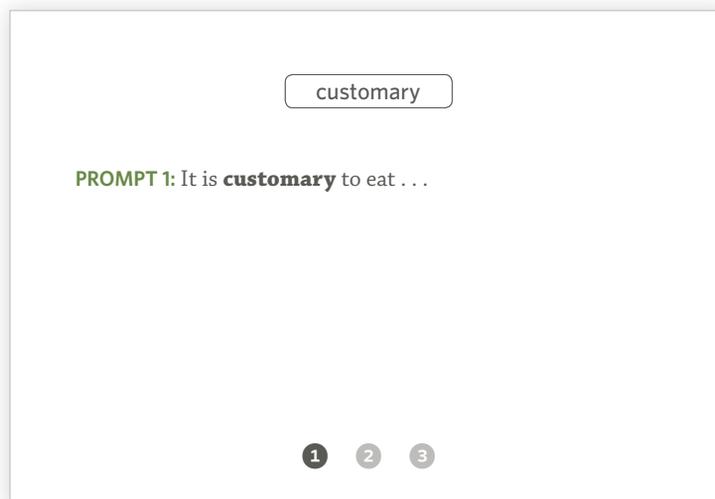
**Q** *When else during the day is it customary to eat?* [Click 1 on WA1 to reveal the first prompt.] *Turn to your partner.*

## Materials

- *Morning Meals Around the World*
- Word card 103 (WA1)
- Word card 104 (WA2)
- Word card 105 (WA3)

## Teacher Note

You may want to explain that the word *customary* is related to the word *custom* and point out that you can see the word *custom* in *customary*. A *custom* is a "tradition or something that people do regularly."



**PROMPT 1:** “It is customary to eat . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## 2 Discuss Customary Ways People Celebrate a Birthday

Explain that in many cultures it is customary, or normal, for people to celebrate a special event, such as a birthday, with food.

Ask:

 **Q** *What is customary for you to eat when you celebrate your birthday? What do you usually eat?* [Click **2** on WA1 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “On my birthday, it is customary for me to eat . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that in addition to eating, it is customary in many cultures for people to do fun things to celebrate a birthday.

Ask:

 **Q** *What is customary for you to do to celebrate your birthday? What do you usually do?* [Click **3** on WA1 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “To celebrate my birthday, it is customary for me to . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *customary* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *ENERGIZE*

### 3 Introduce and Define *Energize*

Read this sentence on page 3 aloud: “Your morning meal is important because it gives you energy to start your day.”

Explain that the second word the students will learn is *energize* and that *energize* means “give energy or strength.” Explain that a nutritious breakfast energizes you, or gives you energy and strength to do things during the day. Explain that getting a good night’s sleep and exercising can also energize you.

Display word card 104 (🗉 WA2) and have the students say the word *energize*.

Point to the word *energize* and explain that it comes from the word *energy*. Point out how you can see part of the word *energy* in *energize*.

### 4 Act Out Being Energized and Not Energized

Explain that when you are energized, you feel strong and healthy and ready to work and play.

Ask:



**Q** *What do you like to do when you feel energized? Why?* [Click 1 on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “When I feel energized, I like to [play basketball with my friends] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that you would like a volunteer to act out how she looks and moves when she is energized. Then have a volunteer act out being energized as the class watches.

Ask and discuss as a class:

**Q** *What did you see [Natasha] do to show she is energized?*

Click 2 on word card 104 (WA2) to reveal the next prompt.

**PROMPT 2:** “I saw [Natasha] [move fast] to show she is energized.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have a volunteer act out how he looks and moves when he is *not* energized, and have the class discuss what they saw the volunteer do.

Point to the word *energize* and review the pronunciation and meaning of the word.

### Teacher Note

You may want to explain that the word *appetizing* is related to the word *appetite*, which means “the desire or wish for food.”

### ELL Note

The Spanish cognate of *appetizing* is *apetitoso/a*.

### Teacher Note

If you have started a synonym chart, add *customary*, *usual*, and *normal* and *appetizing* and *tasty* to it.

**TEKS 3.C.i**  
Student/Teacher Activity  
Step 6 (all)

### Teacher Note

If you started an antonym chart, add the words *appetizing* and *unappetizing* to it.

**TEKS 3.C.ii**  
Student/Teacher Activity  
Step 7  
(all, beginning on page  
372 and continuing on to  
page 373)

## INTRODUCE AND USE APPETIZING

### 5 Introduce and Define *Appetizing*

Explain that the last word the students will learn today is *appetizing* and that *appetizing* means “tasty or good to eat.” Explain that *appetizing* and *tasty* are synonyms.

Display word card 105 (WA3) and have the students say the word *appetizing*.

Show pages 14–15 of *Morning Meals Around the World* and explain that Mexican children enjoy these appetizing, or tasty, foods for their morning meal. Point to and name each food: quesadillas, poached eggs and salsa, refried beans, mangoes and bananas, and hot chocolate.

Ask:

 **Q** *What is a food or drink that you think is appetizing?* [Click 1 on WA3 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I think [rice] is appetizing.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

### 6 Review the Prefix *un-*, Discuss the Word *Unappetizing*, and Review Antonyms

Write the words *unappetizing* and *appetizing* where everyone can see them. Point to the prefix *un-* in *unappetizing* and remind the students that the prefix *un-* means “not.”

Ask and discuss as a class:

**Q** *If appetizing means “tasty or good to eat,” what do you think unappetizing means?*

Click 2 on word card 105 (WA3) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I think *unappetizing* means . . .”

If necessary, explain that *unappetizing* means “not tasty or good to eat.” Point out that *appetizing* and *unappetizing* are antonyms, or words with opposite meanings.

### 7 Play “Appetizing or Unappetizing?”

Explain that partners will play “Appetizing or Unappetizing?” You will describe a food and partners will discuss whether it is appetizing or unappetizing and why they think so.

Begin by asking:



**Q** *Spaghetti with meatballs and cheese: appetizing or unappetizing? Why?*  
[Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** "I think it is [appetizing/unappetizing] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:



**Q** *A slice of cold pizza: appetizing or unappetizing? Why?*  
[Point to prompt 3.] Turn to your partner.

**Q** *A slice of cold, juicy watermelon: appetizing or unappetizing? Why?*  
[Point to prompt 3.] Turn to your partner.

**Q** *A bowl of oatmeal: appetizing or unappetizing? Why?*  
[Point to prompt 3.] Turn to your partner.

Point to the words *appetizing* and *unappetizing* and review the pronunciation and meaning of each word.

## Review Customary, Energize, and Appetizing

# Day 2

### In this lesson, the students:

- Review and practice using the words *customary*, *energize*, and *appetizing* from Day 1
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### **customary**

*Customary* means "usual or normal or happening regularly."

#### **energize**

*Energize* means "give energy or strength."

#### **appetizing**

*Appetizing* means "tasty or good to eat."

### Materials

- Daily review cards (WA4)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗨️ WA4). Review the pronunciation and meaning of each word.

Ask:

-  **Q** Which of the words we learned yesterday was the most fun to talk about? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

customary energize appetizing

**PROMPT 1:** The word \_\_\_\_\_ was the most fun to talk about because . . .

1 2 3 4 5

WA4

**PROMPT 1:** “The word [appetizing] was the most fun to talk about because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

### Teacher Note

If the students have trouble making associations, call for their attention and think aloud about an association you might make, or ask questions such as [customary] “How might the word *customary* go with *dinner*?” “What foods are customary for you to eat for dinner?” “When is it customary for you to eat dinner?” [energize] “How might the word *energize* go with *dinner*?” “What do you eat at dinner that might energize you?” and [appetizing] “How might the word *appetizing* go with *dinner*?” “What appetizing foods do you like to eat for dinner?”

## PRACTICE USING THE WORDS

### 2 Play “Which Word Goes With?”

Explain that partners will play “Which Word Goes With?” You will write a word where everyone can see it, and they will discuss which of this week’s words goes with the word you wrote and why they think so.

Write the word *dinner* where everyone can see it and read it aloud.

Ask:

-  **Q** Which of this week’s words goes with dinner? Why? [Click 2 on WA4 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think [appetizing] goes with *dinner* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *holiday*

**PROMPT 3:** “I think [*customary*] goes with *holiday* because . . .”

- *exercise*

**PROMPT 4:** “I think [*energize*] goes with *exercise* because . . .”

- *delicious*

**PROMPT 5:** “I think [*appetizing*] goes with *delicious* because . . .”

## Introduce *Plain, Differ,* and *Refreshing*

# Day 3

### In this lesson, the students:

- Learn and use the words *plain*, *differ*, and *refreshing*
- Review words with multiple meanings
- Review the prefix *re-*
- Build their speaking and listening skills
- Contribute ideas that are different from their partners' ideas

### Words Taught

#### **plain** (p. 6)

*Plain* means “without anything added or without decoration.” If something is plain, it is simple, not fancy. *Plain* also means a “large area of flat land.”

#### **differ**

*Differ* means “is different.”

#### **refreshing** (p. 22)

If something is refreshing, it makes you feel fresh (lively or not tired) and strong again.

## INTRODUCE AND USE *PLAIN*

### 1 Introduce and Define *Plain*

Show page 6 of *Morning Meals Around the World* and reread the first two sentences aloud, emphasizing the word *plain*.

### Materials

- *Morning Meals Around the World*
- Word card 106 (WA5)
- Word card 107 (WA6)
- Word card 108 (WA7)

### Teacher Note

To discuss the word *differ*, identify two areas of the classroom that are different and easy for the students to see from the rug area (for example, the front of the room and back of the room, the book nook and the writing center, or the bulletin board next to the door and the bulletin board next to the window). See Step 5.

Explain that *plain* means “without anything added or without decoration.” If something is plain, it is simple, not fancy. Explain that some people like to eat their cereal plain, or without anything, such as sugar or fruit, added.

Display word card 106 (🗨️ WA5) and have the students say the word *plain*.

## 2 Play “Plain or Not Plain?”

Explain that partners will play “Plain or Not Plain?” You will describe something and partners will discuss whether it is plain or not plain and why they think so.

Begin by asking:

-  **Q** *A birthday cake decorated with roses and the words “Happy Birthday”:* plain or not plain? Why? [Click 1 on WA5 to reveal the first prompt.] Turn to your partner.



**PROMPT 1:** “I think it is [plain/not plain] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

-  **Q** *A hamburger with nothing on the bun:* plain or not plain? Why? [Point to prompt 1.] Turn to your partner.
- Q** *A T-shirt with a picture of a spider and a web on it:* plain or not plain? Why? [Point to prompt 1.] Turn to your partner.

Point to the word *plain* and review the pronunciation and meaning of the word.

### 3 Discuss Another Meaning of *Plain*

Remind the students that words often have more than one meaning and sometimes the meanings are very different. Point to the word *plain*, pronounce it, and review that *plain* means “without anything added or without decoration.”

Explain that *plain* can also mean a “large area of flat land.” Explain that parts of the American West are plains and that many years ago millions of buffalo lived on the plains where grass for grazing was plentiful. Explain that parts of Africa are plains and that giraffes, lions, and other animals live on the African plains.

Remind the students that if they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a story that includes the word *plain*. Partners will decide whether *plain* means “without anything added” or a “large area of flat land” in the story and explain why they think so.

Read the following aloud twice:

- *During our travels, we crossed an immense plain. The flat land stretched before us for miles. There were no trees, only acres and acres of grass moving with the wind.*

Ask:



**Q** *In the story, does plain mean “without anything added” or a “large area of flat land”? Why do you think that? [Click 2 on WA5 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “We think *plain* means [a ‘large area of flat land’] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *During our travels, we ate plain food: bread without jam, meat without salt or pepper, and potatoes without butter. We were hungry, so even plain food was delicious.*

## INTRODUCE AND USE DIFFER

### 4 Introduce and Define *Differ*

Tell the students that the next word they will learn today is *differ*, and explain that *differ* means “is different.” Display word card 107 (WA6) and have the students say the word *differ*.

Show pages 10–11 of *Morning Meals Around the World* and review that morning meals differ, or are different, from country to country. Explain that as you read about morning meals in France and Italy, you want the students to listen for how the meals differ.

**TEKS 3.B.iv**  
Student/Teacher Narrative  
Step 3 (first, second, and third paragraphs)

#### ELL Note

You might show a picture of a plain.

**TEKS 3.B.ii**  
**TEKS 3.B.iv**  
Student/Teacher Activity  
Step 3  
(from after the third paragraph to the end of the step)

#### ELL Note

The Spanish cognate of *differ* is *diferir*.

Read pages 10–11 aloud.

Ask and discuss as a class:

**Q** *How do morning meals in France and Italy differ?*

Click **1** on word card 107 (WA6) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “The morning meals differ because . . .”

Point out that you can see part of the word *different* in the word *differ* and explain that the words *different* and *differ* are related.

## **5** Discuss Things That Differ

Direct the students’ attention to the two classroom areas you identified and explain that you want the students to quietly look at the areas and think about how they differ.

After a few moments, ask:



**Q** *How does [the book nook] differ from [the writing center]?* [Click **2** on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “[The book nook] differs from [the writing center] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask:



**Q** *How does a weekend day differ from a school day?* [Click **3** on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “A weekend day differs from a school day because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *differ* and review the pronunciation and meaning of the word.

## **INTRODUCE AND USE REFRESHING**

### **6** Introduce and Define *Refreshing* and Review the Prefix *re-*

Show and read page 22 of *Morning Meals Around the World* aloud, emphasizing the word *refreshing*. Display word card 108 (WA7) and have the students say the word *refreshing*.

Explain that if something is refreshing, it makes you feel fresh (lively or not tired) and strong again. Explain that many people enjoy a refreshing drink, or a drink that makes them feel fresh and strong again, at their morning meal.

Explain that many people also enjoy a refreshing drink during the day, especially if they are hot or tired. Refreshing drinks cool them off and give them energy again.

Ask:



**Q** *When you are hot or tired, what refreshing drink do you like?* [Click 1 on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “When I am [hot/tired], a refreshing drink I like is . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the prefix *re-* in *refreshing* and remind the students that they learned the prefix earlier. Review that *re-* means “again.” Explain that adding the prefix *re-* to the word *fresh* makes the word *refresh*, which means “make fresh again.”

## 7 Review the Game “Make a Choice”

Explain that partners will play “Make a Choice.” You will describe two things and partners will discuss which is refreshing and why they think so.

Ask:



**Q** *Which is refreshing after you have worked hard: more hard work or a nap? Why?* [Click 2 on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I think [a nap] is refreshing because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:



**Q** *Which is refreshing when you are dirty: a shower or going shopping? Why?* [Point to prompt 2.] *Turn to your partner.*

**Q** *Which is refreshing when you are hungry: a snack or a nap? Why?* [Point to prompt 2.] *Turn to your partner.*

Point to the word *refreshing* and review the pronunciation and meaning of the word.



### ELL Note

You may wish to discuss each choice individually by asking “After you work hard, is doing more hard work refreshing? Why?” and “After you work hard, is taking a nap refreshing? Why?”

## Materials

- Chart paper and a marker

## Teacher Note

You might post and save the “Words with the Prefix *re-*” chart to add to and use throughout the year.

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## MORE STRATEGY PRACTICE

### Review the Prefix *re-* and Discuss the Word *Reenergize*

Prepare a sheet of chart paper titled “Words with the Prefix *re-*.” On the paper write these four vocabulary words: *reunite*, *reuse*, *reconsider*, and *refreshing*. Remind the students that the prefix *re-* is used in each of the words and that the prefix means “again.” Review the pronunciation and meaning of each word:

- *Reunite means “come together again after being separated.”*
- *Reuse means “use again.”*
- *Reconsider means “think again about a decision.”*
- *If something is refreshing, it makes you feel fresh and strong again.*

Remind the students that knowing that *re-* means “again” can help them figure out the meaning of a word that begins with the prefix. Write the word *reenergize* on the chart and explain that *reenergize* is a word made by adding the prefix *re-* to the word *energize*. Remind the students that *energize* means “give energy or strength.” Then ask:

**Q** *Based on what you know about the prefix re- and the word energize, what do you think the word reenergize means? If something reenergizes you, what does it do?*

If necessary, explain that *reenergize* means “give energy or strength again.” Explain that if something reenergizes you, it energizes you again.

Ask:

**Q** *If you are tired, what might reenergize you? [Show the prompt.] Turn to your partner.*

**PROMPT:** “If I am tired, [taking a nap] might reenergize me.”

Have a few volunteers use the prompt to share their thinking with the class.

Ask the students to listen and watch for other words that use the prefix *re-*, and discuss any examples they find.



## MORE ELL SUPPORT

### Draw a Plain Object and Not Plain Object

Remind the students that *plain* means “without anything added or without decoration.” If something is plain, it is simple, not fancy. Tell the students they will pick an object and draw it plain, or without any decoration, and then they will draw that same object with

decoration. (For example, a student might draw a plain pair of sneakers and a pair of sneakers with lights on the back and lightning bolts on the sides.)

Ask the students to use the following prompts to explain their drawings to a partner:

**PROMPT:** “I drew a plain [pair of sneakers]. Then I drew a [pair of sneakers with lightning bolts on the side].”

## Review Plain, Differ, and Refreshing

# Day 4

### In this lesson, the students:

- Review and practice using the words *plain*, *differ*, and *refreshing* from Day 3
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### plain

*Plain* means “without anything added or without decoration.” If something is plain, it is simple, not fancy. Plain also means “a large area of flat land.”

#### differ

*Differ* means “is different.”

#### refreshing

If something is refreshing, it makes you feel fresh (lively or not tired) and strong again.

## REVIEW THE WORDS

### 1 Briefly Review The Words

Display the daily review cards (🎧 WA8). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words we learned yesterday might you use when you talk with your friends? How might you use the word? [Click 1 on WA8 to reveal the prompt.] Turn to your partner.

### Materials

- Daily review cards (WA8)
- Daily review activity (WA9)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 18 Crossword Puzzle” (BLM3) for each student

plain      differ      refreshing

**PROMPT 1:** I might use the word \_\_\_\_\_.

I might say . . .

❶

**PROMPT 1:** “I might use the word [*refreshing*]. I might say . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Finish the Story”

Tell the students that they are going to play “Finish the Story.” Explain that you are going to read some stories and that you will leave off the last word of each story. Review that partners will decide which word makes the best ending for the story.

Display the daily review activity (🎯 WA9) and begin playing the game.

- Click ❶ to reveal the first story and the word choices. Point to the story and read it aloud twice, slowly and clearly.

- Story 1: *Raymond and Jesse are hot after playing basketball at the park. They go to Jesse’s house to drink something \_\_\_\_\_.*

Point out that the ending is missing.

- Give the students a few moments to think about the story. Then point to the words and read each word aloud. Ask:



- Q** *Which word makes the best ending for the story? Why?* [Click ❶ again and read the prompt.] *Turn to your partner.*

**PROMPT:** “I think [*refreshing*] makes the best ending because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

### Teacher Note

Each story on the weekly review activity (WA9) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸. To play the game, click the corresponding number four times:

- The first click reveals the story and the word choices.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

3. Conclude the discussion of this story by clicking ❶ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *refreshing* at the end.

WA9

plain	differ	refreshing
-------	--------	------------

**STORY 1:** Raymond and Jesse are hot after playing basketball at the park. They go to Jesse's house to drink something refreshing.

❶   ❷   ❸

4. Click ❶ to clear the screen.

Repeat the procedure to discuss the following stories:

- Story 2: *Layla asked for a doll like her sister's. When she got the doll, Layla saw that it had blond hair instead of brown hair like her sister's doll. "The dolls don't match," she said. "They \_\_\_\_\_."* (differ)
- Story 3: *Zack doesn't like anything on his hot dog—no ketchup, mustard, relish, or onions. He likes his hot dog \_\_\_\_\_.* (plain)

## EXTENSION

### Discuss *Plain* and *Plane* and Other Homophones

Write the words *plain* and *plane* on chart paper or where everyone can see them. Ask the students what they notice about the words.

Explain that *plain* and *plane* are homophones and that *homophones* are "words that are pronounced the same way but are spelled differently and have different meanings." Have the students discuss the meanings of *plain* and *plane*. Then have them discuss the meanings of these homophones: *ate, eight; blew, blue; knight, night; meat, meet; one, won; and right, write*. Have the students watch for other homophones in their reading, and discuss the examples they find.

### Teacher Note

If you are not using an interactive whiteboard, you might write the words and stories where everyone can see them.

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 17 and 18, you might distribute a copy of the "Week 18 Crossword Puzzle" (BLM3) to each student.

### Materials

- Ongoing review cards (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Contribute ideas that are different from their partners’ ideas

### Words Reviewed

#### cherish

*Cherish* means “care for something deeply.” If you cherish something, you treat it with great care because it is very important to you.

#### industrious

*Industrious* means “hardworking.”

#### lively

*Lively* means “active.” Someone who is lively is energetic and full of life.

#### persist

*Persist* means “keep doing something, even though it is difficult.” If you persist, you refuse to give up.

#### sorrowful

*Sorrowful* means “full of sorrow or very sad.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA10). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Which Word Am I?”

Explain that partners will play “Which Word Am I?” You will give a clue about one of the words and partners will figure out the word.

Begin by saying:

- *I’m how you describe a person who is very excited and has a lot of energy.*

Ask:



**Q** *Which word am I? Why?* [Click 1 on WA10 to reveal the prompt.]  
*Turn to your partner.*

cherish      industrious      lively

persist      sorrowful

**PROMPT 1:** I think the word is \_\_\_\_\_ because . . .

1

**PROMPT 1:** “I think the word is [*lively*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *I’m how you would feel if your pet goldfish died.* (sorrowful)
- *I mean “care for something deeply.”* (cherish)
- *I’m what you do when you keep trying to learn something even if it is hard.* (persist)
- *I’m how you describe a person who stays up late to do her homework.* (industrious)
- *I’m a synonym for sad.* (sorrowful)



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses indicate that they understand the words’ meanings?
- Can they identify the words in “Which Word Am I?” and explain why a word is the best choice?
- Are they using independent word-learning strategies to figure out word meanings when they read independently?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 187 of the *Assessment Resource Book*.

(continues)

## CLASS VOCABULARY ASSESSMENT NOTE

*(continued)*

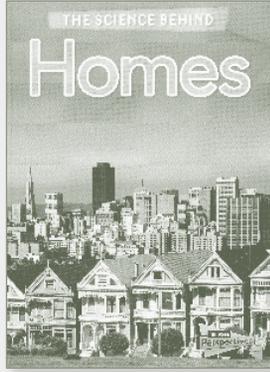
Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by inviting the students to tell or write a story in which they use the word.



# Week 19

## RESOURCES



### Read-aloud

- *Homes* by Chris Oxlade

### More Strategy Practice

- “Discuss Using a Glossary”

### Extension

- “Explore Domain-specific Words: *Wire*”
- “Explore Related Words: *Detect*, *Detector*, and *Detective*”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Reproducibles

- Week 19 family letter (BLM1)
- (Optional) “Week 19 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

*secure*

*durable*

*texture*

*hazardous*

*convenient*

*detect*

## Words Reviewed

*comfy*

*energize*

*exhilarated*

*memorable*

*unexpected*

## Word-learning Strategies

- Recognizing antonyms (review)
- Recognizing synonyms (review)
- Using a glossary to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review synonyms and antonyms.
- Students use a glossary to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Using a Glossary” on page 395.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 19 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Secure, Durable,* and *Texture*

# Day 1

## In this lesson, the students:

- Learn and use the words *secure*, *durable*, and *texture*
- Review antonyms
- Discuss using a glossary to determine word meanings
- Build their speaking and listening skills
- Work in a responsible way

## Words Taught

### **secure**

*Secure* means “safe and protected.”

### **durable**

If something is durable, it is tough. It can last a long time even if it is used a lot.

### **texture** (p. 8)

*Texture* is “how a material feels—for example, rough or smooth.”

## INTRODUCE AND USE *SECURE*

### 1 Introduce and Define *Secure*

Briefly review *Homes*.

Show pages 4–5 and review that the first chapter tells us that science is at work everywhere in our homes. Point to the words “What is a home?” on page 4 and explain that the first paragraph on page 4 tells what a home is. Read the first paragraph aloud. Tell the students that the first word they will learn today is *secure* and that *secure* means “safe and protected.” Explain that your home is a place where you feel secure, or safe and protected.

Display word card 109 (🌐 WA1) and have the students say the word *secure*.

### 2 Play “Would You Feel Secure?”

Tell the students that partners will play a game called “Would You Feel Secure?” Explain that you will describe a situation and partners will discuss whether or not they would feel secure, or safe and protected, in that situation and why they think so.

## Materials

- *Homes*
- Word card 109 (WA1)
- Word card 110 (WA2)
- Word card 111 (WA3)

### **ELL Note**

The Spanish cognate of *secure* is *seguro/a*.

Begin by saying:

- *Riding on a roller coaster*

Ask:



**Q** *Would you feel secure, or safe and protected, riding on a roller coaster? Why?* [Click 1 on WA1 to reveal the first prompt.] *Turn to your partner.*

secure

**PROMPT 1:** I [would/would not] feel **secure** because . . .

1 2

WA1

**PROMPT 1:** “I [would/would not] feel secure because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *Hiking in the woods with your family*
- *Eating lunch in the school cafeteria with your friends*
- *Riding on a boat during a storm*

Follow up by asking:

**Q** *What is a place you always feel secure? Why?*

Click 2 on word card 109 (WA1) to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I always feel secure . . .”

Point to the word *secure* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *DURABLE*

### 3 Introduce and Define *Durable* and Review Antonyms

Show pages 6–7 of *Homes* and review that this part of the book tells about the materials that are used to build homes. Read the last paragraph on page 6 aloud.

Explain that *durable* is the next word the students will learn today. Tell the students that if something is durable, it is tough. It can last a long time even if it is used a lot. Explain that the walls of homes are built of stone, brick, or concrete, which are durable materials, or materials that are tough and last a long time. Explain that home builders use durable materials so that houses will be safe and strong.

Remind the students that earlier this year they learned the word *flimsy* and that *flimsy* means “thin and weak.” Explain that *flimsy* and *durable* are *antonyms*, or “words with opposite meanings.” Point out that home builders would not use flimsy materials because those materials would not be durable, or tough and long lasting.

Display word card 110 (🌐 WA2) and have the students say the word *durable*.

### 4 Discuss Durable Objects in the Classroom

Give examples of some objects in the classroom that are made of durable materials.

**You might say:**

“My desk is made of metal, which is durable, or tough and meant to last a long time. The walls of our classroom are made of stone, which is durable. Our curtains are made of a strong, durable fabric.”

Use “Think, Pair, Share” to discuss:



**Q** *What are some other durable objects in our classroom? Why do you say they are durable?* [Pause; click 1 on WA2 to reveal the first prompt.]  
*Turn to your partner.*

**PROMPT 1:** “[My chair] is durable because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then briefly discuss as a class:

**Q** *What are some objects in our classroom that are not durable?*



#### ELL Note

The Spanish cognate of *durable* is *durable*.

#### Teacher Note

If you started an antonym chart, add *durable* and *flimsy* to it.

Click 2 on WA2 to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “[The tissues in the tissue box] are not durable because . . .”

Point to the word *durable* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *TEXTURE*

### 5 Introduce and Define *Texture*

Show pages 8–9 of *Homes* and explain that this part of the book tells more about the materials used to build homes. Read page 8 aloud, emphasizing the word *texture*.

Explain that *texture* is “how a material feels—for example, rough or smooth.” Point out that building materials have different textures. Point to the house in the photograph on page 8 and talk about the textures of the materials the home is built with.

**You might say:**

[Point to the stone.] “The stone on the house has a bumpy texture.” [Point to the wood posts on the front porch.] “The wood posts on the front porch have a smooth texture.” [Point to the windows.] “The windows have a smooth and slippery texture because they are made of glass.” [Point to the roof.] “The roof shingles have a rough texture.”

Display word card 111 (WA3) and have the students say the word *texture*.

### 6 Look for Different Textures in the Classroom

Tell the students that every object has a texture—it feels a particular way. Explain that some objects, such as a desktop or wooden floor, have a smooth texture. Other objects, such as sandpaper or tree bark, have a rough texture. An object’s texture might also be described as sticky or slick, scratchy or bumpy, hard or soft, or lumpy, sandy, rocky, furry, or fuzzy.

Have the students feel their shirts. Then discuss as a class:

**Q** *How would you describe the texture of your shirt?*

Click 1 on word card 111 (WA3) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “The texture of my shirt is . . .”

 **ELL Note**

The Spanish cognate of *texture* is *textura*.

Ask the students to quietly look around the classroom for objects that have a smooth texture. After a few moments, ask:



**Q** *What do you see that has a smooth texture?* [Click 2 on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “[The wall] has a smooth texture.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *texture* and review the pronunciation and meaning of the word.

---

## MORE STRATEGY PRACTICE

### Discuss Using a Glossary

Show the glossary on pages 28–29 of *Homes*. Tell the students that a *glossary* is “a list of words the author of a book thinks readers might need to know to understand the book.” Explain that a glossary is usually found at the end of a book and is organized like a dictionary—it lists the words in alphabetical order and tells what each word means. Tell the students that if they come across a word that they do not understand in a nonfiction book, they can often look it up in the glossary to find out what it means.

Show page 8 and point to the words *properties* and *texture*. Explain that authors often use bold type to help readers know which words in a book can be found in the glossary. Point out that both *properties* and *texture* appear in bold type, which tells readers that they can look up their meanings in the glossary. Turn back to the glossary and model using it by looking up *property* and *texture* alphabetically and reading the definitions.

Then show page 22 and ask:

**Q** *What words on this page might we find in the glossary? Why do you say that?*

If necessary, point out that we can find the words *appliances*, *electricity*, and *detergent* in the glossary. We know that because they are in bold type. Turn to the glossary on pages 28–29 of the book and read the definitions of *appliance*, *electricity*, and *detergent*. Encourage the students to watch for and use the glossary in books they are reading independently.

---

### Teacher Note

If the students need further practice with the word *texture*, have them name objects in the classroom that have a rough, bumpy, sticky, or scratchy texture.

---

### ELL Note

You might have the students walk around the classroom, school, or playground to touch objects and identify or describe their textures.

---

### Materials

- *Homes*

# Day 2

## Review *Secure, Durable,* and *Texture*

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review and practice using the words *secure*, *durable*, and *texture* from Day 1
- Build their speaking and listening skills
- Work in a responsible way
- Contribute ideas that are different from their partners' ideas

### Words Reviewed

#### **secure**

*Secure* means “safe and protected.”

#### **durable**

If something is durable, it is tough. It can last a long time even if it is used a lot.

#### **texture**

*Texture* is “how a material feels—for example, rough or smooth.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words you learned yesterday was the most fun to talk about? Why? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

secure durable texture

**PROMPT 1:** I think \_\_\_\_\_ was the most fun to talk about because . . .

1 2 3 4

WA4

**PROMPT 1:** “I think [*texture*] was the most fun to talk about because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Explain that you will ask some questions that partners will discuss.

Ask:



**Q** *Would you build a tree house out of durable materials? Why?*

[Click 2 on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] build a tree house out of durable materials because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:



**Q** *Would you feel secure riding your bike down a steep hill? Why?* [Click 3

to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] feel secure riding my bike down a steep hill because . . .”



**Q** *Would you be comfortable wearing a T-shirt with a rough texture? Why?*

[Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I [would/would not] be comfortable wearing a T-shirt with a rough texture because . . .”

---

## EXTENSION

### Explore Domain-specific Words: *Wire*

Show the cover of *Homes* and review that homes are made up of many different parts and materials.

Write the word *wire* on the board. Tell the students that as you read a sentence from the chapter “Electricity” in the book, you want them to listen for and think about what they know about the word *wire*. Then read this sentence from page 15 aloud: “It passes through a small wire inside the bulb, then it heats up and glows bright.” Ask:

**Q** *What do you know about wires?*

Have volunteers share their thinking. If necessary, explain that wires are strings of metal that help conduct, or transmit, electricity. Review that electricity is a form of energy used to make light and heat, and to power machines. Follow up by asking:

**Q** *What are some other things that have wires?*

---

### Teacher Note

Academic language is the language necessary for success in school. It includes general academic words commonly found across content areas and in many different kinds of texts as well as content area or domain-specific words and terms. Knowledge of academic language is important for all students’ success in school and is especially critical for English Language Learners.

# Day 3

## Introduce *Hazardous*, *Convenient*, and *Detect*

### Materials

- *Homes*
- Word card 112 (WA5)
- Word card 113 (WA6)
- Word card 114 (WA7)

### In this lesson, the students:

- Learn and use the words *hazardous*, *convenient*, and *detect*
- Review synonyms
- Build their speaking and listening skills
- Contribute ideas that are different from their partners' ideas

### Words Taught

#### **hazardous**

*Hazardous* means "dangerous."

#### **convenient**

If something is convenient, it is useful because it makes our lives easier or more comfortable.

#### **detect** (p. 25)

*Detect* means "discover or notice something that is not easy to see, hear, or feel."

## INTRODUCE AND USE *HAZARDOUS*

### 1 Introduce and Define *Hazardous* and Review Synonyms

Show pages 10–11 of *Homes* and review that this part of *Homes* tells how heating systems keep homes warm. Review that some heating systems use radiators to provide heat to rooms. Explain that because radiators become hot, people need to be careful around them. Then read "Stay safe" on page 11 aloud.

Tell the students that *hazardous* is the first word they will learn today. Explain that *hazardous* means "dangerous." Explain that *hazardous* and *dangerous* are synonyms. Review that radiators and other heaters can be hazardous, or dangerous.

Display word card 112 (WA5) and have the students say the word *hazardous*.

## 2 Talk About Hazardous Things

Explain that things that seem safe or harmless can be hazardous, or dangerous, if not used properly. For example, a ladder is harmless if you use it properly. However, if you are not careful when you climb a ladder or are careless while standing on it, a ladder can be hazardous. Ask:



**Q** *In what ways might a pencil be hazardous?* [Click 1 on WA5 to reveal the first prompt.] *Turn to your partner.*

hazardous

**PROMPT 1:** A pencil might be **hazardous** if \_\_\_\_\_.

1 2

WA5

**PROMPT 1:** “A pencil might be hazardous if [you poked someone with it].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask the students to look around the classroom for things that, if misused, might be hazardous. Then discuss as a class:

**Q** *What other things in our classroom might be hazardous? In what ways might they be hazardous?*

Click 2 on word card 112 (WA5) to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “[The pencil sharpener] might be hazardous if . . .”

Point to the word *hazardous* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE CONVENIENT

### 3 Introduce and Define *Convenient*

Show pages 16–17 of *Homes* and tell the students that this part of the book explains where the water in our homes comes from. Read page 16 aloud.

Explain that having water available in our homes at the turn of a faucet is convenient, and tell the students that *convenient* is the next word they will learn today. Explain that if something is convenient, it is useful because it makes our lives easier or more comfortable.

Show pages 20–21 and review that this part of the book tells about tools that people use around their homes. Point to the can opener in the picture on page 20 and discuss as a class:

- Q *How is a can opener convenient? How does it make our lives easier or more comfortable?*
- Q *What other tools or appliances in our homes are convenient? Why are they convenient?*

Display word card 113 (🗉 WA6) and have the students say the word *convenient*.

### 4 Discuss Things That Are Convenient

Remind the students that things that are convenient are useful because they make our lives easier or more comfortable. Give some examples of things in the classroom that you find convenient.

#### You might say:

"I think having a library in our classroom is convenient because it makes it easier to get our hands on a good book. I also think having computers in the classroom is convenient, because we can use computers to find information quickly, communicate with people far away, or create presentations. The pencil sharpener is a convenient device because it sharpens pencils quickly. The clock is convenient, too, because it makes it easy to know what time it is."

Ask:



- Q *What other things in our classroom are convenient? Why are they convenient?* [Click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** "The [recycling boxes] are convenient because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by briefly discussing as a class:

**Q** *What is something you own or have at home that you think is especially convenient? Why is it convenient?*

Point to the word *convenient* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *DETECT*

### 5 Introduce and Define *Detect*

Show page 25 of *Homes* and explain that this part of the book tells about a convenient device found in many homes—a smoke alarm. Read “Stay safe” on page 25 aloud, emphasizing the word *detect*.

Explain that *detect* means “discover or notice something that is not easy to see, hear, or feel.” Point out that smoke alarms detect, or discover or notice, smoke from fires and make a loud sound to warn us.

Display word card 114 (🗣️ WA7) and have the students say the word *detect*.

### 6 Detect Sounds

Explain that you are going to ask the students to close their eyes, sit very quietly, and notice what sounds they detect inside or outside the classroom. Emphasize that it will be very important for them to sit quietly so that everyone has an opportunity to detect, or notice, sounds.

Have the students close their eyes, sit quietly, and detect sounds. After several moments, have the students open their eyes. Ask:

 **Q** *What sounds did you detect?* [Click 1 on WA7 to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 1:** “I detected [the sound of the clock ticking].”

Point to the word *detect* and review the pronunciation and meaning of the word.

---

## EXTENSION

### Explore Related Words: *Detect*, *Detector*, and *Detective*

Write the word *detect* where everyone can see it, and review that *detect* means “discover or notice something that is not easy to see, hear, or feel.” Tell the students that knowing the meaning of *detect* can help them figure out the meaning of a word that is related to *detect*.

---

#### **ELL Note**

The Spanish cognate of *detect* is *detectar*.

---

#### **Teacher Note**

You might explain that *detect*, *discover*, and *notice* are synonyms and add them to the synonym chart.

---

#### **Teacher Note**

You might make some sounds; for example, you might clear your throat, tap on your desk, or rustle paper.

# Day 4

## Review *Hazardous*, *Convenient*, and *Detect*

### Materials

- Daily review cards (WA8)
- Daily review activity (WA9)
- Copy of this week’s family letter (BLM1) for each student

Tell the students that the word *detective* is a form of the word *detect*, and write *detective* next to *detect*. Explain that a *detective* is a “person who investigates and tries to solve crimes.” Discuss as a class:

**Q** *At the scene of a crime, what does a detective try to detect, or discover or notice?*

**PROMPT:** “A detective tries to detect [clues].”

Tell the students that *detector* is also a form of the word *detect*, and write it where everyone can see. Explain that a *detector* is a “machine that detects, or discovers or notices, something.” For example, a *lie detector* is a “machine that detects whether or not someone is telling a lie.”

Discuss as a class:

**Q** *What does a smoke detector detect? A motion detector? A metal detector?*

**PROMPT:** “A [smoke detector/motion detector/metal detector] detects . . .”

### In this lesson, the students:

- Review and practice using the words *hazardous*, *convenient*, and *detect* from Day 3
- Build their speaking and listening skills
- Work in a responsible way

### Words Reviewed

#### ***hazardous***

*Hazardous* means “dangerous.”

#### ***convenient***

If something is *convenient*, it is useful because it makes our lives easier or more comfortable.

#### ***detect***

*Detect* means “discover or notice something that is not easy to see, hear, or feel.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words you learned yesterday do you think is particularly interesting? Why? [Click 1 on WA8 to reveal the prompt.] Turn to your partner.

WA8

hazardous convenient detect

**PROMPT 1:** I think \_\_\_\_\_ is particularly interesting because . . .

1

**PROMPT 1:** “I think [*convenient*] is particularly interesting because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind the students that you will show a sentence with one or more words underlined. You will read each sentence aloud, and partners will decide which vocabulary word can replace the underlined part of the sentence.

Display the daily review activity (WA9) and begin playing the game:

1. Click 1 to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined words.
  - Sentence 1: *The pot of boiling water is dangerous and should not be touched without an oven mitt.*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the three word choices and ask:



**Q** Which vocabulary word could replace the underlined word? Why? [Click 1 again and point to the prompt.] Turn to your partner.

### Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

### Teacher Note

Each sentence in the daily review activity (WA9) has a corresponding number: the first sentence is 1; the second sentence is 2; and the third sentence is 3. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the correct answer in place.
- The fourth click clears the screen.

**PROMPT 1:** “I think the word [*hazardous*] could replace *dangerous* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

hazardous convenient detect

**SENTENCE 1:** The pot of boiling water is **hazardous** and should not be touched without an oven mitt.

❶ ❷ ❸

WA9

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

4. Click ❶ to clear the screen.

Use the same procedure to discuss the following sentences:

- Sentence 2: *During fire safety week, the class learned that they must have an alarm in their home to notice smoke from fires.* (detect)
- Sentence 3: *A grocery store is opening up a block away from Lyle’s house. He is excited because he can walk there whenever he needs anything. “It is so useful!” Lyle exclaims.* (convenient)

## In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way

## Words Reviewed

### **comfy**

*Comfy* means “comfortable.”

### **energize**

*Energize* means “give energy or strength.”

### **exhilarated**

*Exhilarated* means “very happy and excited.”

### **memorable**

*Memorable* means “worth remembering.” Something that is memorable is not easy to forget.

### **unexpected**

*Unexpected* means “not expected.” If something is unexpected it is surprising. You did not expect, or think, that it would happen.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA10) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Make a Choice”

Explain that partners will use the words to play “Make a Choice.” Point to the word *exhilarated* and tell the students that they will play the first round of the game with this word. Remind the students that you will describe two things and ask them to decide which one they think would make them feel exhilarated and tell why they think so. Explain that partners may not always agree and that is OK. What is important is that they explain their thinking.

## Materials

- Ongoing review cards (WA10)

## ELL Note

Rather than have the students choose between two things, you might have them discuss each thing individually by first asking “Would riding on a roller coaster be exhilarating? Why?” and then asking “Would cleaning your room be exhilarating? Why?”

Ask:

-  **Q** Which of these would be exhilarating: a ride on a roller coaster or cleaning your room? Why? [Click **1** on WA10 to reveal the first prompt.] Turn to your partner.

comfy

energize

exhilarated

memorable

unexpected

**PROMPT 1:** I think \_\_\_\_\_ would be **exhilarating** because . . .

12345

WA10

**PROMPT 1:** “I think [riding on a roller coaster] would be exhilarating because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

**[comfy]**

-  **Q** Which of these is comfy: a soft, fluffy pillow or a pillow full of rocks? Why? [Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think [a soft, fluffy pillow] is comfy because . . .”

**[energize]**

-  **Q** Which of these would make you feel energized: a long bike ride or a long nap? Why? [Click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “I think [a long bike ride] would make me feel energized because . . .”

**[memorable]**

-  **Q** Which of these would be memorable: meeting your favorite author or meeting your friend at the park? Why? [Click **4** to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I think [meeting my favorite author] would be memorable because . . .”

[unexpected]



**Q** *Which of these would be unexpected: seeing a lion in your backyard or seeing a lion at the zoo? Why? [Click 5 to reveal the prompt.] Turn to your partner.*

**PROMPT 5:** "I think [seeing a lion in my backyard] would be unexpected because . . ."

# Week 20

## RESOURCES



### Read-aloud

- “Origami: The Art of Japanese Paper Folding” (see pages 428–429)

### More Strategy Practice

- “Review the Suffix *-ful* and Discuss *Painful* and *Delightful*”
- “Play ‘Use the Clues’”

### Assessment Resource Book

- Week 20 vocabulary assessments



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 5” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 20 family letter (BLM1)
- (Optional) “Week 20 Word Cards” (BLM2)
- (Optional) “Week 20 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

graceful  
spectacular  
original  
achieve  
challenge  
determination

## Words Reviewed

convenient  
durable  
intense  
refreshing  
secure

## Word-learning Strategies

- Using the suffix *-ful* to determine word meanings (review)
- Using context to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words from the article.
- Students review the suffix *-ful*.
- Students review using context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from their partners' ideas.

## DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Review the Suffix *-ful* and Discuss *Painful* and *Delightful*” on page 415.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Play ‘Use the Clues’” on page 421.

(continues)

## **J** DO AHEAD *(continued)*

- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 188 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the "Individual Vocabulary Assessment: Word Check 5" answer sheet (IA1); see page 192 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the "Student Self-assessment" response sheet (SA1); see page 195 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: "Week 20 Word Cards" (BLM2) and "Week 20 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Graceful*, *Spectacular*, and *Original*

# Day 1

## In this lesson, the students:

- Learn and use the words *graceful*, *spectacular*, and *original*
- Review the suffix *-ful*
- Build their speaking and listening skills
- Work in a responsible way

## Words Taught

### **graceful** (p. 428)

*Graceful* means “moving in a smooth and beautiful way.”

### **spectacular** (p. 428)

*Spectacular* means “amazing to look at.”

### **original** (p. 429)

*Original* means “completely new and different.” If something is original, it is not like anything else.

## INTRODUCE AND USE GRACEFUL

### 1 Introduce and Define *Graceful* and Review the Suffix *-ful*

Briefly review “Origami: The Art of Japanese Paper Folding.”

Read the first sentence of the article aloud, emphasizing the word *graceful*: “Could you fold a square of paper into a graceful fish or a long-stemmed flower?”

Tell the students that *graceful* means “moving in a smooth and beautiful way.”

Explain that fish are often the subject of origami artists because they are colorful creatures and graceful swimmers. They move through the water in a smooth and beautiful way. Ask the students to picture in their mind a fish swimming gracefully through the water.

Explain that many other animals are graceful, and name some graceful animals (for example, dolphins, deer, horses, cats, and eagles). Explain that many people are also graceful, including dancers, ice-skaters, and athletes such as runners and swimmers.

Display word card 115 (WA1) and have students say the word *graceful*.

## Materials

- “Origami: The Art of Japanese Paper Folding” (see pages 428–429)
- Word card 115 (WA1)
- Word card 116 (WA2)
- Word card 117 (WA3)

### Teacher Note

You may want to remind the students that they discussed the suffix *-ful* when they learned the words *doubtful* (“full of doubt or uncertainty”), *joyful* (“full of joy”), and *sorrowful* (“full of sorrow or very sad”).



### ELL Note

You or a student might act out how a chicken walks.

Point to the word *grace* in *graceful* and explain that *grace* means “smoothness and beauty of movement.” Point to the suffix *-ful* and review that *-ful* is a suffix that means “full of.” Explain that *graceful* means “full of grace or full of smoothness and beauty of movement.”

## 2 Play “Graceful or Not Graceful?”

Remind the students that some animals and people are graceful, and explain that other animals and people are *not* graceful. They are clumsy; they move in a way that is not smooth and beautiful.

Tell the students that partners will play “Graceful or Not Graceful?” Explain that you will describe an animal or person and partners will discuss whether or not the animal or person is graceful and why they think so.

Begin by asking:



**Q** *A chicken walking across a barnyard: graceful or not graceful? Why?* [Click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*

The screenshot shows a digital interface for a classroom activity. At the top, the word "graceful" is displayed in a rounded rectangular box. Below it, the text reads "PROMPT 1: The chicken [is/is not] **graceful** because . . .". At the bottom of the interface, there are four numbered circular buttons: 1, 2, 3, and 4. Button 1 is highlighted with a dark background, indicating it is the active prompt.

WA1

**PROMPT 1:** “The chicken [is/is not] graceful because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:



**Q** *A leopard running smoothly and beautifully across a plain: graceful or not graceful? Why?* [Click **2** to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “The leopard [is/is not] graceful because . . .”

 **Q** A skateboarder rolling swiftly and steadily down the sidewalk: graceful or not graceful? Why? [Click 3 to reveal the next prompt.] Turn to your partner.

**PROMPT 3:** “The skateboarder [is/is not] graceful because . . .”

 **Q** A skateboarder wobbling from side to side as she bounces down the sidewalk: graceful or not graceful? Why? [Click 4 to reveal the next prompt.] Turn to your partner.

**PROMPT 4:** “The wobbling skateboarder [is/is not] graceful because . . .”

Point to the word *graceful* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE SPECTACULAR

### 3 Introduce and Define *Spectacular*

Read this sentence from the first paragraph of the article aloud, emphasizing the word *spectacular*: “In origami, a simple sheet of paper can become a spectacular piece of art.”

Explain that *spectacular* means “amazing to look at.” Explain that some origami objects are spectacular. Remind the students that artists have made origami sailboats and butterflies. Explain that origami objects like these would be spectacular, or amazing to look at.

Explain that something can be fun or interesting to look at but not be spectacular. For example, watching a single sparkler burn on the Fourth of July might be fun or interesting, but it is not spectacular, or amazing. Explain that seeing a gigantic explosion of colorful fireworks in the sky would be spectacular.

Display word card 116 ( WA2) and have the students say the word *spectacular*.

### 4 Play “Spectacular or Not Spectacular?”

Explain that partners will play “Spectacular or Not Spectacular?” You will describe something and partners will discuss whether or not it is spectacular and why.

Begin by saying:

 **Q** An immense orca leaps out of the water right next to your boat: spectacular or not spectacular? Why? [Click 1 on WA2 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “An orca [would/would not] be spectacular because . . .”

#### **ELL Note**

The Spanish cognate of *spectacular* is *espectacular*.

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

 **Q** *A plastic toy whale floats in your bath water: spectacular or not spectacular?* [Click **2** to reveal the next prompt.] *Why?*

**PROMPT 2:** “A toy whale [would/would not] be spectacular because . . .”

Point to the word *spectacular* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE ORIGINAL

### 5 Introduce and Define *Original*

Remind the students that there are origami contests, and read these sentences from the article (page 429) aloud, emphasizing the word *original*: “Some origami contests have a theme such as plants or prehistoric animals. In other contests, there are categories such as best original design, best technical folding, and best miniature model.”

Tell the students that *original* means “completely new and different.” Explain that if something is original, it is not like anything else. Explain that some origami objects are original. For example, precise models of butterflies and sailboats are original because they are not like any other origami designs. They are completely new and different.

Display word card 117 ( WA3) and have the students say the word *original*.

### 6 Discuss Creating Original Things

Use “Think, Pair, Share” to discuss:

 **Q** *If you wanted to make a pizza that was original, or completely new and different, what toppings would you use?* [Pause; click **1** on WA3 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “To make an original pizza, I would use . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask the students to imagine that they have written a story. A friend reads the story and says, “Your story is original.”

Ask:

 **Q** *Would you be pleased if your friend said your story was original? Why?* [Click **2** to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “If my friend said my story was original, I [would/would not] be pleased because . . .”

#### **ELL Note**

The Spanish cognate of *original* is *original*.

#### **Teacher Note**

You might want to explain that if you add the prefix *un-* to *original*, you make the word *unoriginal*, which means “not new and different.” *Original* and *unoriginal* are antonyms.

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *original* and review the pronunciation and meaning of the word.

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## MORE STRATEGY PRACTICE

### Review the Suffix *-ful* and Discuss *Painful* and *Delightful*

Write the word *graceful* where everyone can see it. Point to the suffix *-ful* in *graceful* and review that *-ful* is a suffix that means “full of.” Review that when you add *-ful* to the word *grace* you make the word *graceful*, which means “full of grace or full of smoothness and beauty of movement.”

Write the word *pain* next to *graceful* and ask:

**Q** *What word do you make when you add the suffix -ful to the word pain?*

Remind the students that knowing the meaning of the suffix *-ful* can help them figure out the meaning of a word that uses the suffix.

Ask:

**Q** *Based on what you know about the suffix -ful and the word pain, what do you think the word painful means? If something is painful, how does it feel?*

If necessary, explain that *painful* means “full of pain.” Explain that something that is painful hurts a lot.

Write the word *delight* and ask:

**Q** *What word do you make when you add the suffix -ful to the word delight?*

Explain that *delight* means “great happiness or pleasure.”

Ask:

**Q** *Based on what you know about the suffix -ful and the word delight, what do you think the word delightful means? If you are having a delightful time at a party, what kind of time are you having?*

If necessary, explain that *delightful* means “full of delight or very happy or pleasant.” If you are having a delightful time at a party, you are having a very pleasant time.

# Day 2

## Review Graceful, Spectacular, and Original

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review and practice using the words *graceful*, *spectacular*, and *original* from Day 1
- Build their speaking and listening skills

### Words Reviewed

#### graceful

*Graceful* means “moving in a smooth and beautiful way.”

#### spectacular

*Spectacular* means “amazing to look at.”

#### original

*Original* means “completely new and different.” If something is original, it is not like anything else.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of the words we learned yesterday might you use when you talk to your friends? How might you use the word? [Pause; click 1 on WA4 to reveal the first prompt.] Turn to your partner.

graceful spectacular original

**PROMPT 1:** I might use the word \_\_\_\_\_.

I might say . . .

1 2

WA4

**PROMPT 1:** “I might use the word [*spectacular*]. I might say . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Which Word Am I?”

Explain that partners will play “Which Word Am I?” You will give a clue about one of the words and they will figure out the word.

Begin by saying:

- *I’m how you describe something that is not like anything else.*

Ask:



**Q** *What word am I? Why do you think so? [Click 2 on WA4 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “We think the word is [*original*] because . . .”

Using the same procedure, discuss:

- *I’m how you describe a ballet dancer who moves beautifully. (graceful)*
- *I’m how you describe something that is amazing to see. (spectacular)*
- *I’m an antonym of the word clumsy. (graceful)*
- *I’m how you might describe something you’ve never seen before. (spectacular or original)*

# Day 3

## Introduce *Achieve*, *Challenge*, and *Determination*

### Materials

- “Origami: The Art of Japanese Paper Folding” (see pages 428–429)
- Word card 118 (WA5)
- Word card 119 (WA6)
- Word card 120 (WA7)

### In this lesson, the students:

- Learn and use the words *achieve*, *challenge*, and *determination*
- Build their speaking and listening skills
- Work in a responsible way
- Contribute ideas that are different from their partners’ ideas

### Words Taught

#### **achieve** (p. 428)

*Achieve* means “do something successfully, especially something that requires a lot of effort.”

#### **challenge** (p. 429)

A *challenge* is “something that is hard to do or requires a lot of work or effort.”

#### **determination** (p. 429)

*Determination* is “deciding you will do something and then doing it, even if it is difficult.”

## INTRODUCE AND USE *ACHIEVE*

### 1 Introduce and Define *Achieve*

Remind the students that in “Origami: The Art of Japanese Paper Folding,” they learned that origami artists fold paper to create objects. Read this sentence from the article aloud, emphasizing the word *achieve*: “Some artists use wet paper to achieve a more rounded look; others experiment with unusual materials, such as cloth, wire, sheet metal, and even toilet paper.”

Explain that *achieve* means “do something successfully, especially something that requires a lot of effort.” Explain that some origami artists achieve, or successfully create, a more rounded look in their objects by using wet paper.

Display word card 118 (WA5) and have the students say the word *achieve*.

### 2 Discuss Things We Have Achieved

Remind the students that achieving something, or doing it successfully, often requires a lot of effort or work. Give a couple of examples of things you have achieved.

### Teacher Note

You may want to explain that the word *achievement* is related to the word *achieve* and that an *achievement* is “something you achieve, or do successfully.”

**You might say:**

"When I was your age, I wanted to make my school's basketball team. I practiced and practiced, and I finally achieved my goal of making the team. Recently, I set a goal for myself of reading three books every month. This month I achieved my goal by reading three books."

Use "Think, Pair, Share" to discuss:



**Q** *What is something you have achieved, or done successfully? How did you feel when you achieved it? [Pause; click 1 on WA5 to reveal the prompt.] Turn to your partner.*

achieve

**PROMPT 1: I achieved . . .**

1

WA5

### Teacher Note

Support struggling students by asking questions such as "What is something you have done recently at home or at school that took a lot of work?" "What is something you learned how to do that took a lot of practice?" and "When have you said to yourself, 'I'm going to do this no matter how long it takes,' and then you did it?"

**PROMPT 1:** "I achieved . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *achieve* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE CHALLENGE

### 3 Introduce and Define *Challenge*

Read this sentence from the first photo caption aloud, emphasizing the word *challenge*: "Folding origami can be a fun challenge."

Explain that a *challenge* is "something that is hard to do or requires a lot of work or effort." Explain that many people enjoy origami because turning a piece of paper into a beautiful object is a challenge. It is hard to do and requires a lot of effort.

Display word card 119 (WA6) and ask the students to say the word *challenge*.

**ELPS 2.C.iv**  
**ELPS 3.D.ii**  
Step 3 and Step 4  
(all, beginning on page 419 and continuing on to page 420)

## 4 Discuss Challenges

Explain that all of us face challenges, and give a few examples of things that are or were challenges for you.

### You might say:

"Learning to square-dance was a challenge for me. It was hard to learn the steps. Sometimes talking to strangers is a challenge for me. It's hard because I feel shy and I worry that I might say something silly. I've had to work hard to overcome that challenge."

Use "Think, Pair, Share" to discuss:



**Q** *What is something that is a challenge for you? What is something that is hard for you to do or requires a lot of work?* [Pause; click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** "[Doing division] is a challenge because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *challenge* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE DETERMINATION

## 5 Introduce and Define *Determination*

Review that Sadako was a Japanese girl who became ill with leukemia. She believed that if she folded a thousand paper cranes, she would get well. Reread the last paragraph of the article aloud, emphasizing the word *determination*.

Explain that *determination* is "deciding you will do something and then doing it, even if it is difficult." Explain that Sadako had determination. Even though she was very sick, she decided she would fold a thousand paper cranes, and she persisted, or kept making the paper cranes, until she died.

Display word card 120 (WA7) and have the students say the word *determination*.

## 6 Play "Does Olive Have Determination?"

Tell the students that partners will play "Does Olive Have Determination?" Explain that you will describe something our imaginary third-grade friend Olive is doing, and partners will discuss whether or not Olive has determination and why they think so.

### Teacher Note

Support struggling students by asking questions such as "What is a game or sport that is a challenge for you because it is hard to play?" "What is something we do in school that is a challenge and requires you to think and work hard?" and "What is something that takes you a long time to do?"

### ELL Note

The Spanish cognate of *determination* is *determinación*.

### Teacher Note

You may want to remind the students that they learned the word *persist* earlier and that *persist* means "keep doing something, even though it is difficult." If you persist, you refuse to give up.

Begin by saying:

- *Olive wants to learn to dive. At the pool, her friend Sam shows her how to dive, and Olive gives it a try. She lands on her stomach with a loud smack. "Ouch!" Olive shouts. "That hurt! I'm through with diving! It's not for me!"*

Ask:



**Q** *Does Olive have determination? Why?* [Click **1** on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** "Olive [does/does not] have determination because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

**Q** *If Olive had determination, what might she do to learn to dive?*

Click **2** on word card 120 (WA7) to reveal the next prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** "If Olive had determination, she might . . ."

Using the same procedure, discuss:

- *Olive is working on a jigsaw puzzle. The puzzle is a challenge because there are lots of pieces. After a few minutes, Olive throws up her hands in frustration. "This is a stupid puzzle!" she shouts. "None of the pieces fit!" She gathers up the pieces and puts the puzzle away.*

Point to the word *determination* and review the pronunciation and meaning of the word.

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## MORE STRATEGY PRACTICE

### Play "Use the Clues"

Display the "Use the Clues" chart (🗨️ WA8).

#### Use the Clues

When Alana's friend told her that her painting was spectacular, Alana felt \_\_\_\_\_. "I'm glad you like it," said Alana with a big smile.

The actor wasn't very graceful. As he was walking across the stage, he \_\_\_\_\_. Unfortunately, some people in the audience laughed.

WA8

#### Materials

- "Use the Clues" chart (WA8)

#### Teacher Note

Alternatively, you may wish to write the "Use the Clues" sentences on a sheet of chart paper or where everyone can see them.

### Teacher Note

Accept all words the students can support with context clues from the sentences. If the students cannot suggest a word, or if they suggest words that are not supported by the context, provide a word (such as *pleased*) and point out the context clues that support it.

Remind the students that when you are reading and you come to a word you do not know, you can sometimes figure out the meaning of the word by reading the sentence that includes the word, or the sentence before or after it, and looking for clues. Explain that the students will play a game called “Use the Clues,” in which they look for clues to a word that is missing from a sentence.

Direct the students’ attention to the first story on the chart. (Cover up the second set of sentences.) Point to the blank and explain that as you read the sentences aloud, you want them to think about what the missing word might be and which words in the sentences are clues to the missing word. Tell the students that more than one word might make sense as the missing word and that the word does not need to be a vocabulary word. Explain that the students may disagree about the missing word, and that is fine. What is important is that they explain their thinking.

Read the sentences aloud, saying “blank” for the missing word. Ask:

**Q** *What do you think the missing word might be?*

Have a volunteer share his thinking. Follow up by asking:

**Q** *Why do you think the missing word is [wonderful]? What words in the sentences are clues that tell you the missing word is [wonderful]?*

Then ask:

**Q** *Who has a different idea about what the missing word might be?*

Have one or two volunteers share their thinking. Ask each volunteer to explain her thinking about clues to the missing word.

If necessary, explain that the missing word might be *proud*, *great*, or *exhilarated* and that *spectacular*, “*I’m glad you like it,*” and *with a big smile* are clues to the missing word.

Discuss the second story in the same way. If necessary, explain that the missing word might be *tripped*, *stumbled*, *slipped*, or *fell* and that “*wasn’t very graceful,*” “*As he was walking,*” and “*some people in the audience laughed*” are clues to the missing word.

# Review Achieve, Challenge, and Determination

# Day 4

## In this lesson, the students:

- Review and practice using the words *achieve*, *challenge*, and *determination* from Day 3
- Build their speaking and listening skills
- Work in a responsible way

## Words Reviewed

### achieve

*Achieve* means “do something successfully, especially something that requires a lot of effort.”

### challenge

A *challenge* is “something that is hard to do or requires a lot of work or effort.”

### determination

*Determination* is “deciding you will do something and then doing it, even if it is difficult.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA9). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** *If you were writing a story about something you’ve done that you are proud of, which of the words might you use? How might you use it? [Pause; click 1 on WA9 to reveal the first prompt.] Turn to your partner.*

achieve challenge determination

**PROMPT 1:** I might use the word \_\_\_\_\_. I might write . . .

1 2 3

WA9

## Materials

- Daily review cards (WA9)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 20 Crossword Puzzle” (BLM3) for each student

---

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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### Teacher Note

To provide students with additional review of words taught during Weeks 19 and 20, you might distribute a copy of the "Week 20 Crossword Puzzle" (BLM3) to each student.

**PROMPT 1:** "I might use the word [*challenge*]. I might write . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Answer Questions About the Words

Ask:



**Q** *Does it take determination to achieve something? Why?* [Click 2 on WA9 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** "It [does/does not] take determination to achieve something because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:



**Q** *Does it take determination to deal with a challenge? Why?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 3:** "It [does/does not] take determination to deal with a challenge because . . ."

## In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Contribute ideas that are different from their partners' ideas

## Words Reviewed

### convenient

If something is convenient, it is useful because it makes our lives easier or more comfortable.

### durable

If something is durable, it is tough. It can last a long time even if it is used a lot.

### intense

*Intense* means “very great or strong.”

### refreshing

If something is refreshing, it makes you feel fresh (lively or not tired) and strong again.

### secure

*Secure* means “safe and protected.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA10). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Introduce the Game “Does That Make Sense?”

Tell the students that partners will play a game called “Does That Make Sense?” Explain that you will read a sentence that includes one or more of the vocabulary words. Partners will decide whether the word makes sense in the sentence and explain why they think so.

Tell the students that before they play the game in pairs, they will practice playing as a class. Point to the words *durable* and *secure* on the ongoing review cards (WA10) and explain that the first sentence includes the words *durable* and *secure*.

## Materials

- Ongoing review cards (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 5” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

### Teacher Note

If the students struggle to answer the questions, call for their attention. Reread the sentence aloud, and explain that *durable* and *secure* do make sense in the sentence because walking across a durable, or strong, bridge would make you feel secure, or safe. Then read the next sentence and discuss it as a class, rather than in pairs.

### Teacher Note

You might explain the suffix *-ly* means “in a certain way” or “how” and that when you add the suffix *-ly* to *convenient* it means “in a useful way.”

Read the following sentence aloud twice:

- *Alan felt secure walking across the durable wooden bridge.*

Ask:

**Q** *Do the words durable and secure make sense in the sentence? Why do you think that?*

Give the students a few moments to think about the questions. Then click **1** on the ongoing review cards (WA10) to reveal the prompt and have one or two volunteers use the prompt to share their thinking with the class.

WA10

The screenshot shows a digital interface with five rounded rectangular buttons containing the words: convenient, durable, intense, refreshing, and secure. Below the buttons, the text reads: **PROMPT 1: *Durable* and *secure* [do/do not] make sense because . . .** At the bottom of the card, there are two circular buttons labeled **1** and **2**.

**PROMPT 1:** “*Durable* and *secure* [do/do not] make sense because . . .”

### 3 Play the Game in Pairs

Now play the game in pairs. Point to the word *convenient* and explain that the next sentence includes the word *conveniently*. Remind the students that as they listen to the sentence, they are to think about whether the word *conveniently* makes sense in the sentence. Then partners will share their thinking with each other.

Read the following scenario aloud twice:

- *The new playground is conveniently located across town from Maya’s house.*

Ask:

 **Q** *Does the word conveniently make sense in the sentence? Why do you think that? [Click **2** to reveal the next prompt.] Turn to your partner.*

**PROMPT 2:** “The word [*conveniently*] [does/does not] make sense because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

[refreshing]

- *On a hot summer day, David has a refreshing bowl of warm soup to cool down.*

[intense]

- *The intense wind knocked down power lines and trees.*



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to explain why the vocabulary words do or do not make sense in the sentences?
- Do they use the vocabulary words to explain their thinking?
- Are they using the words in their writing?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 188 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by having the students play “Imagine That!” (see Week 1, Day 5, Step 2).

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 21 lesson, take this opportunity to assess individual students’ understanding of words taught in Weeks 17–20 by using the “Individual Vocabulary Assessment: Word Check 5” answer sheet (IA1) on page 192 of the *Assessment Resource Book*. For instructions on administering this assessment, see “Completing the Individual Vocabulary Assessment” on page 189 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 17–20 using the “Student Self-assessment” response sheet (SA1). For instructions on administering this assessment, see “Completing the Student Self-assessment” on page 193 of the *Assessment Resource Book*.

# Origami

## The Art of Japanese Paper Folding

Could you fold a square of paper into a graceful fish or a long-stemmed flower? Origami, or Japanese paper folding, is an art form practiced by many people. In origami, a simple sheet of paper can become a spectacular piece of art.



Japan is an island country that lies near the east coasts of Russia, Korea, and China. It is made up of four major islands.

### Ancient Art Form, Modern Appeal

Paper was invented in China and brought to Japan around the year 500. Because paper was rare back then, paper decorations were reserved for special ceremonies. As paper became more common, people started to make paper models for fun. By the 1800s, children in Japan and Europe were learning the art of folding paper into interesting shapes.

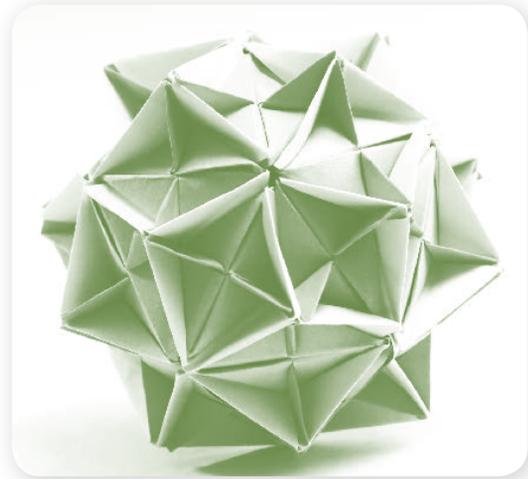
Traditionally, origami objects are created using square pieces of paper that range in size from 1 to 15 inches wide. Six inches is one of the most common sizes. The paper is usually colored or patterned on one or both sides. The paper square is not usually cut or glued but is shaped by making a series of creases and folds. Some artists use wet paper to achieve a more rounded look; others experiment with unusual materials, such as cloth, wire, sheet metal, and even toilet paper.

## A Worldwide Craze

Today, there are fans of origami worldwide. The most popular shapes are still traditional Japanese models, such as flowers and birds, but many people are inspired by more unusual-looking life-forms, such as scorpions, armadillos, and horned beetles.

Some people submit their paper creations to origami contests. Some origami contests have a theme such as plants or prehistoric animals. In other contests, there are categories such as best original design, best technical folding, and best miniature model. Winners of the Massachusetts Institute of Technology origami contest have included precise models of a butterfly, a sailboat, and a gold-colored beaver.

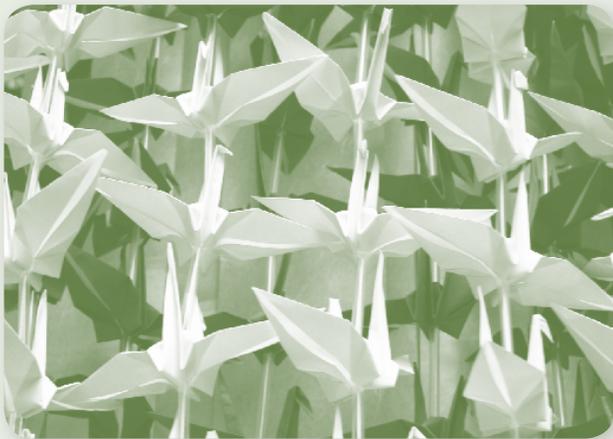
Origami is a tradition that has been passed on through many generations. Artists fold origami to express themselves. Scientists and engineers use it to explore shapes and angles to invent new technology. Teachers sometimes use origami as a tool to help kids learn math. And many people fold paper just because it's fun.



Folding origami can be a fun challenge. Some complicated origami figures are constructed using several sheets of paper.

## One Thousand Paper Cranes

In the city of Hiroshima, Japan, people bring thousands of paper cranes to a memorial park every year. They do this to remember a girl



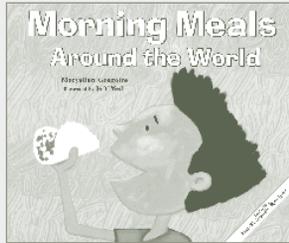
A 1,000-crane chain takes a long time for one person to make, but it can be completed quickly if many people join in.

named Sadako Sasaki. After World War II (1939–1945), Sadako became ill with leukemia, a form of cancer. She had heard the legend that if a person folds 1,000 paper cranes, he or she will be granted one wish. Her wish was to become healthy again.

Sadako decided to fold 1,000 paper cranes. For months, she kept folding and folding, but on October 25, 1955, she died, with 350 cranes left to make. Her friends completed the remaining cranes for her. Sadako's determination to finish her project has come to stand for a wish for peace. Today, people across the world fold paper cranes and string them into chains. They send them to the memorial park to remember Sadako's dream.

# Week 21

## RESOURCES



### Read-aloud

- *Morning Meals Around the World* by Maryellen Gregoire, illustrated by Jeff Yesh

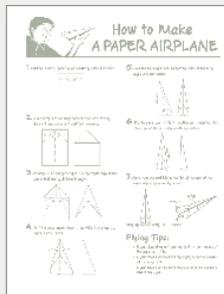
### Functional Texts

- “Lincoln School Lunch Calendar for the week of May 21–25” (see page 447)
- “How to Make a Paper Airplane” (see page 448)

Monday	Tuesday	Wednesday	Thursday	Friday
May 21 <sup>st</sup> Breakfast: Oatmeal Lunch: Turkey, Swiss, and Potato Dinner: Chicken, Pasta, and Vegetables	May 22 <sup>nd</sup> Breakfast: Pancakes Lunch: Beef, Swiss, and Potato Dinner: Chicken, Pasta, and Vegetables	May 23 <sup>rd</sup> Breakfast: Oatmeal Lunch: Turkey, Swiss, and Potato Dinner: Chicken, Pasta, and Vegetables	May 24 <sup>th</sup> Breakfast: Pancakes Lunch: Beef, Swiss, and Potato Dinner: Chicken, Pasta, and Vegetables	May 25 <sup>th</sup> Breakfast: Oatmeal Lunch: Turkey, Swiss, and Potato Dinner: Chicken, Pasta, and Vegetables

### More Strategy Practice

- “Discuss Another Meaning of *Tip*”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 21 family letter (BLM1)
- (Optional) “Week 21 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

*require*

*serve*

*prefer*

*vertical*

*horizontal*

*tip*

## Words Reviewed

*graceful*

*lively*

*mature*

*successful*

*unsuccessful*

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing antonyms (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about a book and functional texts.
- Students review synonyms and antonyms.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of asking clarifying questions.
- Students listen respectfully to the thinking of others and share their own.

## ① DO AHEAD

- ✓ Prior to Day 3, collect two pieces of paper to fold during the discussion of the words *vertical* and *horizontal*.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Another Meaning of *Tip*” on page 442.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 21 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Require, Serve,* and *Prefer*

# Day 1

## In this lesson, the students:

- Learn and use the words *require*, *serve*, and *prefer*
- Review synonyms
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own
- Ask clarifying questions

## Words Taught

### **require**

*Require* means “need.”

### **serve** (p. 23)

*Serve* means “give someone food or drink.”

### **prefer**

*Prefer* means “like better.” If you prefer something, you like it better than something else.

## INTRODUCE AND USE *REQUIRE*

### 1 Introduce and Define *Require* and Review Synonyms

Show page 23 of *Morning Meals Around the World* and review that this is a recipe for Mexican breakfast quesadillas. Remind the students that a recipe gives directions for how to make or cook something.

Point to the words “What you need” in the recipe and explain that this part of the recipe lists what is required, or needed, to make Mexican breakfast quesadillas. Tell the students that *require* is the first word they will discuss today, and explain that *require* and *need* are *synonyms*, or “words that mean the same thing or almost the same thing.” Remind the students that some of the things that are required, or needed, to make a Mexican breakfast quesadilla are 2 flour tortillas, 1 onion, and 2 thin slices of ham.

Display word card 121 (WA1) and have the students say the word *require*.

### 2 Play “What Is Required?”

Tell the students that they will play a game called “What Is Required?” Explain that you will describe a fun event the students might attend, and partners will discuss what is required, or needed, for the event.

## Materials

- *Morning Meals Around the World*
- “Lincoln School Lunch Calendar for the week of May 21–25” (see page 447)
- Word card 121 (WA1)
- Word card 122 (WA2)
- Word card 123 (WA3)
- (Optional) *Making Meaning Student Response Book*

### ELL Note

The Spanish cognate of *require* is *requerir*.

### Teacher Note

If you started a synonym chart, add *require* and *need* to it.

Begin by saying:

- *A day at the beach*

Ask:



**Q** *What are things that are required to spend a fun day at the beach?* [Click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*

require

**PROMPT 1:** \_\_\_\_\_ are **required** to spend a fun day at the beach.

1 2 3

WA1

**PROMPT 1:** “[Sunscreen, towels, and swimsuits] are required to spend a fun day at the beach.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of the following:

- *A picnic in the park*



**Q** *What are things that are required for a picnic in the park?* [Click **2** to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “[Blankets, food, and plates] are required for a picnic in the park.”

- *A camping trip*



**Q** *What are things that are required for a camping trip?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “[A tent, firewood, and flashlights] are required for a camping trip.”

Point to the word *require* and review the pronunciation and meaning of the word.

# INTRODUCE AND USE *SERVE*

## 3 Introduce and Define Serve

Show the recipe again, point to “What to do,” and review that this part of the recipe lists the steps you follow to make Mexican breakfast quesadillas. Ask the students to listen carefully as you read the last step. Then read step 8 aloud, emphasizing the word *serve*.

Tell the students that the next word they will learn today is *serve* and that *serve* means “give someone food or drink.” Explain that after you make the quesadillas, you serve them, or give them to someone to eat, with sour cream and salsa.

Display word card 122 ( WA2) and have the students say the word *serve*.

## 4 Discuss Foods Served

Give some examples of foods or drinks you have recently served to family or friends or been served.

### You might say:

“When my parents came over for dinner this weekend, I served, or gave them to eat, a delicious vegetable stir-fry with broccoli and tofu. Last night I went out to dinner with my son. I ordered a big plate of spaghetti with a salad and garlic bread, and a waiter served me my food.”

Ask:



**Q** *What food does our cafeteria serve, or give us, for lunch?* [Click **1** on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “Our cafeteria serves [sandwiches and apples] for lunch.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then discuss as a class:



**Q** *If you were planning a party, what foods would you serve?* [Click **2** to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “I would serve [lasagna and salad] at my party.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *serve* and review the pronunciation and meaning of the word.



### ELL Note

The Spanish cognate of *serve* is *servir*.

## INTRODUCE AND USE PREFER

### 5 Introduce and Define *Prefer*

Show the “Lincoln School Lunch Calendar,” and review that this functional text shows a week of lunches being served at Lincoln School. Review that on some days the students at Lincoln School have a choice of what to eat. For example, on Monday they might have a “Deli ham and cheese sandwich with lettuce and tomato” or a “Vegetarian sandwich.” On Wednesday, they might have “Fish nuggets with dip” or “Veggie sticks with hummus.”

Explain that when the students at Lincoln School have a choice of foods to eat, they can select the foods that they prefer, and tell the students that *prefer* is the last word they will learn today. Explain that *prefer* means “like better” and that if you prefer something, you like it better than something else. Remind the students that on Monday the students at Lincoln School can choose either a ham and cheese sandwich or a vegetarian sandwich, whichever they prefer, or like better.

Display word card 123 ( WA3) and have students say the word *prefer*.

### 6 Play “Which Do You Prefer?”

Tell the students that they will play a game called “Which Do You Prefer?” Explain that you will describe two things and partners will discuss which one they prefer, or like better, and why.

Begin by saying:

- *Reading a book or writing a story*

Ask:



**Q** *Which do you prefer: reading a book or writing a story? Why?*

[Click  on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I prefer [writing a story] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *Spring or winter*
- *Riding a bike or swimming*
- *Breakfast or dinner*

Point to the word *prefer* and review the pronunciation and meaning of the word.

#### Teacher Note

You might have the students bring their *Making Meaning Student Response Books* to the rug to refer to as you discuss the functional text used in today’s lesson.



#### ELL Note

The Spanish cognate of *prefer* is *preferir*.

# Review *Require, Serve,* and *Prefer*

# Day 2

## In this lesson, the students:

- Review and practice using the words *require*, *serve*, and *prefer* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### require

*Require* means “need.”

### serve

*Serve* means “give someone food or drink.”

### prefer

*Prefer* means “like better.” If you prefer something, you like it better than something else.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words would you use when ordering something from a restaurant? Why? [Click 1 on WA4 to reveal the first prompt.]  
Turn to your partner.

require serve prefer

**PROMPT 1:** I would use the word \_\_\_\_\_.

I might say . . .

1 2 3 4

WA4

## Materials

- Daily review cards (WA4)

**PROMPT 1:** “I would use the word [*prefer*]. I might say . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Explain that you will ask some questions that partners will discuss.

Ask:

-  **Q** *Would you serve foods you prefer at a family party? Why?* [Click 2 on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] serve foods I prefer at a family party because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

-  **Q** *What is required to build a sand castle? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “[Sand, shovels, and water] are required to build a sand castle because . . .”

-  **Q** *What games do you prefer to play? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I prefer to play [kickball] because . . .”

## In this lesson, the students:

- Learn and use the words *vertical*, *horizontal*, and *tip*
- Review antonyms
- Review words with multiple meanings
- Build their speaking and listening skills
- Ask clarifying questions

## Words Taught

### **vertical** (p. 448)

If something is vertical, it is positioned up and down rather than from side to side.

### **horizontal**

If something is horizontal, it is positioned from side to side rather than up and down.

### **tip** (p. 448)

A *tip* is a “piece of advice or useful information.”

## INTRODUCE AND USE VERTICAL AND HORIZONTAL

### 1 Introduce and Define *Vertical*

Show the functional text “How to Make a Paper Airplane,” and remind the students that this is a list of steps for making a paper airplane.

Point to step 1 and read it aloud, emphasizing the word *vertically*. Tell the students that the word *vertical* can be found in *vertically*, and that *vertical* is the first word they will learn today. Explain that if something is vertical it is positioned up and down rather than from side to side.

Explain that the first step in making a paper airplane is to fold a piece of paper vertically, or so that the folded paper is positioned up to down rather than side to side. Model folding a piece of paper vertically. Point out that the crease, or fold, is vertical, or up and down.

Display word cards 124–125 (WA5) and reveal word card 124. Have the students say the word *vertical*.

## Materials

- “How to Make a Paper Airplane” (see page 448)
- Word cards 124–125 (WA5)
- Word card 126 (WA6)
- Two pieces of paper (prepared ahead)
- (Optional) *Making Meaning Student Response Book*

### ELL Note

The Spanish cognate of *vertical* is *vertical*.

### Teacher Note

You might have the students bring their *Making Meaning Student Response Books* to the rug to refer to as you discuss the functional text used in today's lesson.

### ELL Note

The Spanish cognate of *horizontal* is *horizontal*.

### Teacher Note

If you started an antonym chart, add *vertical* and *horizontal* to it.

## 2 Introduce and Define *Horizontal* and Review Antonyms

Tell the students that *horizontal* is the next word they will learn today, and explain that *horizontal* and *vertical* are *antonyms*, or “words with opposite meanings.” Explain that if something is horizontal, it is positioned from side to side rather than up and down. Model folding the second piece of paper horizontally, pointing out that the fold is horizontal, or side to side. Show the two folded pieces of paper together.

Click to reveal word card 125 on word cards 124–125 (WA5) and have the students say the word *horizontal*.

## 3 Play “Vertical or Horizontal?”

Tell the students that they will play a game called “Vertical or Horizontal?” Explain that you will ask the students to picture something in their minds, and then you will ask them if the position of the thing they pictured is vertical (up and down) or horizontal (side to side).

Begin by having the students picture the following:

- *A tree standing straight and tall in the school yard*

Ask:



**Q** *Is a tree standing straight and tall vertical or horizontal?* [Click **1** on WA5 to reveal the prompt.] *Turn to your partner.*

WA5

**PROMPT 1:** \_\_\_\_\_ is **[vertical/horizontal]**.

**1**

**PROMPT 1:** “[A tree standing straight and tall] is [vertical].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then have the students picture the following scenario:

- *A tree lying flat on the ground after a storm*



**Q** *Is a tree lying flat on the ground vertical or horizontal?* [Click **1** to reveal the prompt.] *Turn to your partner.*

Have the students picture one or more of the following pairs:

- *A soldier standing straight and tall at attention*
- *A soldier lying flat on her back, asleep on a cot*
  
- *A mountain rising high into the air*
- *A flat stretch of desert going on for miles and miles*
  
- *A table top*
- *A table leg*

Point to the words *vertical* and *horizontal* and review the pronunciation and meaning of each word.

## INTRODUCE AND USE TIP

### 4 Introduce and Define *Tip*

Point to the “Flying Tips” section of “How to Make a Paper Airplane” and explain that the directions for making a paper airplane include a section called “Flying Tips.” Ask the students to listen as you read the tips. Then read “Flying Tips” aloud.

Explain that *tip* is the last word the students will learn today and that a *tip* is a “piece of advice or useful information.” Explain that this section has tips, or advice or useful information, about what to do if your paper airplane is not flying properly.

Display word card 126 (WA6) and have the students say the word *tip*.

### 5 Discuss Tips the Students Would Give

Explain that you will describe a situation in which people need tips, or advice, and partners will discuss the tips they might give.

Begin by describing this situation:

- *Vinnie is a new student at our school. He wants to make friends, but he is shy.*

-  **Q** *What tips, or advice, would you give Vinnie to make new friends?*  
[Click 1 on WA6 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “My tip would be . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Your friend wants to learn to ride a bike.*

-  **Q** *What tips would you give your friend who wants to learn to ride a bike?*  
[Point to the prompt.] Turn to your partner.

Point to the word *tip* and review the pronunciation and meaning of the word.

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## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Tip*

Remind the students that words often have more than one meaning and sometimes the meanings are very different. Write the word *tip* where everyone can see it, pronounce it, and review that a *tip* is a “piece of advice or useful information.”

Ask and discuss as a class:

- Q** *What else do you know about the word tip?*

If necessary, follow up by asking:

- Q** *What do you mean when you say the tip of the pencil is sharp?*  
**Q** *What do you mean when you say you gave the waiter a tip?*  
**Q** *What do you mean when you say that something is about to tip over?*

**PROMPTS:** “*Tip* also means . . .” or “If the tip of the pencil is sharp . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Explain that *tip* can also mean “the end point of something,” “an extra amount of money,” or “to fall or cause something to fall.”

## In this lesson, the students:

- Review and practice using the words *vertical*, *horizontal*, and *tip* from Day 3
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### vertical

If something is vertical, it is positioned up and down rather than from side to side.

### horizontal

If something is horizontal, it is positioned from side to side rather than up and down.

### tip

A *tip* is a "piece of advice or useful information."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA7). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words you learned yesterday do you think is particularly interesting? Why? [Click 1 on WA7 to reveal the first prompt.] Turn to your partner.

verticalhorizontaltip

**PROMPT 1:** I think \_\_\_\_\_ is particularly interesting because . . .

1234

WA7

## Materials

- Daily review cards (WA7)
- Copy of this week's family letter (BLM1) for each student

**PROMPT 1:** “I think [*tip*] is particularly interesting because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Review the Game “Does That Make Sense?”

Tell the students that partners will play a game called “Does That Make Sense?” Remind the students that you will read a sentence that includes one of the vocabulary words. Partners will decide whether the word makes sense in the sentence and explain why they think so.

Read the following sentences aloud twice:

- *The lamp had fallen over. When we stood it upright, it was horizontal.*

Ask:



**Q** Does the word *horizontal* make sense in the sentence? Why do you think that? [Click 2 on WA7 to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** “The word *horizontal* [does/does not] make sense because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following sentences:

**[tip]**

- *While Chloe was packing for her camping trip, her mom gave her a tip to bring warm socks and a hat.*



**Q** Does the word *tip* make sense in the sentence? Why do you think that? [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “The word *tip* [does/does not] make sense because . . .”

**[horizontal]**

- *During my nap, I was lying vertical on my bed.*



**Q** Does the word *vertical* make sense in the sentence? Why do you think that? [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “The word *vertical* [does/does not] make sense because . . .”

### Teacher Note

If the students struggle to answer the questions, call for their attention. Reread the sentence aloud, and explain that *horizontal* does not make sense in the sentence because the lamp would be vertical, or positioned up and down, after it was returned to an upright position. If it were horizontal, it would be lying flat. Then read the next sentence and discuss it as a class, rather than in pairs.

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

## In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own
- Ask clarifying questions

## Words Reviewed

### graceful

*Graceful* means “moving in a smooth and beautiful way.”

### lively

*Lively* means “active.” Someone who is lively is energetic and full of life.

### mature

*Mature* means “grown up or adult.” A mature person is sensible and reasonable. He or she is not being immature or childish.

### successful

If you are successful, you do what you set out to do or do something well.

### unsuccessful

*Unsuccessful* means “not successful.” If you are unsuccessful, you do not accomplish what you set out to do.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA8) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Review the Activity “Describe the Character”

Tell the students that partners will do an activity called “Describe the Character.” Remind the students that you will read a story aloud, and partners will decide which vocabulary word best describes the main character of the story and explain why they think so.

1. Display the ongoing review activity (WA9) and click 1 to reveal the first story. Point to the story and read it aloud twice, slowly and clearly.
  - Story 1: *Oliver wants to learn how to play the flute, but after his first lesson he is frustrated. He doesn't practice and finally stops going to his lessons. He never learns to play the flute.*

## Materials

- Ongoing review cards (WA8)
- Ongoing review activity (WA9)

## Teacher Note

Each sentence on the weekly review activity (WA9) has a corresponding number: the first story is 1; the second story is 2; the third story is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer.
- The fourth click clears the screen.

2. Point to the vocabulary words and ask:



**Q** Which vocabulary word best describes Oliver? Why? [Click ❶ again and read the prompt aloud.] Turn to your partner.

**PROMPT 1:** “[Unsuccessful] best describes Oliver because . . .”

3. After partners have talked, have a few volunteers use the prompt to share their thinking with the class. After they have shared, conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word.

WA9

graceful	lively	mature	successful	unsuccessful
----------	--------	--------	------------	--------------

**STORY 1:** Oliver wants to learn how to play the flute, but after his first lesson he is frustrated. He doesn't practice and finally stops going to his lessons. He never learns to play the flute.

❶   ❷   ❸   ❹   ❺

### Teacher Note

If you are not using an interactive whiteboard, write each story and the words where everyone can see them.

4. Finally, click ❶ to clear the screen.

Using the same procedure, discuss the following stories:

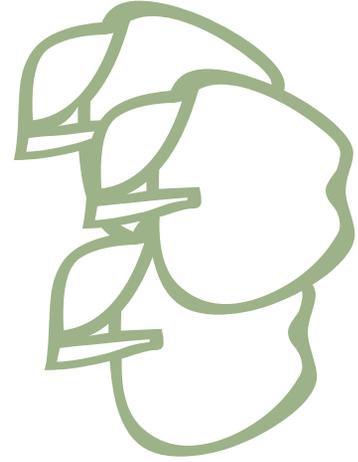
- Story 2: *Laura danced beautifully across the stage. She spun around lightly on her toes while her arms flowed through the air to the sound of the music.* (graceful)
- Story 3: *Otis was full of energy. He ran and jumped and skipped and somersaulted hour after hour. He never seemed to grow tired.* (lively)
- Story 4: *Maria wanted to build a model plane for her grandpa's birthday present. She spent hours and hours working on it, and finally got the airplane built. Her grandpa loved his gift.* (successful)
- Story 5: *Grady is reading quietly at the library. His friend Orlando yells and makes a funny face at him, but Grady ignores Orlando and continues to read.* (mature)

# Lincoln School Lunch Calendar

## for the week of May 21-25

Monday	Tuesday	Wednesday	Thursday	Friday
<b>May 21</b> <ul style="list-style-type: none"> <li>• Deli ham and cheese sandwich with lettuce and tomato*</li> <li>or</li> <li>• Vegetarian sandwich**</li> <li>• Snack mix</li> <li>• Fruit cup</li> </ul>	<b>May 22</b> <ul style="list-style-type: none"> <li>• Homemade turkey with mashed potatoes and gravy</li> <li>or</li> <li>• Veggie burger with lettuce and tomato**</li> <li>• Mixed green salad with veggie sticks on top</li> <li>• Fresh fruit</li> </ul>	<b>May 23</b> <ul style="list-style-type: none"> <li>• Fish nuggets with dip</li> <li>or</li> <li>• Veggie sticks with hummus**</li> <li>• Dinner roll</li> <li>• Low-fat ice cream</li> <li>or</li> <li>• Strawberries with yogurt dip</li> </ul>	<b>May 24</b> <ul style="list-style-type: none"> <li>• Homemade lasagna with meat sauce and vegetable</li> <li>or</li> <li>• Vegetarian lasagna**</li> <li>• Breadstick</li> <li>• Fresh fruit</li> </ul>	<b>May 25</b> <ul style="list-style-type: none"> <li>• Pepperoni pizza*</li> <li>or</li> <li>• Cheese pizza**</li> <li>• Veggie sticks with dip</li> <li>• Fruit cup</li> </ul>

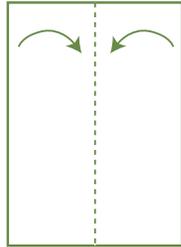
\* contains pork    \*\*vegetarian selection



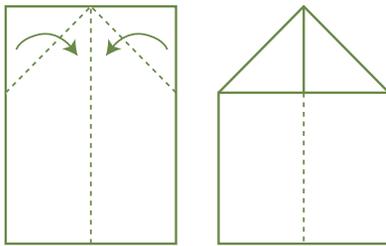


# How to Make A PAPER AIRPLANE

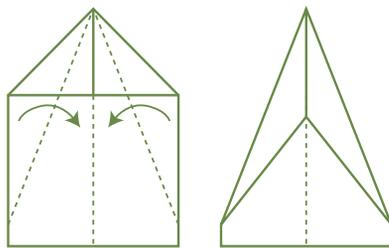
1. Fold the sheet of paper in half vertically. Open the paper.



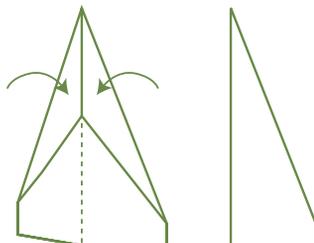
2. Fold the top left and right corners down so that they align with the center fold and form triangles.



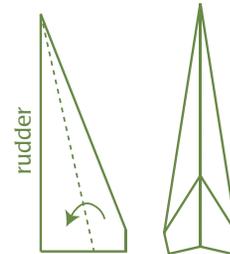
3. Fold the left and right corners in so that they align at the center fold and again form triangles.



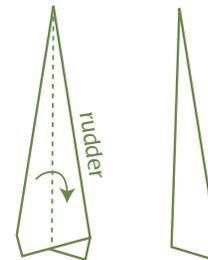
4. Fold the paper in half, keeping the folds from steps 1, 2, and 3 on the inside.



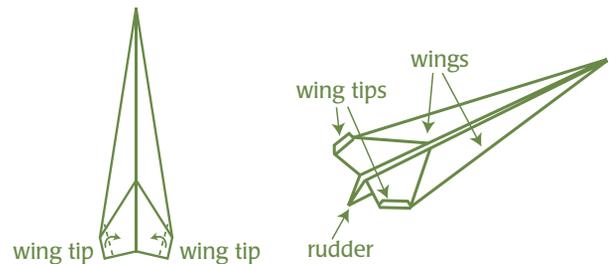
5. Fold the top wing in half so that the edge of the wing aligns with the rudder.



6. Flip the plane over and fold the other wing in half so that the edge of the wing aligns with the rudder.



7. Open the plane and fold up the tips at the back of the wings to help the plane fly better.



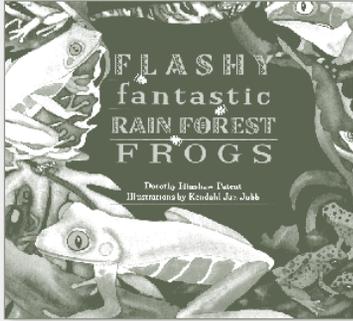
## Flying Tips:

- If your plane dives and crashes, fold the back edges of the wings up a little.
- If your plane flies too far to the right, bend the rudder a little to the left.
- If your plane flies too far to the left, bend the rudder a little to the right.



# Week 22

## RESOURCES



### Read-aloud

- *Flashy Fantastic Rain Forest Frogs* by Dorothy Hinshaw Patent, illustrated by Kendahl Jan Jubb

### More Strategy Practice

- “Discuss Another Meaning of *Fantastic*”

### Extensions

- “Discuss the Compound Word *Painkiller*”
- “Explore Domain-specific Words: *Rain Forests*”

### More ELL Support

- “Discuss a Pair of Illustrations in *Flashy Fantastic Rain Forest Frogs*”

### Assessment Resource Book

- Week 22 vocabulary assessment



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA11

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 22 family letter (BLM1)
- (Optional) “Week 22 Word Cards” (BLM2)
- (Optional) “Week 22 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

flashy  
fantastic  
*diverse*  
avoid  
*deadly*  
threatened

## Words Reviewed

challenge  
prefer  
require  
serve  
spectacular

## Word-learning Strategy

- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of asking clarifying questions.
- Students listen respectfully to the thinking of others and share their own.
- Students share their partners' thinking.

## DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Another Meaning of *Fantastic*” on page 457.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.

(continues)

## ① DO AHEAD *(continued)*

- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 196 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 22 Word Cards” (BLM2) and “Week 22 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Flashy*, *Fantastic*, and *Diverse*

# Day 1

## In this lesson, the students:

- Learn and use the words *flashy*, *fantastic*, and *diverse*
- Review recognizing words with multiple meanings
- Build their speaking and listening skills
- Share their partners' thinking
- Ask clarifying questions

## Words Taught

### **flashy** (p. 3)

*Flashy* means “very big, bright, or expensive.”  
Something that is flashy catches your attention.

### **fantastic** (p. 3)

*Fantastic* means “strange, unusual, or unbelievable.”

### **diverse**

*Diverse* means “different from one another.”

## INTRODUCE AND USE *FLASHY*

### 1 Introduce and Define *Flashy*

Briefly review *Flashy Fantastic Rain Forest Frogs*.

Show pages 2–3 and read the first paragraph on page 3 aloud, emphasizing the word *flashy*.

Explain that *flashy* means “very big, bright, or expensive.” Point to the frogs in the illustration and explain that the author describes rain forest frogs as *flashy* because they are brightly colored. Point out that these *flashy* frogs are much more colorful than ordinary green or brown frogs.

Display word card 127 (🗉 WA1) and have the students say the word *flashy*.

### 2 Talk About Flashy Things

Explain that something that is *flashy* catches your attention. You notice it because it is very big, bright, or expensive. Give some examples of *flashy* things you have seen or own.

#### You might say:

“My neighbor has a *flashy* motorcycle. It is very big, bright red, and has lots of shiny chrome. People stop and look at it whenever she rides it. I have a *flashy* dress that I wear to parties. It is bright green with gold sparkles. People always notice the dress when I wear it.”

## Materials

- *Flashy Fantastic Rain Forest Frogs*
- Word card 127 (WA1)
- Word card 128 (WA2)
- Word card 129 (WA3)

### Teacher Note

Support struggling students by asking questions such as “What clothing or costume do you own that is very colorful?” and “What bike, scooter, or toy do you own or have you seen that is brightly colored or shiny?”

### Teacher Note

Support struggling students by asking questions such as “What would you do to make sure people noticed the bike?” “What bright colors would you paint it?” and “What mirrors, baskets, special seat, streamers, or other things would you have on the bike to make it stand out?”

### Teacher Note

You may want to explain that *fantastic*, *strange*, *unusual*, and *unbelievable* are synonyms.

### ELL Note

The Spanish cognate of *fantastic* is *fantástico/a*.

Ask:



**Q** What do you have or what have you seen that is *flashy*? Why do you think it is *flashy*? [Click **1** on WA1 to reveal the first prompt.] Turn to your partner.

WA1

flashy

**PROMPT 1:** I have a **flashy** \_\_\_\_\_. I think it's **flashy** because . . .

**1** **2**

**PROMPT 1:** “I have a flashy [belt]. I think it’s flashy because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use “Think, Pair, Share” to discuss:



**Q** If you were to design a *flashy* bike, how would it look? [Pause; click **2** to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** “My flashy bike would . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking.

Point to the word *flashy* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *FANTASTIC*

### **3** Introduce and Define *Fantastic*

Tell the students that *fantastic* is the next word they will learn today and that *fantastic* means “strange, unusual, or unbelievable.” Display word card 128 (WA2) and have the students say the word *fantastic*. Explain that you will reread the paragraph they heard earlier and they are to listen for how rain forest frogs are *fantastic*, or strange or unusual.

Reread the first paragraph on page 3 aloud, emphasizing the word *fantastic*.

Ask and discuss as a class:

**Q** *What are some ways that rain forest frogs are fantastic, or strange or unusual?*

Click **1** on word card 128 (WA2) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “The frogs are fantastic because . . .”

## 4 Discuss Fantastic Creatures

Explain that sometimes TV shows, movies, and books have fantastic creatures—strange and unbelievable creatures such as monsters, giants, dragons, and aliens from outer space.

Ask and discuss as a class:

**Q** *What fantastic creature have you read about in a book or seen on TV or in a movie? What made it fantastic?*

Click **2** to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “A fantastic creature I have [read about/seen] is . . .” or “It is fantastic because . . .”

## 5 Make Up a Fantastic Creature

Tell the students that you want them to use their imaginations to make up their own fantastic creatures. Explain that they should think about what their creature looks like and how it acts and that the creature can be scary or silly. Explain that partners will describe their creatures to each other. After partners talk, you will ask a few students to tell the class about their partner’s fantastic creature.

Use “Think, Pair, Share” to discuss:



**Q** *If you were to make up your own fantastic creature, what would it look like? How would it act? [Pause; click **3** on WA2 to reveal the prompt.] Turn to your partner.*

After partners have talked, have a few volunteers use the prompt to share their partner’s thinking with the class.

**PROMPT 3:** “[Ronny’s] fantastic creature . . .”

Point to the word *fantastic* and review the pronunciation and meaning of the word.

### ELL Note

The Spanish cognate of *diverse* is *diverso/a*.

## INTRODUCE AND USE *DIVERSE*

### 6 Introduce and Define *Diverse*

Explain that *diverse* is the last word the students will learn today and that *diverse* means “different from one another.” Display word card 129 (WA3) and have the students say the word *diverse*.

Show pages 2–3 again and point to the pictures of the frogs.

Ask and discuss as a class:

**Q** *How are these frogs diverse, or different from one another?*

Click ① on word card 129 (WA3) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “The frogs are diverse because . . .”

### 7 Discuss How Dogs Are Diverse

Explain that other kinds of animals are diverse and give an example.

**You might say:**

“Cats are diverse, or different from one another. Some have long hair, and some have short hair. Some have black hair; others have brown or yellow hair or spots or stripes. Some have long tails and others have short tails or no tail at all.”

Ask:

 **Q** *How are dogs diverse? In what ways are they different?* [Click ② on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “Dogs are diverse because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

### 8 Discuss Our Diverse Interests

Tell the students that people are also diverse. Explain that people have diverse interests, and give some examples.

**You might say:**

“For fun, some people like to draw. Some like to ride bikes. Others like to go bowling.”

Ask and discuss as a class:

**Q** *What is something that you like to do for fun?*

Have a few volunteers share their thinking.

Then follow up by asking and discussing as a class:

**Q** *Are our interests diverse? Why or why not?*

Click **3** on word card 129 to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “Our interests [are/are not] diverse because . . .”

Point to the word *diverse* and review the pronunciation and meaning of the word.

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## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Fantastic*

Remind the students that words often have more than one meaning and sometimes the meanings are very different. Write the word *fantastic* where everyone can see it, pronounce it, and review that *fantastic* means “strange, unusual, or unbelievable.”

Ask and discuss as a class:

**Q** *What else do you know about the word fantastic? What do you mean when you say you had a fantastic time at a party?*

**PROMPTS:** “*Fantastic* also means . . .” or “If I had a fantastic time, I . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Explain that *fantastic* can also mean “very good, wonderful, or terrific.”



## MORE ELL SUPPORT

### Discuss a Pair of Illustrations in *Flashy Fantastic Rain Forest Frogs*

Show pages 18–19 of *Flashy Fantastic Rain Forest Frogs* and review that this part of the book tells how tadpoles grow into tiny frogs. Read page 19 aloud. Then have the students look carefully at the illustrations on the pages. Ask and have the students discuss in pairs:

**Q** *What interesting things do you notice in these illustrations?*

**PROMPT:** “I notice that . . .”

---

### Teacher Note

If the students struggle to answer the question, you might point out that tadpoles look like fish and swim in the water. Once they grow front and back legs and their tails shrink, they leave the water and become little frogs.

# Day 2

## Review *Flashy*, *Fantastic*, and *Diverse*

### Materials

- Daily review cards (WA4)
- “Tell Me a Story” chart (WA5)

### In this lesson, the students:

- Review and practice using the words *flashy*, *fantastic*, and *diverse* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own
- Ask clarifying questions

### Words Reviewed

#### **flashy**

*Flashy* means “very big, bright, or expensive.” Something that is *flashy* catches your attention.

#### **fantastic**

*Fantastic* means “strange, unusual, or unbelievable.”

#### **diverse**

*Diverse* means “different from one another.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:

-  **Q** Which of these words might you use to describe a plant that talks? Why? [Click 1 on WA4 to reveal the prompt.] Turn to your partner.

**PROMPT 1:** “I might use [*fantastic*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

-  **Q** Which of these words might you use to discuss how butterflies are different from one another? Why? [Point to prompt 1.] Turn to your partner. (*diverse*)
- Q** Which of these words might you use to describe a brightly colored, sparkly sweater? Why? [Point to prompt 1.] Turn to your partner. (*flashy*)

## PRACTICE USING THE WORDS

### 2 Do the Activity “Tell Me a Story”

Explain that partners will do the activity “Tell Me a Story.” Remind the students that you will tell them the beginning of a story that includes a vocabulary word. They will use what they know about the word and their imaginations to make up an ending for the story.

Display the “Tell Me a Story” chart (🗺️ WA5). Point to story 1 and begin by reading the story aloud twice, slowly and clearly. Point to the word *fantastic* and explain that you will tell the beginning of a story that includes the word *fantastic*.

- Story 1: *Jenna and her friends were exploring a dark cave. Jenna stopped suddenly, pointed her flashlight, and shouted, “Look at this! I’ve never seen anything like it. It’s fantastic!” The fantastic thing Jenna saw in the cave was . . .*

Ask:



**Q** *How might you finish the story? What fantastic thing did Jenna see?*  
[Point to prompt 1.] *Turn to your partner.*

#### Tell Me a Story

Jenna and her friends were exploring a dark cave. Jenna stopped suddenly, pointed her flashlight, and shouted, “Look at this! I’ve never seen anything like it. It’s fantastic!” The fantastic thing Jenna saw in the cave was . . .

**PROMPT 1:** The **fantastic** thing Jenna saw was . . .

**PROMPT 1:** “The fantastic thing Jenna saw was . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[flashy]

- Story 2: *Paulo was invited to a costume party. He said, “I need to wear something flashy.” Paulo arrives at the party wearing . . .*

Ask:



**Q** *How might you finish the story? What is Paulo wearing that is flashy?*  
[Point to prompt 2.] *Turn to your partner.*

**PROMPT 2:** “Paulo is wearing a flashy . . .”

WA5

#### Teacher Note

If the students have difficulty thinking of an ending, review the definition of *fantastic* and think aloud about an ending. (For example, say “The fantastic thing Jenna saw was a giant bat hanging over her head!”) Then reread the beginning of the story and repeat the question.

#### ELL Note

You might explain that a *costume party* is a “party in which people dress up in costumes, or clothes that make them look like another person or an animal or thing.”

[diverse]

- Story 3: *Marta is a bug collector. She loves to tell her friends about the diverse bugs in her collection. She says that her diverse bugs are . . .*

Ask:



**Q** *How might you finish the story? What might Marta say about the diverse bugs she has collected? [Point to prompt 3.] Turn to your partner.*

**PROMPT 3:** “When Marta talks about the diverse bugs in her collection, she might say . . .”

---

## EXTENSION

### Explore Domain-specific Words: *Rain Forests*

Show the cover of *Flashy Fantastic Rain Forest Frogs* and review that many different types of frogs live in tropical rain forests. Ask:

**Q** *What else do you know about rain forests?*

Have a few volunteers share their thinking.

Tell the students that you will read a description of the rain forest from the book and that as you read, you want them to close their eyes and picture the rain forest. Then read the second paragraph on page 5 of the book aloud, without showing the illustration. Ask:

**Q** *What did you learn about the rain forest from the part I just read?*

Have volunteers share their thinking. If necessary, point out that rain forests are full of plants and have three layers—the canopy, the understory, and the forest floor. Review that some rain forest frogs live their whole lives in the canopy and understory. Others never leave the forest floor.

# Introduce *Avoid, Deadly,* and *Threatened*

# Day 3

## In this lesson, the students:

- Learn and use the words *avoid*, *deadly*, and *threatened*
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Taught

### **avoid** (p. 12)

*Avoid* means “keep away from.”

### **deadly**

*Deadly* means “dangerous and likely to cause death.”

### **threatened** (p. 28)

If something is threatened, it is in danger or likely to be harmed or destroyed.

## Materials

- *Flashy Fantastic Rain Forest Frogs*
- Word card 130 (WA6)
- Word card 131 (WA7)
- Word card 132 (WA8)

## INTRODUCE AND USE AVOID

### 1 Introduce and Define *Avoid*

Show pages 12–13 of *Flashy Fantastic Rain Forest Frogs* and review that frogs have ways to hide from and escape predators. Read page 12 aloud, emphasizing the word *avoid*.

Explain that *avoid* means “keep away from.” Point to the pictures of the frogs on pages 12–13 and review that the webbing between their toes and flaps of skin on their sides act like wings and help them avoid, or keep away from, birds and other predators.

Display word card 130 (WA6) and have the students say the word *avoid*.

### 2 Discuss Avoiding Things

Explain that sometimes we avoid, or keep away from, certain foods because we do not like how they taste or because eating them makes us sick.

Ask:



**Q** *What is a food you avoid? Why?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I avoid [peanuts] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that sometimes we avoid doing something because it is difficult, boring, or not much fun. Give examples of things you avoid doing now or avoided doing when you were younger.

**You might say:**

“Sometimes I avoid doing housework even though the house needs to be cleaned. It’s just no fun, and I’d rather be reading or visiting with friends. When I was your age, I avoided playing baseball with my brother because he would tease me when I didn’t catch the ball.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you avoided doing something? Why?* [Pause; click **2** on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I avoided [cleaning my room] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *avoid* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE DEADLY

### 3 Introduce and Define *Deadly*

Show pages 14–15 and review that predators stay away from poison dart frogs because their skin contains poisonous chemicals. Read page 15 aloud.

Explain that *deadly* is the next word the students will learn and that *deadly* means “dangerous and likely to cause death.” Explain that the poison in the skin of some frogs is deadly. It is dangerous and can kill people.

Display word card 131 (WA7) and have the students say the word *deadly*.

### 4 Discuss Deadly Things

Explain that things other than animals can be deadly, or dangerous and likely to cause death.

Ask:



**Q** *Why might a storm, such as a hurricane or tornado, be deadly?* [Click **1** on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “A storm might be deadly because . . .”

#### Teacher Note

You might point to the word *dead* in *deadly* and explain that *dead* and *deadly* are related and that *dead* is a clue to the meaning of *deadly*.

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.



**Q** *Why might crossing a street without looking both ways be deadly?*  
[Click 2 to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** “It might be deadly because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *deadly* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE THREATENED

### 5 Introduce and Define *Threatened*

Show pages 28–29 and read page 28 aloud, emphasizing the word *threatened*.

Explain that if something is threatened, it is in danger or likely to be harmed or destroyed. Explain that frogs such as the blue poison frog are threatened, or in danger, because they live in a small area of the forest. If that part of the forest is destroyed by people cutting down trees, the frogs will have no shelter or food and will die.

Display word card 132 (WA8) and have the students say the word *threatened*.

### 6 Discuss Threatening Situations

Ask:



**Q** *If there were a forest fire, what would be threatened? What would be in danger or likely to be harmed or destroyed? Why?* [Click 1 on WA8 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “If there were a forest fire, [animals] would be threatened because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:



**Q** *If you felt threatened by a growling dog, what might you do? Why?*  
[Click 2 to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** “If I felt threatened by a dog, I might . . .”

Point to the word *threatened* and review the pronunciation and meaning of the word.

### Teacher Note

For a list of common compound words, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Compound Words” list in the General Resources section.

## EXTENSION

### Discuss the Compound Word *Painkiller*

Write this sentence from page 27 of *Flashy Fantastic Rain Forest Frogs* where everyone can see it: “One chemical from poison dart frog skin is a more powerful painkiller than morphine.”

Direct the students’ attention to the sentence and explain that it is a sentence from *Flashy Fantastic Rain Forest Frogs*. Tell them that the sentence contains a *compound word*, or a “word made up of two or more shorter words.” Then read the sentence aloud.

Ask and discuss as a class:

**Q** *What compound word do you see in the sentence?*

If necessary, tell the students that the compound word is *painkiller*.

Remind the students that they can figure out the meaning of a compound word by identifying the shorter words that make up the compound word and thinking about what each word means.

Ask and discuss as a class:

**Q** *What are the shorter words that make up the compound word painkiller?*

**Q** *What do you think the word painkiller means? What is a painkiller?*

If necessary, explain that a *painkiller* is a “pill or other medicine that is taken to stop pain.”

# Review Avoid, Deadly, and Threatened

# Day 4

## In this lesson, the students:

- Review and practice using the words *avoid*, *deadly*, and *threatened* from Day 3
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### avoid

*Avoid* means “keep away from.”

### deadly

*Deadly* means “dangerous and likely to cause death.”

### threatened

If something is threatened, it is in danger or likely to be harmed or destroyed.

## Materials

- Daily review cards (WA9)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 22 Crossword Puzzle” (BLM3) for each student

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA9). Review the pronunciation and meaning of each word.

Ask:



**Q** *If you were walking in the woods and saw a deadly snake, would you feel threatened? Why?* [Click 1 on WA9 to reveal the first prompt.] Turn to your partner.

avoid deadly threatened

**PROMPT 1:** I [would/would not] feel **threatened** by the **deadly** snake because . . .

1 2 3 4 5

WA9

**PROMPT 1:** “I [would/would not] feel threatened by the deadly snake because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

-  **Q** *On a hot day, what do you avoid?* [Click **2** to reveal the next prompt.]  
*Turn to your partner.*

**PROMPT 2:** “On a hot day, I avoid . . .”

## PRACTICE USING THE WORDS

### **2** Play “Make a Choice”

Explain that partners will play “Make a Choice.”

Point to the word *avoid* and ask:

-  **Q** *Which would you avoid on a cold day: a hot bath or a cold shower? Why?*  
[Click **3** on WA9 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I would avoid a [cold shower] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

**[deadly]**

-  **Q** *Which might be deadly for a young kitten: losing its mother or playing with a toy mouse? Why?* [Click **4** to reveal the next prompt.] *Turn to your partner.*

**PROMPT 4:** “[Losing its mother] might be deadly because . . .”

**[threatened]**

-  **Q** *Which would cause you to feel threatened: meeting a bear in the woods or meeting a rabbit in the woods? Why?* [Click **5** to reveal the prompt.]  
*Turn to your partner.*

**PROMPT 5:** “[Meeting a bear] would cause me to feel threatened because . . .”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 21 and 22, you might distribute a copy of the “Week 22 Crossword Puzzle” (BLM3) to each student.

## In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own
- Ask clarifying questions

## Words Reviewed

### challenge

A *challenge* is “something that is hard to do or requires a lot of work or effort.”

### prefer

*Prefer* means “like better.” If you prefer something, you like it better than something else.

### require

*Require* means “need.”

### serve

*Serve* means “give someone food or drink.”

### spectacular

*Spectacular* means “amazing to look at.”

## Materials

- Ongoing review cards (WA10)
- “Tell Me a Story” chart (WA11)
- “Class Vocabulary Assessment Record” sheet (CA1)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA10). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Tell Me a Story”

Explain that partners will do the activity “Tell Me a Story.” Remind the students that you will tell them the beginning of a story that includes a vocabulary word. They will use what they know about the word and their imaginations to make up an ending for the story.

Display the “Tell Me a Story” chart (🗉 WA11). Point to story 1 and begin by reading the story aloud twice, slowly and clearly.

- *Story 1: Arman’s class is having a picnic to celebrate the end of the school year. They will serve . . .*

## Teacher Note

If the students have difficulty thinking of an ending, review the definition of *serve* and think aloud about an ending. (For example, say “They will serve sandwiches, juice, and watermelon.”) Then reread the beginning of the story and repeat the question.



**Q** How might you finish the story? [Point to prompt 1.] Turn to your partner.

WA11

### Tell Me a Story

Arman’s class is having a picnic to celebrate the end of the school year. They will serve . . .

**PROMPT 1:** They will **serve** . . .

**PROMPT 1:** “They will serve . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Discuss the following stories using the same procedure:

- Story 2: *Paula is learning how to ride a bike. To overcome the challenge, she must . . .*



**Q** How might you finish this story? [Point to prompt 2.] Turn to your partner.

**PROMPT 2:** “To overcome the challenge, she must . . .”

Follow up by asking:

**Q** Why must Paula [practice riding every day] to overcome the challenge?

Point to prompt 3. Have the volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “Paula must [practice riding every day] to overcome the challenge because . . .”

- Story 3: *Manny enjoyed his trip hiking through a national park. One spectacular thing he saw was . . .*



**Q** How might you finish this story? [Point to prompt 4.] Turn to your partner.

**PROMPT 4:** “One spectacular thing he saw was . . .”

Follow up by asking:

**Q** Why would [a giant waterfall] be spectacular?

Point to prompt 5. Have the volunteers use the prompt to share their thinking with the class.

**PROMPT 5:** “[A giant waterfall] would be spectacular because . . .”

- Story 4: *My family is going to take a vacation this summer. I would prefer to go to . . .*



**Q** How might you finish this story? [Point to prompt 6.] Turn to your partner.

**PROMPT 6:** “I would prefer to go to . . .”

Follow up by asking:

**Q** Why would you prefer to go to [the beach]?

Point to prompt 7. Have the volunteers use the prompt to share their thinking with the class.

**PROMPT 7:** “I would prefer to go to [the beach] because . . .”

- Story 5: Gwen decides to plant flowers in her garden. She goes to the store with her father to get supplies. Her father explains that planting flowers requires . . .



**Q** How might you finish this story? [Point to prompt 8.] Turn to your partner.

**PROMPT 8:** “Planting flowers requires . . .”

Follow up by asking:

**Q** Why does planting flowers require [seeds]?

Point to prompt 9. Have the volunteers use the prompt to share their thinking with the class.

**PROMPT 9:** “Planting flowers requires [seeds] because . . .”



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to complete the stories using the vocabulary words?
- Can they explain why they finished the stories the way they did?
- Are they using the vocabulary words in their speech and writing?

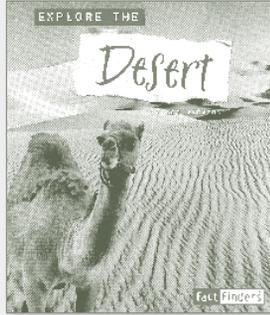
Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 196 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice in using the word by reviewing the word’s meaning and then asking a question that requires the student to talk about the word in terms of his own experiences. For example, ask questions such as “When have you overcome a challenge? How did you overcome it?” or “When have you seen something spectacular? What did it look like?”

# Week 23

## RESOURCES



### Read-aloud

- *Explore the Desert* by Kay Jackson

### Extension

- “Explore Domain-specific Words: *Evaporate*”



### More ELL Support

- “Scan, Write About, and Draw an Object”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Reproducibles

- Week 23 family letter (BLM1)
- (Optional) “Week 23 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

adapt  
depend  
scan  
disrupt  
trample  
*forbid*

## Words Reviewed

diverse  
flashy  
flimsy  
hazardous  
plain

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review synonyms.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of asking clarifying questions.
- Students listen respectfully to the thinking of others and share their own.

## DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print "Week 23 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Day 1

## Introduce *Adapt*, *Depend*, and *Scan*

### Materials

- *Explore the Desert*
- Word card 133 (WA1)
- Word card 134 (WA2)
- Word card 135 (WA3)

### In this lesson, the students:

- Learn and use the words *adapt*, *depend*, and *scan*
- Review synonyms
- Review words with multiple meanings
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Taught

#### **adapt** (p. 6)

*Adapt* means “change to fit new situations or conditions.” People adapt to new situations or conditions by changing their behavior or ideas.

#### **depend** (p. 6)

*Depend* means “rely on or need someone or something for help or support.”

#### **scan** (p. 19)

*Scan* means “examine something, or look at something carefully and closely.” *Scan* also means “read something quickly, without looking closely for details.”

## INTRODUCE AND USE ADAPT

### 1 Introduce and Define *Adapt*

Show pages 6–7 of *Explore the Desert* and review that the first chapter tells about the plants and animals that live in the desert. Read the last paragraph on page 7 aloud, emphasizing the word *adapted*.

Explain that *adapt* means “change to fit new situations or conditions.” Tell the students that desert plants and animals have adapted, or changed, over thousands of years so that they can survive the hot, dry conditions. Review that the leaves of some desert trees have adapted, or changed, by curling up during the hottest times of the day. In this way, the leaves conserve water. Point to the picture of the owls on pages 6–7 and explain that these burrowing owls have adapted, or changed, to fit life in the hot, dry desert, as well. They have adapted by burrowing, or digging, and nesting in the ground where it is much cooler.

Display word card 133 (WA1) and have the students say the word *adapt*.

### ELL Note

The Spanish cognate of *adapt* is *adaptar*.

### Teacher Note

You might explain that *conserve* means “keep something safe from being damaged or destroyed.” The trees conserve, or save, the water by curling up their leaves.

## 2 Discuss Adapting

Tell the students that, like plants and animals, people adapt, or change, to fit new situations or conditions. Explain that people often adapt by changing their behavior or ideas. Tell about times you have adapted to a new situation and what you did to adapt.

### You might say:

"I used to teach first grade. When I started teaching third grade, I had to adapt, or change, my teaching style and lesson plans. To adapt, I talked to other third-grade teachers and read through the third-grade textbooks. When I was your age, my family moved to a new city. I had to adapt to a new neighborhood. To adapt, I made new friends, and they showed me where the park and other fun places in the neighborhood were. Pretty soon the new neighborhood felt like home."

Use "Think, Pair, Share" to discuss:



**Q** *When have you had to adapt to a new situation? What did you do to adapt?* [Pause; click 1 on WA1 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** I had to **adapt** \_\_\_\_\_. To **adapt**, I . . .

1 2

WA1

**PROMPT 1:** "I had to adapt [when my baby sister came home from the hospital]. To adapt, I . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## 3 Discuss Ways the Students Would Adapt

Ask the students to imagine they have sprained (hurt) their wrist on the hand they write with, and it is in a cast.

### Teacher Note

Support struggling students by asking questions such as "Have you ever had to adapt, or change your behavior, because you got a new baby brother or sister or a new stepmother or stepfather?" and "Have you ever had to adapt because you moved to a new place or changed schools?"

### ELL Note

The Spanish cognate of *depend* is *depende*.

### Teacher Note

If you started a synonym chart, add *depend*, *rely*, and *need* to it.

Discuss as a class:

**Q** *How would you adapt so that you could get your schoolwork done despite your hurt wrist?*

Click **2** on WA1 to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I would adapt by . . .”

Point to the word *adapt* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *DEPEND*

### **4** Introduce and Define *Depend* and Review Synonyms

Show pages 6–7 again. Read these sentences from page 6, emphasizing the word *depend*: “Desert plants and animals depend on each other for survival. Desert plants provide shelter and food for desert animals. Animals help plants by spreading their seeds throughout the desert.”

Explain that *depend* is the next word the students will learn today and that *depend* means “rely on or need someone or something for help or support.” Tell the students that *depend*, *rely*, and *need* are synonyms. Explain that the plants and animals depend on, or rely on or need, each other to survive in the desert. Desert animals depend on desert plants to provide them with shelter from the hot sun and with food. Desert plants depend on desert animals to spread their seeds throughout the desert.

Display word card 134 ( WA2) and have the students say the word *depend*.

### **5** Discuss People We Depend On

Explain that people depend on, or rely on or need, other people to help them or support them. Give examples of people you depend on or have depended on, or examples of people who depend on or have depended on you.

#### **You might say:**

“When I was a child, I depended, or relied, on my parents to take care of me. I needed them to provide me with food, clothing, a place to live, and love. As a teacher, I depend on the other teachers I work with for support and advice. I also depend on you, my students, to help me by working hard and treating one another respectfully. When I was teaching my daughter to ride her bike, she depended on, or needed, me to help her learn and make sure she didn’t fall down.”

Use “Think, Pair, Share” to discuss:



**Q** *Who is someone you depend on? How do you depend on that person?*  
[Pause; click ❶ on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I depend on [my brother Kim] to [help me with my homework when I’m stuck].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

**Q** *Who is someone that depends on you? How does that person depend on you?*

Click ❷ on WA2 to reveal the next prompt, and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “[My mom] depends on me to [watch my little sister when my mom is on the telephone].”

Point to the word *depend* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE SCAN

### 6 Introduce and Define Scan

Show pages 18–19 of *Explore the Desert* and review that this part of the book describes desert animals that hunt at night. Read the first paragraph on page 19 aloud, emphasizing the word *scan*.

Explain that *scan* is the last word the students will learn today and that *scan* means “examine something, or look at something carefully and closely.” Explain that the owl scans, or looks closely, at the ground while hunting. The owl is scanning for food.

Display word card 135 (🗉 WA3) and have the students say the word *scan*.

### 7 Do the Activity “Imagine That!”

Tell the students that they will do the activity “Imagine That!” You will describe an imaginary situation. The students will make pictures in their minds and then use the word *scan* to discuss what they imagined.

Have the students close their eyes and picture the following scene in their minds:

- *Caleb is swinging on the swings at the park. Suddenly, he leaps off the swing and shouts, “Oh no!” Caleb bends down and scans the ground near the swings.*

Use “Think, Pair, Share” to discuss:



**Q** *Why is Caleb scanning, or examining or looking carefully at, the ground? [Pause.] Open your eyes. [Click 1 on WA3 to reveal the first prompt.] Turn to your partner.*

**PROMPT 1:** “I think Caleb is scanning the ground because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Follow up by asking:

**Q** *[Alexis], you said Caleb might be [scanning the ground for his glasses]. What might that look like? Please act out [scanning the ground] for us.*

Using the same procedure, discuss:

- *Brianna is at a popular amusement park. She is standing alone among a crowd of people near the park entrance. Brianna looks confused and a little frightened. She begins scanning the crowd.*



**Q** *Why is Brianna scanning the crowd? [Pause.] Open your eyes. [Click 2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “I think Brianna is scanning the crowd because . . .”

Point to the word *scan* and review the pronunciation and meaning of the word.

## 8 Discuss Another Meaning of Scan

Point to the word *scan* and review that in the book *scan* means “examine something, or look at something carefully and closely.” Remind the students that words often have other meanings and that sometimes those meanings are very different. Explain that the word *scan* can also mean “read something quickly, without looking closely for details.” Explain that sometimes people scan a book, newspaper article, or other text because they are in a hurry or because they are looking for one particular piece of information and do not want to read every word. Ask the students to watch as you act out scanning your *Vocabulary Teaching Guide*. Then scan a page or two of the guide. Ask:

**Q** *What did you see me do when I scanned the teacher’s guide?*

Click 3 on WA3 to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “When you scanned the teacher’s guide, you . . .”

Remind the students that if they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a

passage that includes the word *scan*. Partners will decide whether *scan* means “examine something, or look at something carefully and closely” or “read something quickly, without looking closely for details” and explain why they think so.

Read the following aloud twice:

- *The doctor spent several minutes scanning the patient’s X-ray. She did not want to miss anything.*

Ask:



**Q** *In the passage, does scan mean “examine something, or look at something carefully and closely” or “read something quickly, without looking closely for details”? Why do you think that? [Click 4 on WA3 to reveal the next prompt.] Turn to your partner.*

**PROMPT 4:** “I think *scan* means [examine something closely] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Mr. Russell was in a hurry. He quickly scanned the headlines in the newspaper and then rushed out the door.*



## MORE ELL SUPPORT

### Scan, Write About, and Draw an Object

Remind the students that one meaning of the word *scan* is to “examine something, or look at something carefully and closely.” Explain that the students are to choose an object in the classroom, such as a book, a desk, a table, the globe, or the pencil sharpener. You will then give them a couple of minutes to scan the object, or look at it closely and carefully. Afterwards, they will write about what they saw when they scanned the object, and they will draw the object.

Have the students select an object and give them a minute or two to scan it. Then have them return to their desks or tables and write about and draw the object they scanned. When the students have finished, have them discuss their writing and drawing by asking:

**Q** *What did you see when you scanned [the pencil sharpener]?*

Have volunteers use the prompt to answer the question.

**PROMPT:** “When I scanned [the pencil sharpener], I saw [a round metal thing with a hole in it for the pencil].”

# Day 2

## Review *Adapt, Depend,* and *Scan*

### Materials

- Daily review cards (WA4)
- Daily review activity (WA5)

### In this lesson, the students:

- Review and practice using the words *adapt*, *depend*, and *scan* from Day 1
- Build their speaking and listening skills
- Ask clarifying questions

### Words Reviewed

#### adapt

*Adapt* means “change to fit new situations or conditions.” People adapt to new situations or conditions by changing their behavior or ideas.

#### depend

*Depend* means “rely on or need someone or something for help or support.”

#### scan

*Scan* means “examine something, or look at something carefully and closely.” *Scan* also means “read something quickly, without looking closely for details.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA4). Review the pronunciation and meaning of each word.

Ask:



Q Which of the words might you use if you were writing a story about moving with your family to a new town? What might you write? [Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

WA4

adapt

depend

scan

PROMPT 1: I might use the word \_\_\_\_\_. I might write . . .

1

**PROMPT 1:** “I might use the word [*adapt*]. I might write . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Review the Game “What’s the Missing Word?”

Tell the students that they will play the game called “What’s the Missing Word?” Review that you will read some sentences aloud and that a word will be missing from each sentence. Explain that partners will decide which vocabulary word could replace the missing word and explain why they think so.

Display the daily review activity (🎧 WA5) and begin playing the game:

1. Point to the words *adapt*, *depend*, and *scan*. Then click ❶ to reveal the first sentence and read it aloud. Point out that a word is missing.
  - Sentence 1: *Regina \_\_\_\_\_ to living in a colder climate by wearing warm coats, gloves, and boots.*
2. Give the students a few moments to think about the sentence. Then use “Think, Pair, Share” to discuss:



**Q** *What’s the missing word? Why do you think so?* [Pause; click ❶ again to reveal the prompt.] *Turn to your partner.*

**PROMPT:** “I think [*adapts*] is the missing word because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this sentence by clicking ❶ a third time to highlight the correct vocabulary word and reveal the correct word in place. Read the sentence again with the word *adapts* replacing the missing word.

<b>adapt</b>	depend	scan
--------------	--------	------

**SENTENCE 1:** Regina **adapts** to living in a colder climate by wearing warm coats, gloves, and boots.

❶   ❷   ❸   ❹   ❺   ❻

WA5

4. Click ❶ to clear the screen.

#### Teacher Note

For a fully written-out example of this activity, see Week 2, Day 5, Step 3.

#### Teacher Note

Each sentence on the ongoing review activity (WA5) has a corresponding number: the first sentence is ❶; the second sentence is ❷; the third sentence is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

#### Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-es*, or *-ing*.

# Day 3

## Introduce *Disrupt*, *Trample*, and *Forbid*

### Materials

- *Explore the Desert*
- Word card 136 (WA6)
- Word card 137 (WA7)
- Word card 138 (WA8)

Repeat the procedure to discuss the following sentences:

- Sentence 2: *The squirrel \_\_\_\_\_ the ground for nuts.* (scans)
- Sentence 3: *The kitten \_\_\_\_\_ on its mother for milk.* (depends)
- Sentence 4: *After their first flight, the baby eagles must \_\_\_\_\_ to life outside the nest.* (adapt)
- Sentence 5: *Dominic \_\_\_\_\_ on the bus driver, Ms. Kunkel, to take him to school.* (depends)
- Sentence 6: *The lifeguard \_\_\_\_\_ the lake for swimmers.* (scans)

### In this lesson, the students:

- Learn and use the words *disrupt*, *trample*, and *forbid*
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Taught

#### **disrupt** (p. 22)

*Disrupt* means “disturb or interrupt something that is happening.”

#### **trample** (p. 23)

*Trample* means “damage or crush by walking or stepping on something heavily.”

#### **forbid**

*Forbid* means “order someone not to do something.”

## INTRODUCE AND USE *DISRUPT*

### 1 Introduce and Define *Disrupt*

Show pages 22–23 of *Explore the Desert* and review that this part of the book describes how people affect the desert. Point to the box at the bottom of page 22 and read it aloud, emphasizing the word *disrupt*.

Explain that *disrupt* means “disturb or interrupt something that is happening.” Explain that people should not go off trails in the desert because they can disrupt, or disturb, the plants and animals that live near the trails.

Display word card 136 (🔊 WA6) and have the students say the word *disrupt*.

## 2 Discuss Whether Olive Is Disrupting Something

Explain that you will describe something that the imaginary third-grader Olive is doing; then partners will decide whether or not she is disrupting something, or disturbing or interrupting something that is happening. Begin by reading the following scenario aloud twice:

- *It is quiet reading time. Olive is talking loudly to her friend Orlando. Students sitting nearby cannot concentrate on what they are reading.*

Ask:



Q *Is Olive disrupting quiet reading time? Why?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

disrupt

**PROMPT 1:** I think Olive [is/is not] **disrupting** quiet reading time because . . .

1 2 3

WA6

**PROMPT 1:** “I think Olive [is/is not] disrupting quiet reading time because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of the following:

- *It’s nap time for Olive’s baby sister, Emma. Olive stays in her room and quietly reads while Emma is napping.*



Q *Is Olive disrupting her sister’s nap time? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I think Olive [is/is not] disrupting her sister’s nap time because . . .”

- *Olive is watching her friend Orlando’s play practice. Just as Orlando is about to speak his lines, Olive leaps up onto the stage and starts singing a song.*



**Q** *Is Olive disrupting play practice? Why?* [Click **3** to reveal the prompt.]  
Turn to your partner.

**PROMPT 3:** “I think Olive [is/is not] disrupting play practice because . . .”

Point to the word *disrupt* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *TRAMPLE*

### **3** Introduce and Define *Trample*

Show pages 22–23 of *Explore the Desert* again and review that this part of the book describes how people affect the desert. Read page 23 aloud, emphasizing the word *trample*.

Tell the students that the next word they will learn today is *trample* and that *trample* means “damage or crush by walking or stepping on something heavily.” Point to the hikers on page 23 and explain that hikers like these can trample, or damage or crush, a plant such as a cactus or animals’ homes by stepping heavily on them.

Display word card 137 (🗉 WA7) and have the students say the word *trample*.

### **4** Do the Activity “Imagine That!”

Tell the students that they will do the activity “Imagine That!” Explain that you will describe an imaginary situation in which something has been trampled. The students will use what they know about the word and their imaginations to tell how they think the object might have been trampled.

Have the students close their eyes and picture the following scene in their minds:

- *You build a toothpick tower on your living room floor. You leave the living room to go to the kitchen for a snack. When you return, the tower has been trampled.*

Use “Think, Pair, Share” to discuss:



**Q** *How might the toothpick tower have been trampled?* [Pause.] *Open your eyes.* [Click **1** on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “The toothpick tower might have been trampled [when/by] . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

**Q** *What might the trampled toothpick tower look like?*

In the same way, discuss:

- *You are at the circus. You see a trampled hat in the center ring.*



**Q** *How might the hat have been trampled?* [Pause.] *Open your eyes.*  
[Click 2 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “The hat might have been trampled [when/by] . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *What might the trampled hat look like?*

Point to the word *trample* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *FORBID*

### 5 Introduce and Define *Forbid*

Show pages 24–25 of *Explore the Desert* and review that this part of the book is about protecting the desert. Read page 25 aloud.

Tell the students that the U.S. government creates national parks to protect areas like the desert. Explain that the government forbids people to build roads or homes in these areas and tell the students that *forbid* is the last word they will learn today. Explain that *forbid* means “order someone not to do something.”

Display word card 138 (WA8) and have the students say the word *forbid*.

### 6 Discuss *Forbid*

Explain that forbidding people to build roads or homes in national parks is only one of many things that governments forbid, or order people not to do. The government typically forbids things by passing laws. For example, there are traffic laws that forbid speeding (driving faster than the speed limit). These laws protect pedestrians and help to prevent accidents. There are also laws that forbid stealing or doing damage to others’ property. Discuss as a class:

**Q** *What is something else the law forbids?*

Click 1 on word card 138 (WA8) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “The law forbids . . .”

#### Teacher Note

If the students struggle to answer the question, give a few more examples of things the law forbids (for example, jaywalking, littering, and mistreating animals). Then follow up by asking questions such as “What does the law say people cannot do when they are riding a bike? Driving a car? Flying on an airplane? Picnicking in a park?”

Explain that your school also has rules that forbid students from doing certain things. Give a few examples of school rules that forbid something.

**You might say:**

“One of our school rules forbids students from running in the halls. Another school rule forbids students from being on campus before 7:30 in the morning.”

Use “Think, Pair, Share” to discuss:



**Q** *What is something else the school forbids? Why do you think the school forbids it?* [Pause; click 2 on WA8 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “The school forbids [throwing food in the cafeteria]. I think the school forbids it because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class

Point to the word *forbid* and review the pronunciation and meaning of the word.

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## EXTENSION

### Explore Domain-specific Words: *Evaporate*

Explain that authors who write about science topics such as different habitats and climates often use scientific words to discuss their subjects. Explain that in the book *Explore the Desert* author Kay Jackson uses the scientific word *evaporate* to describe the dry desert climate.

Write the word *evaporate* where everyone can see it. Tell the students that as you read the sentence from the book that includes the word *evaporate*, you want them to listen for the word and think about what it might mean. Then read these sentences aloud: “Deserts get less than 10 inches (25 centimeters) of rain each year. Desert air is so dry, raindrops often evaporate before they hit the ground.” Ask:

**Q** *What do you think the word evaporate might mean?*

Have a few volunteers share their thinking. If necessary, explain that *evaporate* means “to change from liquid to gas.” When something evaporates it changes from water to vapor in the air. Explain that because the desert climate is so dry, raindrops often evaporate, or change from water to vapor in the air, before they hit the ground.

# Review *Disrupt*, *Trample*, and *Forbid*

# Day 4

## In this lesson, the students:

- Review and practice using the words *disrupt*, *trample*, and *forbid* from Day 3
- Build their speaking and listening skills
- Ask clarifying questions

## Words Reviewed

### disrupt

*Disrupt* means “disturb or interrupt something that is happening.”

### trample

*Trample* means “damage or crush by walking or stepping on something heavily.”

### forbid

*Forbid* means “order someone not to do something.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA9). Review the pronunciation and meaning of each word.

Ask:



Q Which of the words would you use when telling a story about a deer sneaking into your garden? Why? [Click 1 on WA9 to reveal the first prompt.] Turn to your partner.

disrupt trample forbid

**PROMPT 1:** I would use the word \_\_\_\_\_.

I might say . . .

1 2 3 4 5

WA9

**PROMPT 1:** “I would use the word [*trample*]. I might say . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Explain that you will ask some questions that partners will discuss.

Ask:

-  **Q** *Would you forbid your friend from trampling on your sand castle? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] forbid my friend from trampling on my sand castle because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

-  **Q** *Would you disrupt a school assembly? Why?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] disrupt a school assembly because . . .”

-  **Q** *Would you be exhilarated if someone disrupted a conversation you were having with a friend? Why?* [Click 4 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 4:** “I [would/would not] be exhilarated if someone disrupted a conversation I was having with a friend because . . .”

-  **Q** *Would you forbid your dog from trampling on your neighbor’s flowers? Why?* [Click 5 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 5:** “I [would/would not] forbid my dog from trampling on my neighbor’s flowers because . . .”

### Teacher Note

You might remind the students that they learned the word *exhilarated* earlier and that it means “very happy and excited.”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

**In this lesson, the students:**

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

**Words Reviewed****diverse**

*Diverse* means “different from one another.”

**flashy**

*Flashy* means “very big, bright, or expensive.” Something that is flashy catches your attention.

**flimsy**

*Flimsy* means “thin and weak.” If something is flimsy, it is not sturdy or strong.

**hazardous**

*Hazardous* means “dangerous.”

**plain**

*Plain* means “without anything added or without decoration.” If something is plain, it is simple, not fancy. *Plain* also means a “large area of flat land.”

**REVIEW THE WORDS****1** Briefly Review the Words

Display the ongoing review cards (🗉 WA10) and review the pronunciation and meaning of each word.

**PRACTICE USING THE WORDS****2** Play “Which Word Am I?”

Explain that partners will play “Which Word Am I?” You will give a clue about one of the words and partners will figure out the word.

Begin by saying:

- *I’m how you might describe a cake without any frosting or candles.*

Ask:



**Q** Which word am I? Why? [Click 1 on WA10 to reveal the prompt.]

Turn to your partner.

**Materials**

- Ongoing review cards (WA10)

diverse

flashy

flimsy

hazardous

plain

**PROMPT 1:** I think the word is \_\_\_\_\_ because . . .

1

**PROMPT 1:** “I think the word is [*plain*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

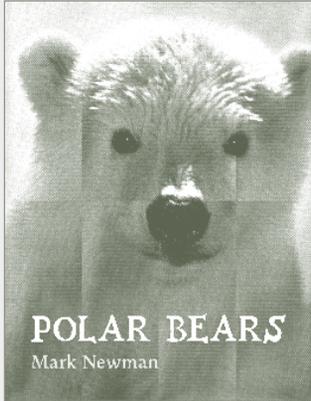
Using the same procedure, discuss:

- *I’m a word you might use to describe a table made of toothpicks.* (flimsy)
- *I’m another word for different.* (diverse)
- *I’m how you describe something that is not safe and could be dangerous.* (hazardous)
- *I’m how you describe a shiny new pair of bright red sunglasses with orange blinking lights on the side.* (flashy)



# Week 24

## RESOURCES



### Read-aloud

- *Polar Bears* by Mark Newman

### More Strategy Practice

- “Discuss Another Meaning of *Decline*”

### Assessment Resource Book

- Week 24 vocabulary assessments



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 24 family letter (BLM1)
- (Optional) “Week 24 Word Cards” (BLM2)
- (Optional) “Week 24 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

struggle  
skill  
*skillful*  
opportunity  
generally  
decline

## Words Reviewed

avoid  
customary  
disrupt  
texture  
trample

## Word-learning Strategies

- Using the suffix *-ful* to determine word meanings (review)
- Recognizing synonyms (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review using the suffix *-ful* to determine word meanings.
- Students review synonyms and words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of giving reasons for their opinions.
- Students listen respectfully to the thinking of others and share their own.

## DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Another Meaning of *Decline*” on page 503.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.

(continues)

## **J** DO AHEAD *(continued)*

- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 197 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1); see page 201 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 204 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 24 Word Cards” (BLM2) and “Week 24 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Struggle*, *Skill*, and *Skillful*

# Day 1

## In this lesson, the students:

- Learn and use the words *struggle*, *skill*, and *skillful*
- Review the suffix *-ful*
- Build their speaking and listening skills
- Share their partners' thinking with the class
- Listen respectfully to the thinking of others and share their own

## Words Taught

### **struggle** (p. 10)

*Struggle* means "try very hard to do something."

### **skill** (p. 10)

*Skill* is the "ability to do something well." A skill comes from training and practice.

### **skillful**

*Skillful* means "good at doing something."

## INTRODUCE AND USE *STRUGGLE*

### 1 Introduce and Define *Struggle*

Show pages 10–11 of *Polar Bears* and review that this part of the book tells about how baby polar bears grow up and learn to survive. Read page 10 aloud, emphasizing the word *struggle*.

Explain that *struggle* means to "try very hard to do something." Explain that life is hard and dangerous for baby polar bears. Because of this, baby polar bears must struggle, or try very hard, to survive. Polar bear mothers help their babies struggle to survive by teaching them what they need to know to make it to adulthood.

Display word card 139 (WA1) and have the students say the word *struggle*.

## Materials

- *Polar Bears*
- Word card 139 (WA1)
- Word cards 140–141 (WA2)

## 2 Discuss Struggling

Give examples of times you have struggled to do or accomplish something or seen someone struggle.

### You might say:

"I am struggling to learn to play the guitar. It is challenging, but I am trying very hard to learn. I struggled when I ran my first half marathon. Toward the end of the race, I was really, really tired, but I struggled to keep going and I finished. My son sometimes struggles with his homework. The homework is difficult and he has to work hard to finish all of it."

Use "Think, Pair, Share" to discuss the question that follows. Ask the students to be ready to share their partners' thinking with the class.



**Q** *When have you struggled, or tried very hard, to do something?* [Pause; click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*

### Teacher Note

Support struggling students by asking questions such as "What have you done that was very hard?" and "What is something you learned to do that was difficult at first?"

WA1

struggle

**PROMPT 1:** I **struggled** when I \_\_\_\_\_.

**1** **2**

**PROMPT 1:** "I struggled when I [was learning to swim]."

After partners have talked, click **2** on WA1 to reveal the next prompt. Then have one or two volunteers use the prompt to share their partners' thinking with the class:

**PROMPT 2:** "[Leif] struggled when he [was learning to swim]."

Point to the word *struggle* and review the pronunciation and meaning of the word.

# INTRODUCE AND USE SKILL AND SKILLFUL

## 3 Introduce and Define *Skill*

Show pages 10–11 of *Polar Bears* again and review that this part of the book tells about how baby polar bears grow up and learn to survive. Read the second sentence aloud, emphasizing the word *skill*.

Explain that *skill* is the “ability to do something well.” A skill comes from training and practice. Tell the students that the polar bears learn skills, or abilities, to survive from their mother. Display word cards 140–141 (🔊 WA2) and reveal word card 140. Have the students say the word *skill*.

Show pages 16–17 and explain that the polar bears on these pages are learning and practicing a very important skill. Ask the students to listen for what that skill is as you read page 17. Then read page 17 aloud. Ask:

**Q** *What skill, or ability, are the bears learning and practicing?*

Click ❶ on word card 140 (WA2) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “The bears are learning and practicing the skill of [hunting].”

## 4 Discuss Skills

Give some example of skills learned in school.

**You might say:**

“In school, we learn many skills, or abilities. In school, I learned the skill of drawing and painting. Reading and writing are two skills, or abilities, you are learning in school.”

Ask:



**Q** *What other skills, or abilities, do we learn in school?* [Click ❷ on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “We also learn the skill of [spelling] in school.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## 5 Introduce and Define *Skillful* and Review the Suffix *-ful*

Explain that the last word the students will learn today is *skillful*. Display word cards 140–141 (🔊 WA2) and reveal word card 141. Have the students say the word *skillful*.

**ELPS 1.D.i**

**ELPS 1.F.i**

Steps 3–5

(all, beginning on page 495 and continuing on to page 496)

### Teacher Note

For further practice with the word *skill*, you might show the students pages 22–23 and ask “What skill is this polar bear demonstrating?”

## Teacher Note

You might review that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word” and that the students learned about the suffix *-ful* when they learned the word *graceful*.

Point to the suffix *-ful* in *skillful* and review that *-ful* is a suffix and that the suffix *-ful* means “full of.” Ask:

**Q** *Based on what you know about the word skill and the suffix -ful, what do you think the word skillful might mean?*

Click **3** to reveal the prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 3:** “I think *skillful* means . . .”

If necessary, explain that *skillful* means “full of skill” or “good at doing something.” Explain that the polar bears need to be skillful, or good at skills such as hunting and swimming, to survive in the Arctic.

## 6 Discuss Being Skillful

Explain that each of us is skillful, or good at doing certain things, usually because we have learned to do them and have practiced doing them. Give some examples of things you or someone you know is skillful at doing.

### You might say:

“I am skillful at painting. I’ve taken classes in which professional painters taught me techniques, or ways, to paint, and I practice every week. My daughter is skillful at ice-skating. She goes to lessons twice a week and is performing in the winter pageant. We have many skillful students in our class. Some of you are skillful storytellers. You tell and write wonderful stories. Others of you are skillful at drawing. I’ve watched you during recess, and I think many of you are skillful rope jumpers, four-square players, and soccer and basketball players.”

Use “Think, Pair, Share” to discuss:



**Q** *What is something you are skillful at doing? How did you become skillful?* [Pause; click **4** to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I am skillful at [playing the piano]. I became skillful by . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use “Think, Pair, Share” to discuss:



**Q** *What is something you would like to be skillful at doing? How would you become skillful?* [Pause; click **5** to reveal the next prompt.] *Turn to your partner.*

**PROMPT 5:** “I would like to be skillful at [skateboarding]. To be skillful, I would need to . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the words *skill* and *skillful* and review the pronunciation and meaning of each word.

# Review *Struggle, Skill,* and *Skillful*

# Day 2

## In this lesson, the students:

- Review and practice using the words *struggle*, *skill*, and *skillful* from Day 1
- Build their speaking and listening skills
- Give reasons for their thinking

## Words Reviewed

### struggle

*Struggle* means “try very hard to do something.”

### skill

*Skill* is the “ability to do something well.” A skill comes from training and practice.

### skillful

*Skillful* means “good at doing something.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA3). Review the pronunciation and meaning of each word.

Ask:



Q Which of these words might you use to describe a time when you learned something new? Why? [Click 1 on WA3 to reveal the first prompt.]  
Turn to your partner.

struggleskillskillful

PROMPT 1: I might use \_\_\_\_\_ because . . .

1234

WA3

## Materials

- Daily review cards (WA3)

**PROMPT 1:** “I might use [*struggle*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Make a Choice”

Explain that partners will play the game “Make a Choice.” Point to the word *skill* and ask:



**Q** Which skill do you think would be harder to learn: skiing or playing the violin? Why? [Click 2 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think [playing the violin] would be a harder skill to learn because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[*struggle*]



**Q** Which might you struggle to do: take a nap or build a tree house? Why? [Click 3 to reveal the next prompt.] Turn to your partner.

**PROMPT 3:** “I might struggle to [build a tree house] because . . .”

[*skillful*]



**Q** Which would you like to be skillful at doing: drawing or playing soccer? Why? [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I would like to be skillful at [drawing] because . . .”

# Introduce *Opportunity*, *Generally*, and *Decline*

## Day 3

### In this lesson, the students:

- Learn and use the words *opportunity*, *generally*, and *decline*
- Review synonyms and words with multiple meanings
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Taught

#### **opportunity** (p. 18)

An *opportunity* is a “chance to do something.”

#### **generally** (p. 23)

*Generally* means “usually or almost always.”

#### **decline** (p. 28)

*Decline* means “get smaller or worse.”

## INTRODUCE AND USE *OPPORTUNITY*

### 1 Introduce and Define *Opportunity* and Review Synonyms

Show pages 18–19 of *Polar Bears* and review that this part of the book tells about what polar bears eat. Read page 18 aloud, emphasizing the word *opportunity*.

Explain that an *opportunity* is a “chance to do something” and that *opportunity* and *chance* are synonyms. Point out that polar bears usually hunt seals. Once in a great while, they get the opportunity, or chance, to hunt walrus and beluga whales—but this opportunity is rare.

Display word card 142 (WA4) and have the students say the word *opportunity*.

### 2 Discuss Fun and Interesting Opportunities

Give a few examples of fun or interesting opportunities you or the students have had recently.

#### You might say:

“Last night I had the opportunity, or chance, to see a movie with my best friend. Last summer I had the opportunity to visit Mexico. This year our class had an opportunity to go on a field trip to the space museum. We also had an opportunity to go to the book fair last week.”

### Materials

- *Polar Bears*
- Word card 142 (WA4)
- Word card 143 (WA5)
- Word card 144 (WA6)

### Teacher Note

If you started a synonym chart, add the words *opportunity* and *chance* to it.

Ask:



**Q** *When have you had an opportunity to do something fun or interesting?*  
[Click 1 on WA4 to reveal the prompt.] Turn to your partner.

WA4

opportunity

**PROMPT 1:** I had the **opportunity** to \_\_\_\_\_  
when . . .

1

**PROMPT 1:** “I had the opportunity to [jump on a giant trampoline] when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

**Q** *What is a fun opportunity you would like to have?*

Point to the word *opportunity* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE GENERALLY

### 3 Introduce and Define *Generally*

Show pages 22–23 and review that this part of the book tells how polar bears swim fast. Read the first four sentences on page 23 aloud, emphasizing the word *generally*.

Explain that *generally* is the next word the students will learn. Tell the students that *generally* means “usually or almost always” and that *generally* and *usually* are synonyms. Explain that polar bears can swim six miles per hour, which is much faster than they generally, or usually, walk.

Display word card 143 (WA5) and have the students say the word *generally*.

#### ELL Note

The Spanish cognate of *generally* is *generalmente*.

#### Teacher Note

If you started a synonym chart, add the words *generally* and *usually* to it.

## 4 Discuss Things We Generally Do

Give examples of things you generally do:

**You might say:**

"In the mornings, I generally, or usually, eat toast and drink coffee before leaving the house. On the weekends, my family and I generally go hiking if the weather is nice. During reading time, we generally gather on the rug in the class library."

Ask:



**Q** *What is something you generally do in the morning before school?* [Click 1 on WA5 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** "In the morning, I generally . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:



**Q** *What is something you generally do after school?* [Click 2 to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** "After school, I generally . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *generally* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *DECLINE*

### 5 Introduce and Define *Decline*

Show pages 28–29 and explain that this part of the book has more facts about polar bears. Ask the students to listen carefully as you read facts about the population of polar bears, or the number of polar bears still living, in the Arctic. Then read the second paragraph on page 28 aloud, emphasizing the word *decline*.

Tell the students that the last word they will learn today is *decline* and that *decline* means "get smaller or worse." When there is a decline in something, it gets smaller or worse. Explain that the author is concerned because in some parts of the Arctic, the number of polar bears is declining, or getting smaller. The author fears that the population of

**TEKS 3.B.iv**  
Student/Teacher  
Activity  
Step 6 (all)

polar bears may decline even more in the future because global warming is causing the Arctic ice to melt, making it difficult for polar bears to find food.

Display word card 144 (🗨️ WA6) and have the students say the word *decline*.

## 6 Play “Did It Decline?”

Tell the students that they will play a game called “Did It Decline?” Explain that you will describe something and partners will discuss whether or not the thing you described declined and why they think so.

Begin by saying:

- *Our dog, Skippy, is 12 years old. When he was young, he played fetch for hours. Now his energy is much lower and he gets tired after a short time.*

 **Q** *Did Skippy’s energy decline? Why?* [Click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “Skippy’s energy [did/did not] decline because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of the following:

- *When we arrived in Hawaii for vacation, the temperature was a pleasant 80 degrees. A day or two later, the temperature fell by 20 degrees and it rained. Fortunately, the temperature went back up and the rain stopped.*

 **Q** *Did the temperature decline during the vacation in Hawaii? Why?* [Click 2 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “The temperature [did/did not] decline because . . .”

- *During the summer, about 100 to 150 people visit our community pool each day. On the Fourth of July, however, that number rises to 200 to 250. After the holiday, the numbers go back down.*

 **Q** *Does the number of people at the pool decline on the Fourth of July? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “The number of people [does/does not] decline on the Fourth of July because . . .”

Point to the word *decline* and review the pronunciation and meaning of the word.

---

## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Decline*

Review that words can have more than one meaning and that the meanings are often very different. Write the word *decline* where everyone can see it, and explain that the word *decline* has two very different meanings. Review that *decline* can mean “get smaller or worse.” Then tell the students that *decline* can also mean “politely turn something down or refuse something.”

Remind the students that when they read or hear a word that has more than one meaning—like *decline*—they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a sentence that uses the word *decline*. The students will decide whether *decline* means “get smaller or worse” or “politely turn something down or refuse something.”

Then read the following sentence aloud twice:

- *Jenna declines the invitation to Paul’s party this weekend because she is going camping with her family.*

Ask:

- Q** *In the sentence, does decline mean “get smaller or worse” or “politely turn something down or refuse something”? Why do you think that?*

Show the prompt and read it aloud.

**PROMPT:** “I think *decline* means [‘politely turn something down or refuse something’] because . . .”

Have one or two volunteers use the prompt to share their thinking with the class. Using the same procedure, discuss the following sentence:

- *The population of fish declined after the lake froze over.*

# Day 4

## Review Opportunity, Generally, and Decline

### Materials

- Daily review cards (WA7)
- Daily review activity (WA8)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 24 Crossword Puzzle" (BLM3) for each student

### In this lesson, the students:

- Review and practice using the words *opportunity*, *generally*, and *decline* from Day 3
- Build their speaking and listening skills
- Give reasons for their thinking

### Words Reviewed

#### opportunity

An *opportunity* is a "chance to do something."

#### generally

*Generally* means "usually or almost always."

#### decline

*Decline* means "get smaller or worse."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA7). Review the pronunciation and meaning of each word.

Ask:



**Q** Does the temperature decline at night? Why? [Click 1 on WA7 to reveal the first prompt.] Turn to your partner.

opportunity generally decline

---

**PROMPT 1:** The temperature [does/does not] **decline** at night because . . .

1 2

WA7

**PROMPT 1:** “The temperature [does/does not] decline at night because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:



**Q** *Do you generally accept opportunities to go over to your friends’ houses? Why?* [Click 2 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “I [do/do not] generally accept opportunities to go over to friends’ houses because . . .”

## PRACTICE USING THE WORDS

### 2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind the students that you will show a sentence with one or more words underlined. You will read each sentence aloud, and partners will decide which vocabulary word can replace the underlined part of the sentence.

Display the daily review activity (WA8) and begin playing the game:

1. Click 1 to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined words.
  - Sentence 1: *Dwight is excited for band recital because he has been given the chance to perform a flute solo.*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the three word choices and ask:



**Q** *Which vocabulary word could replace the underlined word? Why?* [Click 1 again and point to the prompt.] *Turn to your partner.*

**PROMPT 1:** “I think the word [*opportunity*] could replace *chance* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

### Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

### Teacher Note

Each sentence in the ongoing review activity (WA8) has a corresponding number: the first sentence is 1; the second sentence is 2; and the third sentence is 3. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the correct answer in place.
- The fourth click clears the screen.

opportunity

generally

decline

**SENTENCE 1:** Dwight is excited for band recital because he has been given the **opportunity** to perform a flute solo.

1

2

3

### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

### Teacher Note

To provide the students with additional review of words taught during Weeks 23 and 24, you might distribute a copy of the "Week 24 Crossword Puzzle" (BLM3) to each student.

4. Click 1 to clear the screen.

Use the same procedure to discuss the following sentences:

- Sentence 2: *The squirrel population in Helen's backyard became less after she got her new dog, Sadie.*

**PROMPT 2:** "I think the word [*declined*] could replace *became less* because . . ."

- Sentence 3: *On weeknights, Wesley's family usually eats dinner together and talks about their day.*

**PROMPT 3:** "I think the word [*generally*] could replace *usually* because . . ."

## In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### avoid

*Avoid* means “keep away from.”

### customary

*Customary* means “usual or normal or happening regularly.”

### disrupt

*Disrupt* means “disturb or interrupt something that is happening.”

### texture

*Texture* is “how a material feels—for example, rough or smooth.”

### trample

*Trample* means “damage or crush by walking or stepping on something heavily.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA9). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “What’s the Missing Word?”

Tell the students that they will play the game “What’s the Missing Word?” Review that you will read some sentences aloud and that a word will be missing from each sentence. Explain that the partners will decide which vocabulary word could replace the missing word and explain why they think so.

Display the ongoing review activity (🗉 WA10) and begin playing the game:

1. Point to the words *avoid*, *customary*, *disrupt*, *texture*, and *trample*. Then click ❶ to reveal the first sentence and read it aloud. Point out that a word is missing.
  - Sentence 1: *The velvet chair has a very soft \_\_\_\_\_.*

## Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

## Teacher Note

Each sentence on the ongoing review activity (WA10) has a corresponding number: the first sentence is ❶; the second sentence is ❷; the third sentence is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

## Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-es*, or *-ing*.

2. Give the students a few moments to think about the sentence. Then ask:



**Q** *What's the missing word? Why do you think so?* [Click **1** again and read the prompt aloud.] *Turn to your partner.*

**PROMPT:** "I think [*texture*] is the missing word because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this sentence by clicking **1** a third time to highlight the correct vocabulary word and reveal the correct word in place. Read the sentence again with the word *texture* at the end.

avoid   customary   disrupt   **texture**   trample

**SENTENCE 1:** The velvet chair has a very soft texture.

**1**   2   3   4   5

WA10

4. Click **1** to clear the screen.

Repeat the procedure to discuss the following sentences:

- Sentence 2: *The park ranger told the hikers to \_\_\_\_\_ poison oak.* (avoid)
- Sentence 3: *It is \_\_\_\_\_ to shake hands with someone when you first meet.* (customary)
- Sentence 4: *The puppy \_\_\_\_\_ the blocks and knocks them all over.* (tramples)
- Sentence 5: *It's important not to \_\_\_\_\_ birds in their nests.* (disrupt)



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to complete the sentences using the vocabulary words?
- Can they explain why they finished the sentences the way they did?
- Are they using the vocabulary words in their speech and writing?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 197 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 25 lesson, take this opportunity to assess individual students’ understanding of words taught in Weeks 21–24 by using the “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1) on page 201 of the *Assessment Resource Book*. For instructions on administering this assessment, see “Completing the Individual Vocabulary Assessment” on page 198 of the *Assessment Resource Book*.

### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 21–24 using the “Student Self-assessment” response sheet (SA1). For instructions on administering this assessment, see “Completing the Student Self-assessment” on page 202 of the *Assessment Resource Book*.

# Week 25

## RESOURCES



### Articles

- “Banning Tag” (see page 530–531)
- “Smile—You’ve Got Homework!” (see page 532–533)
- “Homework—Who Needs It?” (see page 534–535)

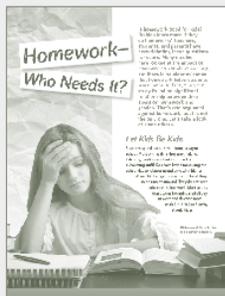
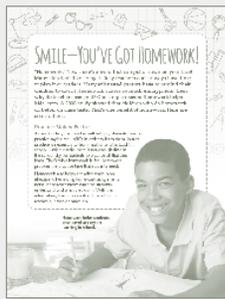
### More Strategy Practice

- “Discuss Another Meaning of *Unwind*”



### More ELL Support

- “Draw a Picture of Unwinding”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA9

### Reproducibles

- Week 25 family letter (BLM1)
- (Optional) “Week 25 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

ban  
*permit*  
valuable  
task  
unwind  
*stressful*

## Words Reviewed

deadly  
flashy  
graceful  
intense  
opportunity

## Word-learning Strategies

- Recognizing antonyms (review)
- Using the suffix *-ful* to determine word meanings (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from or about the articles.
- Students review antonyms.
- Students review the suffix *-ful* and words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of giving reasons for their opinions.
- Students listen respectfully to the thinking of others and share their own.

## ① DO AHEAD

- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Another Meaning of *Unwind*” on page 523.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 25 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Introduce *Ban*, *Permit*, and *Valuable*

# Day 1

## In this lesson, the students:

- Learn and use the words *ban*, *permit*, and *valuable*
- Review antonyms
- Build their speaking and listening skills
- Give reasons for their opinions

## Words Taught

**ban** (p. 530)

*Ban* means “forbid something or prevent someone from doing something.”

**permit**

*Permit* means “allow something to happen or let someone do something.”

**valuable** (p. 533)

*Valuable* means “very important or useful in some way.”

## INTRODUCE AND USE *BAN* AND *PERMIT*

### 1 Introduce and Define *Ban*

Remind the students that they read the article “Banning Tag,” and review that the article is about the pros and cons of banning the game of tag in schools. Tell the students that the first word they will learn today is *ban* and explain that *ban* means “forbid something or prevent someone from doing something.” Review that some schools are banning tag. They are forbidding or preventing students from playing the game because it is too dangerous.

Reveal word card 145 on word cards 145–146 (WA1) and have the students say the word *ban*.

Explain that some things are banned, or forbidden, at school and in the classroom. Give a few examples, and explain why each is banned.

#### You might say:

“Knives and other weapons are banned, or forbidden, at school and in the classroom because they are dangerous. Fighting is banned also. In our classroom, running is banned, or not allowed, because someone might trip and get hurt when running.”

## Materials

- “Banning Tag” (page 530–531)
- “Smile—You’ve Got Homework!” (page 532–533)
- Word cards 145–146 (WA1)
- Word card 147 (WA2)

## Teacher Note

You might remind the students that they learned the word *forbid* earlier and that it means “order someone not to do something.”

Ask:



**Q** *What else is banned at our school or in our classroom? Why is it banned?* [Click **1** on WA1 to reveal the first prompt.] *Turn to your partner.*

WA1

ban      146

**PROMPT 1:** \_\_\_\_\_ are **banned** at our school  
because . . .

**1**   **2**   **3**   **4**   **5**   **6**

**PROMPT 1:** “[Skateboards] are banned at our school because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## **2** Introduce and Use *Permit* and Review Antonyms

Reveal word card 146 on WA1 and tell the students that *permit* is the next word they will learn today. Explain that *ban* and *permit* are *antonyms*, or “words that have opposite meanings.”

Ask:

**Q** *If ban and permit are antonyms, and ban means “forbid something or prevent someone from doing something,” what do you think the word permit means?*

Click **2** on WA1 to reveal the prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I think *permit* means . . .”

If necessary, explain that *permit* means “allow something to happen or let someone do something.” Remind the students that, according to the article, some parents and students think tag should be permitted, or allowed, in school. Tell the students that as you read the section called “The Other Side” from the article “Banning Tag,” you want them to listen for the reasons people think tag should be permitted in school. Then read “The Other Side” aloud.

Briefly discuss as a class:

**Q** *Why do some parents and students think tag should be permitted, or allowed, in school?* [Click **3** to reveal the prompt.]

### **ELL Note**

The Spanish cognate of *permit* is *permitir*.

### **Teacher Note**

If you started an antonym chart, add *ban* and *permit* to it.

**PROMPT 3:** “They think tag should be permitted because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

### 3 Play “Banned or Permitted?”

Tell the students that partners will play a game called “Banned or Permitted?” Explain that you will describe something and partners will discuss whether it should be banned or permitted and why they think so.

Begin by saying:

- *Food and drinks on a school bus*

Use “Think, Pair, Share” to discuss:



**Q** *Food and drinks on a school bus: banned or permitted? Why?* [Pause; click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “Food and drinks should be [banned/permitted] on a school bus because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of the following:

- *Loud music in the school library*



**Q** *Loud music in the school library: banned or permitted? Why?* [Pause; click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “Loud music should be [banned/permitted] in the library because . . .”

- *Students using cell phones in class*



**Q** *Students using cell phones in class: banned or permitted? Why?* [Pause; click 6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 6:** “Students using cell phones in class should be [banned/permitted] because . . .”

Point to the words *ban* and *permit* and review the pronunciation and meaning of the words.

## INTRODUCE AND USE VALUABLE

### 4 Introduce and Define *Valuable*

Remind the students that they read two essays about homework and that the essay in favor of homework is called “Smile—You’ve Got Homework!” Review that, according to the essay, having students memorize facts for homework frees up class time for teachers to do other things. Read the following sentences aloud, emphasizing the word

### Teacher Note

You might remind the students that they learned the word *skill* earlier and it means the “ability to do something well.”

*valuable*: “Students need to memorize math facts, how words are spelled, historical dates, and other information. But memorizing information—like practicing skills—takes up valuable class time. Having students memorize facts for homework gives teachers more time during the school day for actual teaching.”

Tell the students that *valuable* is the last word they will learn today, and explain that *valuable* means “very important or useful in some way.” Explain that class time is valuable, or very important and useful, to both teachers and students. If students memorize things such as math facts for homework, valuable class time is freed up for teachers to teach important reading, writing, and math skills.

Display word card 147 ( WA2) and have the students say the word *valuable*.

## 5 Play “Valuable or Not Valuable?”

Tell the students that they will play a game called “Valuable or Not Valuable?” Explain that you will describe ways that the students might spend their time after school. The students will decide if they think what you describe is a valuable, or important and useful, way to spend time after school, and why they think so.

Begin by saying:

- *Talking on the phone with your best friend*

Ask:

 **Q** *Is talking on the phone with your best friend a valuable way to spend your time after school? Why or why not?* [Click **1** on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “Talking on the phone with my best friend [would/would not] be a valuable way to spend time after school because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *Going on a walk with my family*

 **Q** *Is going on a walk with your family a valuable way to spend your time after school? Why or why not?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “Going on a walk with my family [would/would not] be a valuable way to spend time after school because . . .”

- *Taking a nap*

 **Q** *Is taking a nap a valuable way to spend your time after school? Why or why not?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “Taking a nap [would/would not] be a valuable way to spend time after school because . . .”

- *Studying for a test*



**Q** *Is studying for a test a valuable way to spend your time after school? Why or why not? [Click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “Studying for a test [would/would not] be a valuable way to spend time after school because . . .”

Point to the word *valuable* and review the pronunciation and meaning of the word.

## Review *Ban*, *Permit*, and *Valuable*

# Day 2

### In this lesson, the students:

- Review and practice using the words *ban*, *permit*, and *valuable* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **ban**

*Ban* means “forbid something or prevent someone from doing something.”

#### **permit**

*Permit* means “allow something to happen or let someone do something.”

#### **valuable**

*Valuable* means “very important or useful in some way.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA3). Review the pronunciation and meaning of each word.

Ask:



**Q** *Which of the words might you use when talking to our school principal? How might you use the word? [Click 1 on WA3 to reveal the first prompt.] Turn to your partner.*

### Materials

- Daily review cards (WA3)

ban
permit
valuable

**PROMPT 1:** I would use the word \_\_\_\_\_.

I might say . . .

1
2
3
4

**PROMPT 1:** “I would use the word [*permit*]. I might say . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Make a Choice”

Explain that partners will use the words to play the game “Make a Choice.” Point to the word *ban* and tell the students that they will play the first round of the game with this word. Explain that you will describe two things and ask them to decide which one they think should be banned and tell why they think so. Explain that partners may not always agree and that is fine. What is important is that they explain their thinking.

Ask:

 **Q** *Which of these should be banned: running in the halls or running on the playground? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I think [running in the halls] should be banned because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

**[valuable]**

 **Q** *Which of these is a more valuable use of your time after school: reading a book or watching TV? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I think [reading a book] is more valuable because . . .”

### ELL Note

Rather than have the students choose between two things, you might have them discuss each thing individually by first asking “Should running in the halls be banned? Why?” and then asking “Should running on the playground be banned? Why?”

[permit]



**Q** Which of these do you think third-graders should be permitted to do: vote for president of the United States or vote for school president? Why? [Click 4 to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I think third-graders should be permitted to [vote for president of the United States] because . . .”

## Introduce *Task*, *Unwind*, and *Stressful*

## Day 3

### In this lesson, the students:

- Learn and use the words *task*, *unwind*, and *stressful*
- Review synonyms and the suffix *-ful*
- Review words with multiple meanings
- Build their speaking and listening skills
- Give reasons for their opinions

### Words Taught

**task** (p. 533)

A *task* is a “job, chore, or other particular thing you have to do.”

**unwind** (p. 534)

*Unwind* means “relax.”

**stressful**

*Stressful* means “causing worry or tension.”

## INTRODUCE AND USE TASK

### 1 Introduce and Define *Task*

Remind the students that they heard and talked about the essay “Smile—You’ve Got Homework!” and that the essay discusses the benefits of doing homework. Review that, according to the article, one benefit is that homework helps students learn to organize and plan their time. Read the following sentences from the section “Organization and Planning” aloud, emphasizing the words *tasks* and *task*: “Homework also helps kids learn how to prioritize tasks—or decide which tasks must be done and in what order—and how to plan for how long each task should take.”

### Materials

- “Smile—You’ve Got Homework!” (page 532–533)
- “Homework—Who Needs It?” (page 534–535)
- Word card 148 (WA4)
- Word card 149 (WA5)
- Word card 150 (WA6)
- (Optional) *Making Meaning Student Response Book*

**ELPS 2.C.iv**

**ELPS 3.D.ii**

Step 1 and Step 2

(all, beginning on page 519 and continuing on to page 520)

### Teacher Note

You might have the students bring their *Student Response Books* to the rug and turn to page 58 to follow along as you read from the article.

Tell the students that *task* is the first word they will learn today and that a *task* is a “job, chore, or other particular thing you have to do.” Explain that homework is a task, or particular thing, that students must sometimes do for school. It is a job that needs to be done.

Display word card 148 (🗉 WA4) and have the students say the word *task*.

## 2 Discuss Tasks

Explain that all of us have tasks, or jobs or chores or other particular things that we must do. Sometimes tasks are pleasant; sometimes they are unpleasant. But in all cases, a task is something you are responsible for getting done. Give some examples of tasks you have.

### You might say:

“One task, or job, I have at home that I really enjoy is taking care of the garden. I have other tasks at home, such as washing dishes and cleaning the house, that I don’t enjoy as much as gardening—but they are particular things I have to do. I also have many tasks, or things I have to get done, as a teacher. Every weekend, I have the task of planning my lessons for the upcoming school week. Another task I have is cleaning up the classroom at the end of each day.”

Ask:



**Q** What is a task you have at home? What is a job, chore, or other thing that you have to get done? [Click 1 on WA4 to reveal the prompt.] Turn to your partner.

task

**PROMPT 1:** One **task** I have at home is \_\_\_\_\_.

1 2

WA4

**PROMPT 1:** “One task I have at home is [giving my dog Rolf a bath when he gets really dirty].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

**Q** *What tasks do you have at school? What jobs, chores, or other things do you have to get done?* [Click **2** to reveal the prompt.]

**PROMPT 2:** “One task I have at school is [writing stories, poems, and other things].”

Have a few volunteers use the prompt to share their thinking with the class.

Point to the word *task* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *UNWIND*

### **3** Introduce and Define *Unwind* and Review Synonyms

Remind the students that they read an essay that argued against homework called “Homework—Who Needs It?” Review that one argument the article makes against homework is that kids need free time after school—not more work. Read the following sentence from “Let Kids Be Kids” aloud, emphasizing the word *unwind*: “When children get home from school, they need time to unwind.”

Tell the students that *unwind* is the next word they will learn today and that *unwind* means “relax.” Explain that *unwind* and *relax* are synonyms. Review that, according to the essay, students need time to unwind, or relax, after a full and busy day of school.

Display word card 149 (🗉 WA5) and have the students say the word *unwind*.

Discuss as a class:

**Q** *Do you think it is important to unwind? Why?*

Click **1** on WA5 to reveal the first prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “It [is/is not] important to unwind because . . .”

### **4** Discuss Unwinding

Explain that there are many things people do to unwind, or relax. Give some examples of things you do to unwind.

**You might say:**

“One thing I do to unwind, or relax, after a long day is curl up on the couch and read a book. On Sunday nights, I like to unwind by watching a movie with my family. My daughter likes to unwind by listening to music and writing in her journal.”

#### Teacher Note

If you started a synonym chart, add the words *unwind* and *relax* to it.

Ask:



**Q** *What are some things you do to unwind?* [Click 2 on WA5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “To unwind, I [play basketball with my brother].”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *unwind* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *STRESSFUL*

### 5 Introduce and Define *Stressful*

Remind the students that another argument the essay “Homework—Who Needs It?” makes is that homework is a burden for moms and dads, as well as for kids. Read the following sentences from “Let Families Be Families” aloud, emphasizing the word *stress*: “Homework can be confusing or difficult, and parents don’t always have time to help. This means that kids must sometimes struggle through hard homework assignments on their own—and moms and dads are left feeling guilty for not helping. This is stress that busy families don’t need.”

Tell the students that the last word they will learn today is *stressful*, which is a form of the word *stress*. Explain that *stressful* means “causing worry or tension.” Explain that homework is stressful for students and families—it causes worry and tension—because homework can be difficult and not all parents have the time to help their kids. Display word card 150 (WA6) and have the students say the word *stressful*.

Point to the suffix *-ful* in *stressful* and review that *-ful* is a suffix that means “full of.” Explain that if you add the suffix *-ful* to the word *stress*, which means “worry or tension,” you make the word *stressful*, which means “full of stress, or worry or tension.”

### 6 Discuss Stressful Situations

Explain that a stressful situation is a situation that causes you to feel worried or tense. Give some examples of situations that are stressful for you or for people you know.

**You might say:**

“Being late for an appointment is stressful for me. I feel worried and tense because I like to be prompt and don’t like to keep other people waiting. I also find that driving in heavy traffic is stressful. My shoulders get tense and I get grouchy and nervous when I’m stuck in traffic. I also find going to parties is a little stressful for me because I’m basically a shy person and meeting new people can make me feel tense.”

#### Teacher Note

You might remind the students that they discussed the suffix *-ful* when they learned the words *doubtful* (“full of doubt or uncertainty”), *joyful* (“full of joy”), *sorrowful* (“full of sorrow or very sad”), and *graceful* (“full of grace or full of smoothness and beauty of movement”).

Use “Think, Pair, Share” to discuss:



**Q** *When have you been in a stressful situation, or a situation that caused you to feel worried or tense? Why was the situation stressful? [Pause; click 1 on WA6 to reveal the prompt.] Turn to your partner.*

**PROMPT 1:** “[Losing my backpack] was stressful because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *stressful* and review the pronunciation and meaning of the word.

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## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Unwind*

Remind the students that words often have more than one meaning and sometimes the meanings are very different. Write the word *unwind* where everyone can see it, pronounce it, and review that *unwind* means “relax.”

Ask and discuss as a class:

**Q** *What else do you know about the word unwind?*

If necessary, follow up by asking:

**Q** *What do we mean when we say we need to unwind a hose or a ball of yarn?*

**PROMPT:** “*Unwind* also means . . .” or “If you unwind a hose or a ball of yarn, you . . .”

Have a few volunteers use the prompt to share their thinking with the class.

Explain that *unwind* can also mean to “undo something that is wound up by turning it in the opposite direction.”

# Day 4

## Review Task, Unwind, and Stressful

### Materials

- Daily review cards (WA7)
- Copy of this week's family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *task*, *unwind*, and *stressful* from Day 3
- Build their speaking and listening skills
- Share their partners' thinking with the class

### Words Reviewed

#### task

A *task* is a "job, chore, or other particular thing you have to do."

#### unwind

*Unwind* means "relax."

#### stressful

*Stressful* means "causing worry or tension."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA7). Review the pronunciation and meaning of each word.

Ask:



**Q** Which of the words you learned yesterday do you think is particularly interesting? Why? [Click 1 on WA7 to reveal the first prompt.] Turn to your partner.

task unwind stressful

---

**PROMPT 1:** I think \_\_\_\_\_ is particularly interesting because . . .

1 2 3 4 5

WA7

**PROMPT 1:** "I think [*stressful*] is particularly interesting because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Answer Questions About the Words

Point to the words *unwind* and *stressful* and review the pronunciation and meaning of each word. Ask:



**Q** *What do you do to unwind after a stressful day? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “To unwind after a stressful day, I . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[task/stressful]



**Q** *What task do you think is stressful? Why?* [Click 3 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 3:** “I think the task of [watching my baby sister] is stressful because . . .”

[unwind]



**Q** *Would cleaning your room help you unwind? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “Cleaning my room [would/would not] help me unwind because . . .”

[stressful]



**Q** *Would losing your bike be stressful? Why?* [Click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “Losing my bike [would/would not] be stressful because . . .”



## MORE ELL SUPPORT

### Draw a Picture of Unwinding

Tell the students that they will draw a picture of themselves doing something to unwind. Remind the students that *unwind* means “relax.”

Discuss:

**Q** *What do you do to unwind? What does it look like?*

**Q** *Where are you unwinding? What does that look like?*

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

# Day 5

## Ongoing Review

### Materials

- Ongoing review cards (WA8)
- Ongoing review activity (WA9)

Have the students draw pictures of themselves unwinding. For example, a student might draw a picture of himself playing at the park. Ask the students to share and discuss their drawings in pairs. Encourage them to use the following prompt:

**PROMPT:** “I drew [myself playing at the park with my friends]. There are [trees and a playground].”

Have a few volunteers share and discuss their drawings with the group.

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **deadly**

*Deadly* means “dangerous and likely to cause death.”

#### **flashy**

*Flashy* means “very big, bright, or expensive.” Something that is flashy catches your attention.

#### **graceful**

*Graceful* means “moving in a smooth and beautiful way.”

#### **intense**

*Intense* means “very great or strong.”

#### **opportunity**

An *opportunity* is a “chance to do something.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA8) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Finish the Story”

Tell the students that partners will play the game “Finish the Story.” Review that you will tell a story, leaving off the last word. Explain that partners will finish the story by deciding which of the ongoing review words makes the best ending for it.

Display the ongoing review activity (🔊 WA9) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud twice, slowly and clearly. Point out that the ending is missing.
  - Story 1: *Juanita received a jewelry kit for her birthday. She told her mom, “I’m going to make you a sparkling necklace that everyone will admire. It will be \_\_\_\_\_.”*
2. Give the students a few moments to think about the story. Then point to the word choices and read each word aloud. Ask:



Q Which vocabulary word makes the best ending for the story? Why? [Click ❶ again and point to the prompt.] Turn to your partner.

**PROMPT:** “I think the word [*flashy*] makes the best ending because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

deadly	flashy	graceful	intense	opportunity
--------	--------	----------	---------	-------------

**STORY 1:** Juanita received a jewelry kit for her birthday. She told her mom, “I’m going to make you a sparkling necklace that everyone will admire. It will be **flashy**.”

❶   ❷   ❸   ❹   ❺

WA9

4. Click ❶ to clear the screen.

### Teacher Note

Each story on the ongoing review activity (WA9) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

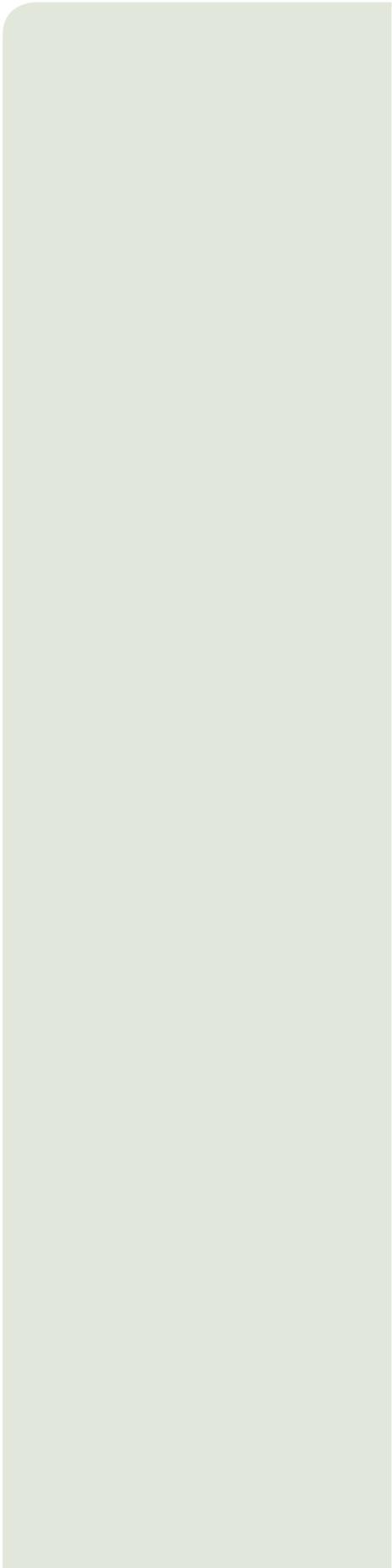
- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

### Teacher Note

You might remind the students that they learned the word *coax* earlier and that it means “persuade someone to do something by talking to the person gently and kindly.”

Use the same procedure to discuss the following stories:

- Story 2: “*I dance smoothly and beautifully. I move like a swan,*” the dancer bragged. “*I am ever so \_\_\_\_\_.*” (graceful)
- Story 3: *Jun jumped off his bike and landed right next to a giant spider. He carefully took a step back and whispered, “Uh oh. I hope this spider isn’t \_\_\_\_\_.”* (deadly)
- Story 4: *After gym class, Magda and Sasha huffed and puffed as they tried to catch their breath. They told the gym teacher, “That workout was \_\_\_\_\_.”* (intense)
- Story 5: *Mr. Kerr asked Omar to read his story at the school assembly. Omar was nervous at first, but Mr. Kerr coaxed him into it by saying, “Omar, you are an excellent writer so you shouldn’t be afraid. You don’t want to miss this \_\_\_\_\_.”* (opportunity)





# Banning TAG

Imagine that you are being chased. You run as fast as you can, but you are not quick enough. You feel hands on your back, touching you. You trip, fall down, skinning your knee. Not again! You are tired of always being “it.”

Has this ever happened to you? If it has, you know that it does not feel very good. Some principals, teachers, and parents are worried that playing tag at recess is too dangerous. They argue that kids run into one another, fall down, and get hurt playing tag. They say that sometimes tag leads to hitting, pushing, and bullying. In response to these concerns, schools all over the country are banning the game of tag during recess.

## The Other Side

Some parents and kids think schools should not ban tag. A third-grader from the state of Washington even started a petition to get his principal to change the ban and let the kids play tag again at recess. There are a lot of good things about the game. It is easy to get started because you do not need anything to play except some friends. Also, while you run around, you are getting exercise and having fun at the same time. Many people are upset that recess has to be ruined for everyone just because a few children play too rough. After all, the game of tag has been around for hundreds of years.

## Different Types of Tag

There are many different versions of tag. You probably know how to play some of them. One of the most popular versions of tag is “freeze tag,” where instead of being “it” when you are caught, you have to stand still until another player touches you. There is also “tunnel tag,” which is like freeze tag except that your teammate must crawl through your legs before you can play again.

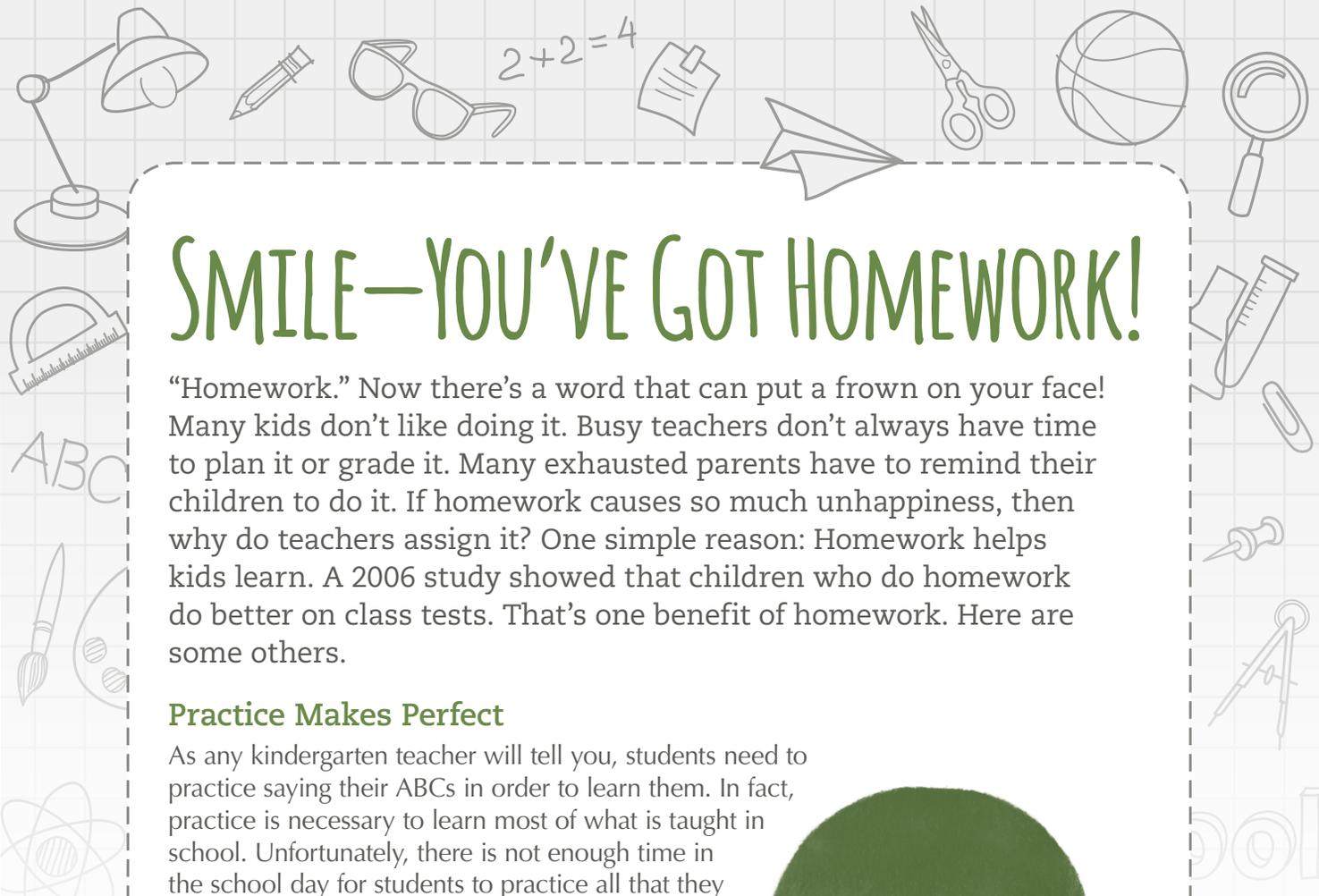
“Monster tag” starts with one person chasing all the others. As each player is tagged, he or she joins hands with “it” to help chase the others. In the end, there is a long chain of players who are all “it,” working together. With all the hands and feet, the chain reminds some people of a monster! That is how this kind of tag got its name.

## Other Games

If your school does not allow tag at recess, there are lots of other games you can play instead! If you have a ball, you can organize a game of kickball or four square. With a piece of chalk and a few pebbles, you can play hopscotch. You can probably think of many more fun things to do during recess.

Whatever you are allowed to do at recess, it is important that you play fair and are gentle with others. When everyone feels safe, everyone can have fun!





# SMILE—YOU'VE GOT HOMEWORK!

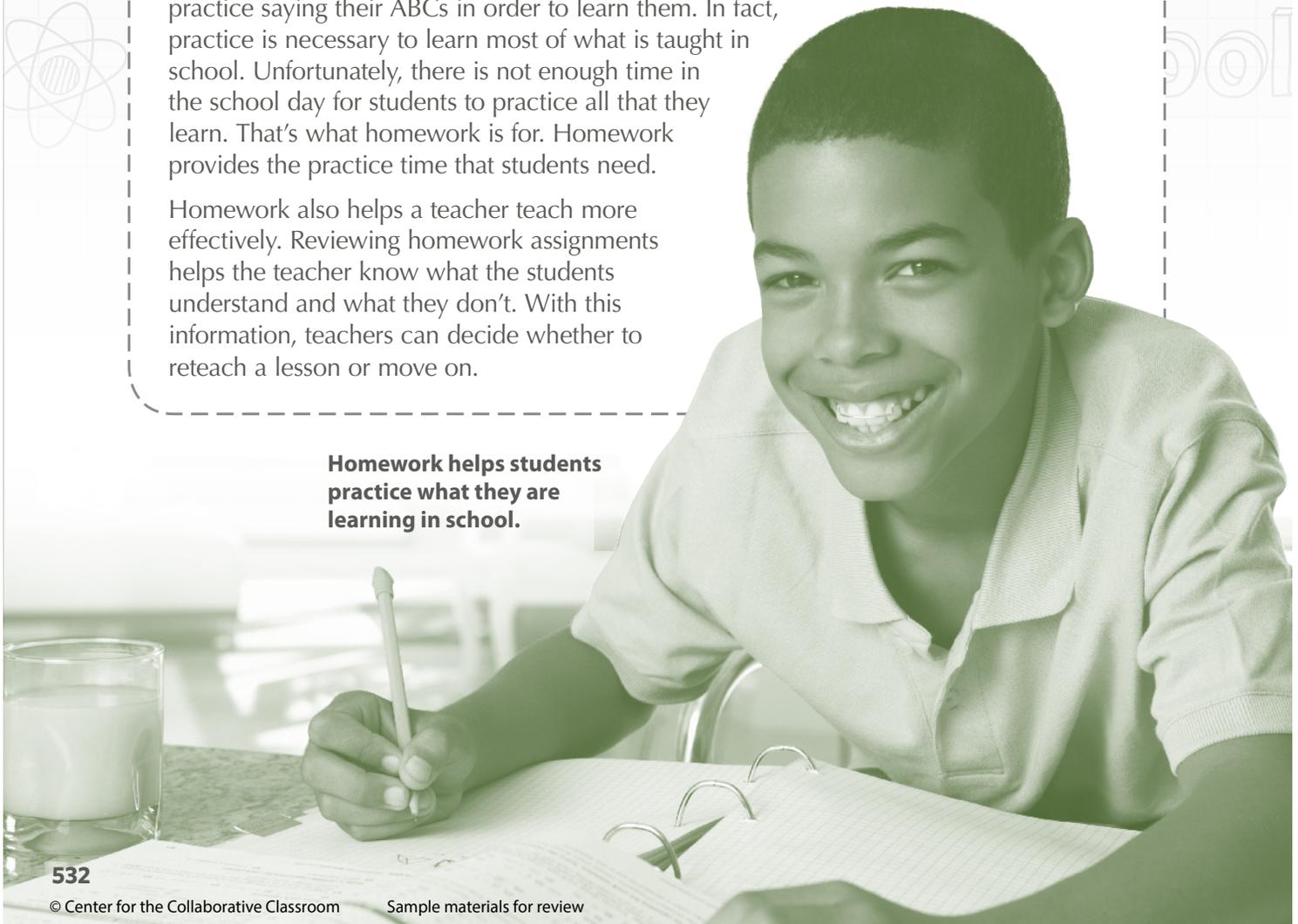
“Homework.” Now there’s a word that can put a frown on your face! Many kids don’t like doing it. Busy teachers don’t always have time to plan it or grade it. Many exhausted parents have to remind their children to do it. If homework causes so much unhappiness, then why do teachers assign it? One simple reason: Homework helps kids learn. A 2006 study showed that children who do homework do better on class tests. That’s one benefit of homework. Here are some others.

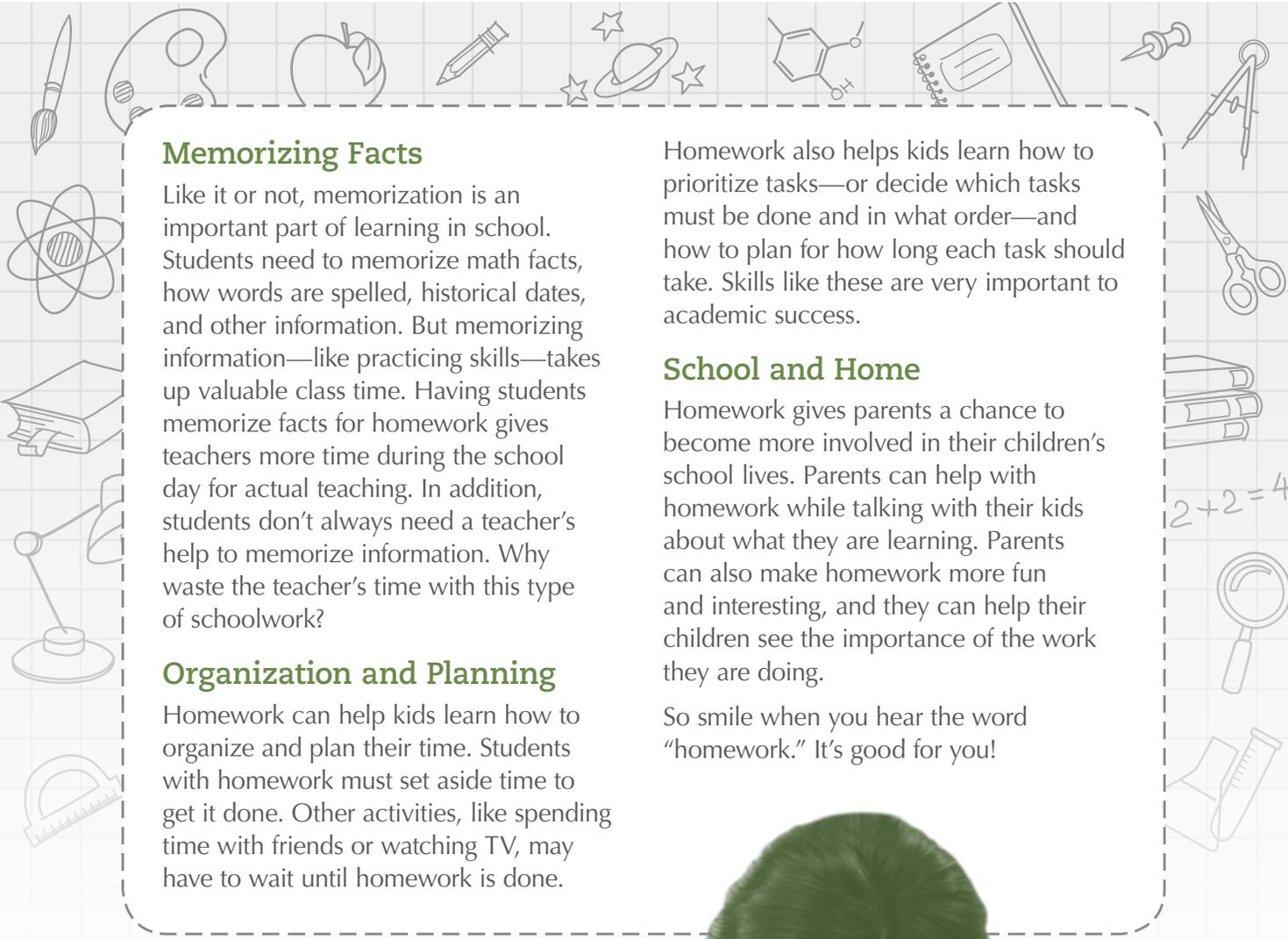
## Practice Makes Perfect

As any kindergarten teacher will tell you, students need to practice saying their ABCs in order to learn them. In fact, practice is necessary to learn most of what is taught in school. Unfortunately, there is not enough time in the school day for students to practice all that they learn. That’s what homework is for. Homework provides the practice time that students need.

Homework also helps a teacher teach more effectively. Reviewing homework assignments helps the teacher know what the students understand and what they don’t. With this information, teachers can decide whether to reteach a lesson or move on.

**Homework helps students practice what they are learning in school.**





## Memorizing Facts

Like it or not, memorization is an important part of learning in school. Students need to memorize math facts, how words are spelled, historical dates, and other information. But memorizing information—like practicing skills—takes up valuable class time. Having students memorize facts for homework gives teachers more time during the school day for actual teaching. In addition, students don't always need a teacher's help to memorize information. Why waste the teacher's time with this type of schoolwork?

## Organization and Planning

Homework can help kids learn how to organize and plan their time. Students with homework must set aside time to get it done. Other activities, like spending time with friends or watching TV, may have to wait until homework is done.

Homework also helps kids learn how to prioritize tasks—or decide which tasks must be done and in what order—and how to plan for how long each task should take. Skills like these are very important to academic success.

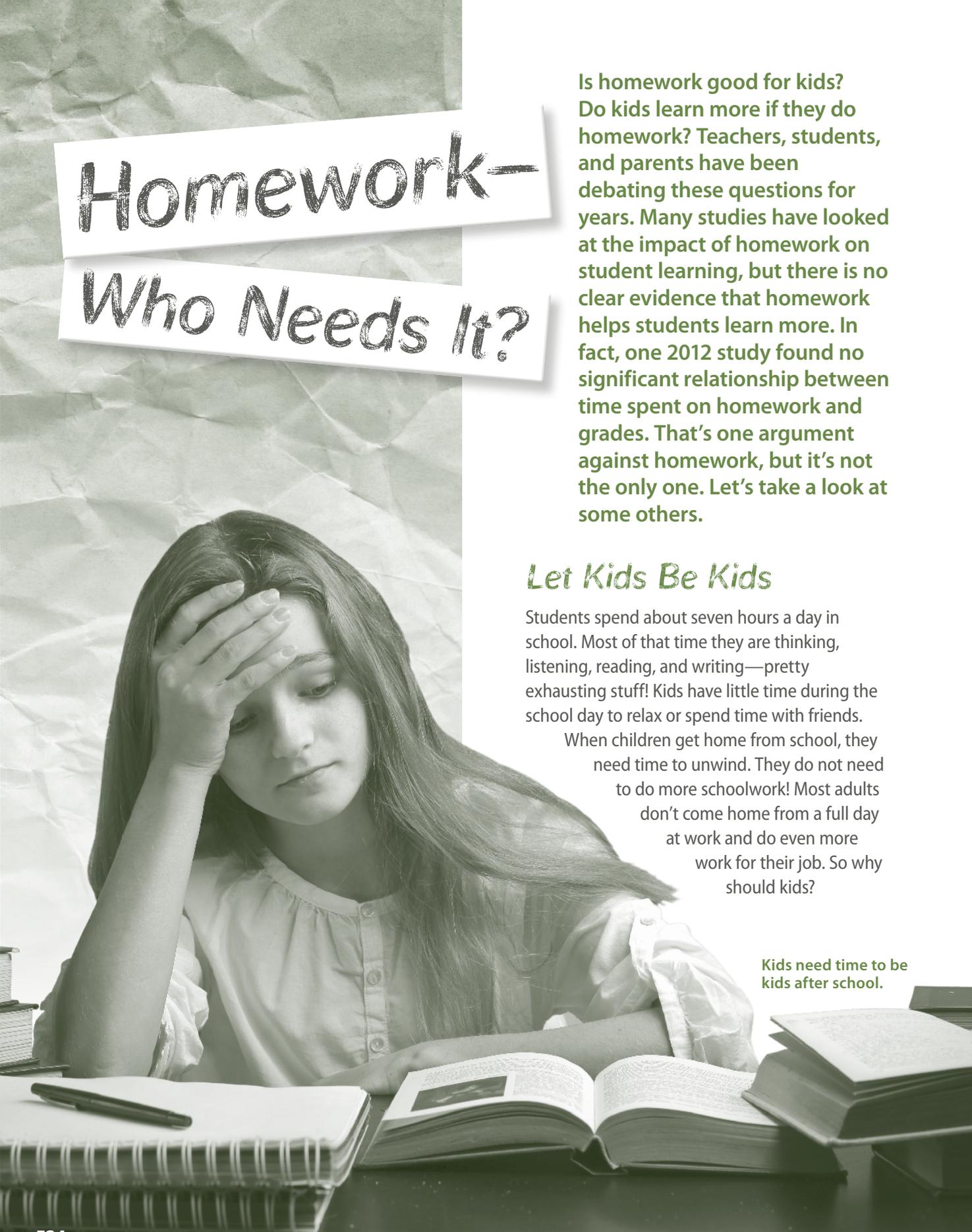
## School and Home

Homework gives parents a chance to become more involved in their children's school lives. Parents can help with homework while talking with their kids about what they are learning. Parents can also make homework more fun and interesting, and they can help their children see the importance of the work they are doing.

So smile when you hear the word "homework." It's good for you!

**Homework provides an opportunity for parents and kids to work together.**





# Homework—

# Who Needs It?

Is homework good for kids? Do kids learn more if they do homework? Teachers, students, and parents have been debating these questions for years. Many studies have looked at the impact of homework on student learning, but there is no clear evidence that homework helps students learn more. In fact, one 2012 study found no significant relationship between time spent on homework and grades. That's one argument against homework, but it's not the only one. Let's take a look at some others.

## *Let Kids Be Kids*

Students spend about seven hours a day in school. Most of that time they are thinking, listening, reading, and writing—pretty exhausting stuff! Kids have little time during the school day to relax or spend time with friends.

When children get home from school, they need time to unwind. They do not need to do more schoolwork! Most adults don't come home from a full day at work and do even more work for their job. So why should kids?

**Kids need time to be kids after school.**

## Let Families Be Families

Homework is a burden for kids, but it can be a burden for moms and dads, too. After a long day, parents are tired. The last thing they want to do is to keep reminding their reluctant children, "Do your homework!" Homework can be confusing or difficult, and parents don't always have time to help. This means that kids must sometimes struggle through hard homework assignments on their own—and moms and dads are left feeling guilty for not helping. This is stress that busy families don't need.

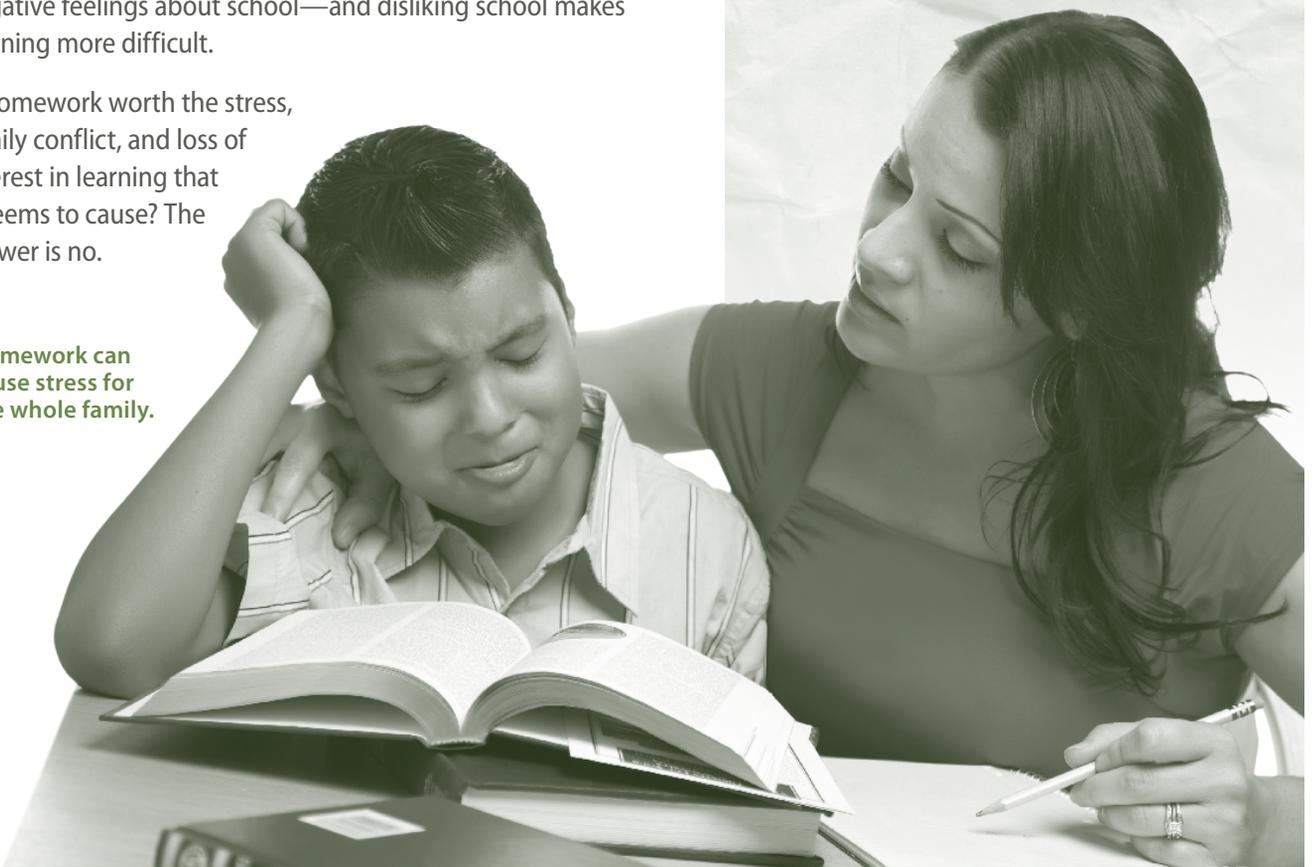
Families need time to do enjoyable things together. Many children and their parents say goodbye in the morning and often don't see each other again until after five o'clock. That leaves only a few hours for family time before going to bed. It's important for families to spend the little time they have together talking, reading, and doing things they all enjoy.

## Who Likes Homework?

If you ask students if they like homework, many will probably say they do not. Because students associate homework with school, negative feelings about homework can turn into negative feelings about school—and disliking school makes learning more difficult.

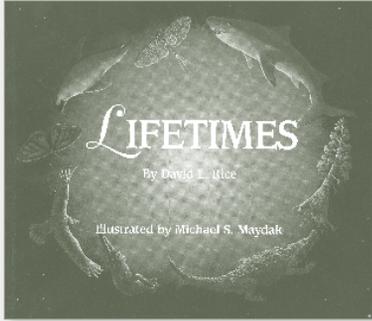
Is homework worth the stress, family conflict, and loss of interest in learning that it seems to cause? The answer is no.

**Homework can cause stress for the whole family.**



# Week 26

## RESOURCES



### Read-aloud

- *Lifetimes* by David L. Rice, illustrated by Michael S. Maydak

### Extension

- “Explore Related Words: *Considerate* and *Consider*”



### More ELL Support

- “Discuss Being Considerate”

### Assessment Resource Book

- Week 26 vocabulary assessment



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Assessment Form

- “Class Vocabulary Assessment Record” sheet (CA1)

### Reproducibles

- Week 26 family letter (BLM1)
- (Optional) “Week 26 Word Cards” (BLM2)
- (Optional) “Week 26 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

*collaborate*

*aggressive*

*evacuate*

*distress*

*unaggressive*

*considerate*

## Words Reviewed

adapt

forbid

struggle

task

unwind

## Word-learning Strategies

- Recognizing synonyms (review)
- Recognizing antonyms (review)
- Using the prefix *un-* to determine word meanings (review)

## Vocabulary Focus

- Students learn and use six words about the book.
- Students review synonyms and antonyms.
- Students review the prefix *un-*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students give reasons for their ideas.
- Students listen respectfully to the thinking of others and share their own.

## ① DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 205 of the *Assessment Resource Book*.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: "Week 26 Word Cards" (BLM2) and "Week 26 Crossword Puzzle" (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Collaborate*, *Aggressive*, and *Evacuate*

## Day 1

### In this lesson, the students:

- Learn and use the words *collaborate*, *aggressive*, and *evacuate*
- Review synonyms
- Build their speaking and listening skills
- Give reasons for their ideas

### Words Taught

#### **collaborate**

*Collaborate* means “work with others to make or do something.”

#### **aggressive**

*Aggressive* means “threatening or ready and eager to fight or attack others.” Aggressive animals or people are frightening because they can be mean, dangerous, or violent.

#### **evacuate**

*Evacuate* means “leave a place and go somewhere safer.”

## INTRODUCE AND USE COLLABORATE

### 1 Introduce and Define *Collaborate* and Review Synonyms

Briefly review “A lifetime for an army ant is about three years” in *Lifetimes*.

Show page 6 and begin reading aloud, stopping after: “If the river is very wide, they form large ‘ant balls’ and float to the other side.”

Explain that the first word the students will learn today is *collaborate*, and that *collaborate* means “work with others to make or do something.”

Explain that *collaborate* and *cooperate* are synonyms.

Explain that army ants collaborate, or work together, in amazing ways. They march together like soldiers and use their bodies to form an ant bridge and ant balls that float across a river.

Display word card 151 (WA1) and have the students say the word *collaborate*.

### Materials

- “A lifetime for an army ant is about three years” in *Lifetimes* (page 6)
- Word card 151 (WA1)
- Word card 152 (WA2)
- Word card 153 (WA3)

### ELL Note

The Spanish cognate of *collaborate* is *colaborar*.

### Teacher Note

If you started a synonym chart, add *collaborate* and *cooperate* to it.

## 2 Talk About Collaborating

Explain that the students often collaborate, or work together, to learn and do things, and give a few examples.

**You might say:**

“As a class, we collaborated to put on a play. This week you collaborated with partners to write stories. You also collaborated in groups of four to learn about the solar system. On the playground, you collaborate when you jump rope with others and play basketball.”

Ask:



**Q** *When else have you collaborated in class or on the playground? With whom did you collaborate? [Click 1 on WA1 to reveal the prompt.] Turn to your partner.*

collaborate

**PROMPT 1:** I **collaborated** \_\_\_\_\_ when . . .

1

WA1

**PROMPT 1:** “I collaborated [with Ian and Michelle] when . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *collaborate* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE AGGRESSIVE

### 3 Introduce and Define *Aggressive*

Read the rest of page 6 of *Lifetimes* aloud.

Tell the students that the next word they will learn is *aggressive*, and explain that *aggressive* means “threatening or ready and eager to fight or attack others.” Explain that aggressive animals or people are frightening because they can be mean, dangerous, or violent.

Explain that army ants are very aggressive creatures. They will attack and eat an animal as large and ferocious as a tiger. When army ants attack, people leave their homes because they feel that their lives are in danger. Display word card 152 (🌍 WA2) and have the students say the word *aggressive*.

Explain that animals other than army ants can be aggressive, especially if they are hungry or are being threatened themselves. Ask and discuss as a class:

**Q** *What other animals are aggressive? Why do you think that?*

Click ❶ on word card 152 (WA2) to reveal the first prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “A [shark] is aggressive because . . .”

### 4 Play “Which Is Aggressive?”

Explain that partners will play “Which Is Aggressive?” You will describe two animals, and partners will decide which animal is aggressive and why they think so.

Ask:



**Q** *Which of these is aggressive: an alligator snapping at a turtle or a sleeping alligator? Why do you think that?* [Click ❷ on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I think [an alligator snapping at a turtle] is aggressive because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Discuss the following using the same procedure:

- *A puppy chasing its tail or a guard dog growling and jumping at people*
- *A lion chasing a zebra or a tiger drinking water from a creek*

Point to the word *aggressive* and review the pronunciation and meaning of the word.



#### ELL Note

The Spanish cognate of *aggressive* is *agresivo/a*.

#### Teacher Note

If the students struggle to name aggressive animals, ask questions such as “What animals attack other animals and people?” and “What animals would you be afraid of if they were angry or hungry?”

### ELL Note

The Spanish cognate of *evacuate* is *evacuar*.

### Teacher Note

Support struggling students by suggesting one or two other reasons, such as because of a flood or tornado. Then ask the question again.

## INTRODUCE AND USE EVACUATE

### 5 Introduce and Define *Evacuate*

Explain that the last word the students will learn today is *evacuate*, and that *evacuate* means “leave a place and go somewhere safer.” Review that when army ants come through, people have to evacuate their homes, or leave their homes to go someplace safer until the ants are gone.

Display word card 153 ( WA3) and have the students say the word *evacuate*.

### 6 Talk About Evacuating

Explain that people evacuate their houses for other reasons, such as when the house is on fire or is threatened by a fire.

Use “Think, Pair, Share” to discuss:



**Q** *Why else might people evacuate their houses?* [Pause; then click **1** on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “People might evacuate their houses because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that when we have fire drills, we practice evacuating the school building.

As a class, discuss:

**Q** *Where do we go when we evacuate the school building during a fire drill? Why?*

Click **2** on WA3 to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “When we evacuate the school, we go [outside to the playground] because . . .”

Point to the word *evacuate* and review the pronunciation and meaning of the word.

# Review Collaborate, Aggressive, and Evacuate

## Day 2

### In this lesson, the students:

- Review and practice using the words *collaborate*, *aggressive*, and *evacuate* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **collaborate**

*Collaborate* means “work with others to make or do something.”

#### **aggressive**

*Aggressive* means “threatening or ready and eager to fight or attack others.” Aggressive animals or people are frightening because they can be mean, dangerous, or violent.

#### **evacuate**

*Evacuate* means “leave a place and go somewhere safer.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** *If you were writing a story about a fierce creature that was threatening your home, which of the words would you use? How would you use the word? [Pause; click 1 on WA4 to reveal the prompt.] Turn to your partner.*

collaborate aggressive evacuate

**PROMPT 1:** I would use the word \_\_\_\_\_. I would write . . .

1 2 3 4

WA4

### Materials

- Daily review cards (WA4)

### Teacher Note

You might remind the students that they learned the word *fierce* and that *fierce* means “dangerous or violent.”

**PROMPT 1:** “I would use the word [*aggressive*]. I would write . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Answer Questions About Olive

Explain that partners will use the words to answer questions about Olive.

Point to the word *collaborate* and ask:

-  **Q** *In which situation is Olive collaborating: when she is working with her friends to build a fort or when she is working by herself to build a fort? Why?* [Click **2** to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “Olive is collaborating when she [is working with her friends to build a fort] because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Discuss the following, using the same procedure:

[**aggressive**]

-  **Q** *In which situation is Olive being aggressive: when she is bullying a boy on the playground or when she is helping a little boy on the playground? Why?* [Click **3** to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “Olive is being aggressive when she [is bullying the boy] because . . .”

[**evacuate**]

-  **Q** *In which situation might Olive have to evacuate her house: when her grandparents come for a visit or when the river near her house floods? Why?* [Click **4** to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “Olive might have to evacuate her home [when the river near her house floods] because . . .”

# Introduce *Distress*, *Unaggressive*, and *Considerate*

## Day 3

### In this lesson, the students:

- Learn and use the words *distress*, *unaggressive*, and *considerate*
- Review antonyms and synonyms
- Review the prefix *un-*
- Build their speaking and listening skills
- Give reasons for their ideas

### Words Taught

#### ***distress***

*Distress* is a “feeling of deep sadness, worry, or pain.”

#### ***unaggressive***

*Unaggressive* means “not aggressive, or not threatening or ready and eager to fight or attack others.”

#### ***considerate***

*Considerate* means “thoughtful of the feelings and needs of others.”

## INTRODUCE AND USE *DISTRESS*

### 1 Introduce and Define *Distress*

Briefly review “A lifetime for an elephant is about 65 years” in *Lifetimes*.

Show page 19 and begin reading, stopping after: “Elephants are among the few animals that weep tears when they are very, very sad.”

Tell the students that the first word they will learn today is *distress* and that *distress* is a “feeling of deep sadness, worry, or pain.” Explain that when an elephant’s baby or friend dies, an elephant shows its *distress*, or deep sadness, by moaning and crying. Like people, elephants weep tears when they feel *distress*.

Display word card 154 (🗉 WA5) and have the students say the word *distress*.

### Materials

- “A lifetime for an elephant is about 65 years” in *Lifetimes* (page 19)
- Word card 154 (WA5)
- Word card 155 (WA6)
- Word card 156 (WA7)

## 2 Play “Is Olive Feeling Distress?”

Explain that you will describe something that has happened to Olive, and partners will discuss whether they think Olive is feeling distress, and why.

Begin by saying:

- *Olive has to take her puppy to the veterinary hospital for an operation.*

Ask:



**Q** *Is Olive feeling distress? Why do you think that?* [Click 1 on WA5 to reveal the prompt.] *Turn to your partner.*

distress

**PROMPT 1:** I think Olive [is/is not] feeling **distress** because . . .

1

WA5

**PROMPT 1:** “I think Olive [is/is not] feeling distress because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss the following using the same procedure:

- *Olive’s family is going out for ice cream.*
- *Olive falls out of a tree and scrapes her arm.*

Point to the word *distress* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE UNAGGRESSIVE

### 3 Introduce and Define *Unaggressive*, and Review Antonyms and the Suffix *un-*

Read this sentence on page 19 of *Lifetimes* aloud: “Although elephants are the largest animals on land, they don’t kill or bother other animals.”

Tell the students that the next word they will learn is *unaggressive*, and explain that *unaggressive* and *aggressive* are antonyms. Explain that *unaggressive* means “not aggressive, or not threatening or ready and eager to fight or attack others.” Explain that, unlike army ants, elephants are for the most part unaggressive animals. They do not threaten or harm other animals.

Display word card 155 (🔊 WA6) and have the students say the word *unaggressive*. Point out the prefix *un-* in *unaggressive*, and review that *un-* means “not.”

#### 4 Play “Aggressive or Unaggressive?”

Explain that partners will play “Aggressive or Unaggressive?” You will describe how an animal or person is acting, and partners will decide whether the animal or person is aggressive or unaggressive, and why.

Begin by saying:

- *A cat is hiding under a table.*

Ask:



**Q** *Is the cat aggressive or unaggressive? Why do you think that?* [Click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “I think the [cat] is [aggressive/unaggressive] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss the following using the same procedure:

- *A snake is hissing and striking at a hiker.*
- *A woman is pushing people out of her way so she can be first in line.*
- *A child is waiting patiently for his turn on the slide.*

Point to the word *unaggressive* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE CONSIDERATE

#### 5 Introduce and Define *Considerate* and Review Synonyms

Read the last three sentences on page 19 aloud: “When ponds and streams dry up, elephants use their trunks to dig down to water. When they finish drinking, they let other animals drink. Without water these animals would die.”

## ELL Note

The Spanish cognate of *considerate* is *considerado/a*.

Tell the students that *considerate* is the last word they will learn today. Explain that *considerate* means “thoughtful of the feelings and needs of others” and that *considerate*, *thoughtful*, and *kind* are synonyms. Explain that when elephants let other animals drink, they are being considerate, or thoughtful or kind.

Display word card 156 ( WA7) and have the students say the word *considerate*.

## 6 Review the Activity “What Might You Say or Do?”

Explain that you will describe a situation and partners will discuss what they would say or do to be considerate, or thoughtful or kind.

Begin by saying:

- *You are watching a baby panda in its cage at the zoo. It is very crowded around the panda cage, and a child behind you can't see.*

Ask:



**Q** *What might you say or do to be considerate?* [Click  on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “To be considerate, I would . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss the following situations using the same procedure:

- *You are playing a game on your computer at home. Your sister tells you that she needs to do some research online for a school project.*
- *You are in the school cafeteria eating lunch. Across the table, you see a boy who is upset because he left his lunch at home.*

Point to the word *considerate* and review the pronunciation and meaning of the word.

---

## EXTENSION

### Explore Related Words: *Considerate* and *Consider*

Write the word *considerate* where everyone can see it, and review that *considerate* means “thoughtful of the feelings and needs of others.”

Tell the students that knowing the meaning of *considerate* can help them figure out the meanings of other words that are related to *considerate*. Write these sentences where everyone can see them:

Donny's best friend Lana can't go to his birthday party so he will consider changing the date of his party.

Ask:

**Q** What word in the sentence is related to *considerate*? Why do you say that?

If necessary, point out that *consider* is related to *considerate*, and that you can see the word *consider* (c-o-n-s-i-d-e-r) in *considerate*. Then ask:

**Q** Based on what you know about the word *considerate* and clues in the sentence, what do you think the word *consider* means?

If necessary, explain that *consider* means “think carefully about something,” and point out that Donny considers, or thinks carefully, about changing the date of his party because his best friend Lana can't go.



## MORE ELL SUPPORT

### Discuss Being Considerate

Write the word *considerate* where everyone can see it, and remind the students that *considerate* means “thoughtful of the feelings and needs of others.” Ask the students to think about a time they were *considerate*. Then ask:

**Q** When were you *considerate*?

**Q** Why do you think you were *considerate*?

Have the students use the prompts to share their thinking with a partner:

**PROMPT:** “I was *considerate* when . . .” and “I think I was *considerate* because . . .”

Have volunteers use the prompt to share their thinking with the group.

# Day 4

## Review *Distress*, *Unaggressive*, and *Considerate*

### Materials

- Daily review cards (WA8)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 26 Crossword Puzzle" (BLM3) for each student

### In this lesson, the students:

- Review and practice using the words *distress*, *unaggressive*, and *considerate* from Day 3
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### *distress*

*Distress* is a "feeling of deep sadness, worry, or pain."

#### *unaggressive*

*Unaggressive* means "not aggressive, or not threatening or ready and eager to fight or attack others."

#### *considerate*

*Considerate* means "thoughtful of the feelings and needs of others."

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Point to the word *considerate* and ask:



Q *Would you want someone who is considerate as a friend? Why?*  
[Click 1 on WA8 to reveal the prompt.] Turn to your partner.

WA8

distress unaggressive considerate

**PROMPT 1:** I [would/would not] want someone who is **considerate** as a friend because . . .

1 2 3 4 5

**PROMPT 1:** “I [would/would not] want someone who is considerate as a friend because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Discuss the remaining words using the same procedure:

[unaggressive]



**Q** *Would you want an unaggressive dog as a pet? Why?* [Click 2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] want an unaggressive dog as a pet because . . .”

[distress]



**Q** *Would you feel distress if someone you loved were sad? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] feel distress if someone I loved were sad because . . .”

## PRACTICE USING THE WORDS

### 2 Play “Which Word Goes With?”

Explain that partners will play “Which Word Goes With?” You will write a word where everyone can see it and partners will discuss which vocabulary word goes with the word you wrote and why.

Begin by writing:

- *family*

Ask:



**Q** *Which vocabulary word goes with the word family? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “I think [*considerate*] goes with *family* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *playground*



**Q** *Which vocabulary word goes with the word playground? Why?* [Click 5 to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “I think [*unaggressive*] goes with *playground* because . . .”

### Teacher Note

If the students have trouble making associations or make associations to only one of the words, call for attention and ask questions such as [*distress*] “How might the word *distress* go with *family*?” and “Why might someone in your family feel distress?” [*unaggressive*] “How might the word *unaggressive* go with *family*?” and “Why would you want the members of your family to be unaggressive?” [*considerate*] “How might the word *considerate* go with *family*?” and “What might you do to be considerate of the people in your family?”

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 25 and 26, you might distribute a copy of the “Week 26 Crossword Puzzle” (BLM3) to each student.

### Materials

- Ongoing review cards (WA9)
- Ongoing review activity (WA10)
- “Class Vocabulary Assessment Record” sheet (CA1)

### Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

### Teacher Note

Each sentence in the ongoing review activity (WA10) has a corresponding number: the first story is **1**; the second story is **2**; the third story is **3**; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the correct answer in place.
- The fourth click clears the screen.

### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Give reasons for their ideas

### Words Taught

#### adapt

*Adapt* means “change to fit new situations or conditions.” People adapt to new situations or conditions by changing their behavior or ideas.

#### forbid

*Forbid* means “order someone not to do something.”

#### struggle

*Struggle* means “try very hard to do something.”

#### task

A *task* is a “job, chore, or other particular thing you have to do.”

#### unwind

*Unwind* means “relax.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (WA9). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind the students that you will show a story with one or more words underlined. You will read each story aloud, and partners will decide which vocabulary word can replace the underlined part of the story.

Display the ongoing review activity (WA10) and begin playing the game:

1. Click **1** to reveal the first story. Point to the story and read it aloud, emphasizing the underlined words.
  - Story 1: *When Leonard moved from the city to the country, it took him awhile to change his behavior to fit in.*

2. Give the students a few moments to think about the story and the underlined word. Then point to the five word choices and ask:



**Q** Which vocabulary word could replace the underlined words? Why? [Click 1 again and point to the prompt.] Turn to your partner.

**PROMPT 1:** “I think the word [*adapt*] could replace *change his behavior to fit in* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

adapt	forbid	struggle	task	unwind
-------	--------	----------	------	--------

**STORY 1:** When Leonard moved from the city to the country, it took him awhile to adapt.

1 2 3 4 5

WA10

4. Click 1 to clear the screen.

Use the same procedure to discuss the following sentences:

- Story 2: *Kendall and her dad are setting up for the family barbecue and Kendall has the job of setting the table. She must put plates, utensils, and napkins on the table.*

**PROMPT 2:** “I think [*task*] could replace *job* because . . .”

- Story 3: *At Frank’s soccer tournament his team played three games in one day! He was exhausted when he got home and lay on the couch to relax.*

**PROMPT 3:** “I think [*unwind*] could replace *relax* because . . .”

- Story 4: *Nadia and her brother went on a hike up a volcano. After one hour, the trail became very steep. Nadia tried very hard to make it to the top and overcame the challenge.*

**PROMPT 4:** “I think [*struggled*] could replace *tried very hard* because . . .”

### Teacher Note

You might point out that the students learned the word *challenge* earlier and that a *challenge* is “something that is hard to do or requires a lot of work or effort.”

## Teacher Note

You might point out that the students learned the word *permit* earlier and that *permit* means “allow something to happen or let someone do something.”

- Story 5: *The principal decided to order students not to bring food and drinks in the gymnasium because people were slipping on spills and hurting themselves. Now, food is permitted only in the cafeteria.*

**PROMPT 5:** “I think [*forbid*] could replace *order students not to bring* because . . .”



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to choose the correct words to replace the underlined words?
- Can they explain why they completed the sentence the way they did?
- Do they use the words in their writing?

Record your observations on the “Class Vocabulary Assessment Record” sheet (CA1); see page 205 of the *Assessment Resource Book*.

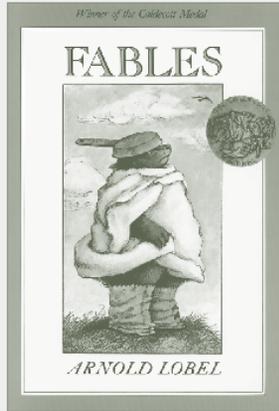
Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by reviewing the word’s meaning and then asking a question that requires the student to talk about the word in terms of his own experiences. For example, ask questions such as “When have you struggled to do something? Why did you struggle to do it?” or “When have you had to adapt to a new situation? How did you adapt?”



# Week 27

## RESOURCES



### Read-aloud

- *Fables* by Arnold Lobel

### Extensions

- “Discuss the Suffix *-ly*”
- “Discuss the Compound Word *Headstrong*”



### More ELL Support

- “Discuss Being Headstrong”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA10

### Reproducibles

- Week 27 family letter (BLM1)
- (Optional) “Week 27 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

*diligent*

frank

*self-confident*

*headstrong*

overwhelmed

contentment

## Words Reviewed

aggressive

considerate

evacuate

skillful

stressful

## Word-learning Strategy

- Recognizing synonyms (review)

## Vocabulary Focus

- Students learn and use six words from or about the stories.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of giving reasons for their ideas.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

## DO AHEAD

- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print "Week 27 Word Cards" (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Day 1

## Introduce *Diligent, Frank,* and *Self-confident*

### Materials

- “The Camel Dances” in *Fables* (pages 22–23)
- Word card 157 (WA1)
- Word card 158 (WA2)
- Word card 159 (WA3)

### In this lesson, the students:

- Learn and use the words *diligent, frank,* and *self-confident*
- Review synonyms
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Taught

#### **diligent**

*Diligent* means “hard-working.” When you are diligent, you work steadily or carefully on something because it is important to you.

#### **frank** (p. 22)

When you are frank, you say what you think, openly and honestly.

#### **self-confident**

*Self-confident* means “sure of yourself.” If you are self-confident, you are confident or sure you can do something.

## INTRODUCE AND USE *DILIGENT*

### 1 Introduce and Define *Diligent*

Briefly review “The Camel Dances” in *Fables*. Show pages 22–23, and read the first three paragraphs on page 22 aloud, stopping after: “Her feet were blistered, and her body ached with fatigue, but not once did she think of stopping.”

Tell the students that the first word they will learn today is *diligent*, and explain that *diligent* means “hard-working.” Explain that when you are diligent, you work steadily or carefully on something because it is important to you.

Display word card 157 (WA1) and have the students say the word *diligent*.

Explain that the Camel is diligent, or hard-working, because she has her heart set on being a ballet dancer. Explain that as you reread part of the fable, you want the students to listen for what the Camel does that shows she is diligent. Reread the first three paragraphs on page 22 aloud. Then ask and discuss as a class:

**Q** *What does the Camel do that shows she is diligent?*

Click ① on word card 157 (WA1) and have a few volunteers use the prompt to share their thinking with the class.

WA1

diligent

**PROMPT 1:** The Camel shows she is **diligent** when she . . .

①   ②

**PROMPT 1:** “The Camel shows she is diligent when she . . .”

If necessary, explain that carefully practicing the five positions hundreds of times and working steadily for months under the hot desert sun show that the Camel is diligent.

## 2 Discuss Times We Have Been Diligent

Give a couple of examples of times you have been diligent or noticed others being diligent.

**You might say:**

“I was diligent when I planted my garden this spring. I spent several weekends digging, planting, fertilizing, and watering. I worked really hard because I wanted the garden to be beautiful. I noticed that Mattie and Kevin were diligent when they made their clay elephant. They spent several days on it and worked very hard to make the best clay elephant they could.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you been diligent? When have you worked hard to do something or make something because it was important to you?*  
[Pause; click ② on WA1 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I was diligent when . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *diligent* and review the pronunciation and meaning of the word.

### Teacher Note

Support struggling students by asking questions such as “When have you worked hard on something at home or at school?” “When have you worked on something that took you a few hours or days to finish?” and “When have you practiced something over and over?”

### ELL Note

The Spanish cognate of *frank* is *franco/a*.

### Teacher Note

If you started a synonym chart, add the words *frank*, *truthful*, and *honest* to it.

## INTRODUCE AND USE FRANK

### 3 Introduce and Define *Frank* and Review Synonyms

Remind the students that the Camel dances for a group of friends and critics, and they do not like her dancing. Read aloud the paragraph that begins, “I must tell you frankly,” said a member of the audience,” emphasizing the word *frankly*.

Tell the students that *frank* is the next word they will learn, and explain that when you are frank, you say what you think, openly and honestly. Explain that *frank*, *truthful*, and *honest* are synonyms.

Explain that when the critic tells the Camel that she is lumpy, humpy, baggy, and bumpy, he is being frank, or open and honest, about what he thinks, even though it may hurt the Camel’s feelings.

Display word card 158 ( WA2) and have the students say the word *frank*.

### 4 Discuss Whether People Are Frank

Explain that you will tell a story about a person saying something and partners will discuss whether or not the person was frank, or open and honest, and why they think so.

Begin by saying:

- *Svetlana was eating lunch at her friend’s house. She didn’t like the sandwich she was served, but she said, “Mmmm, this sandwich is delicious.”*

Ask:

 **Q** *Was Svetlana being frank? Why?* [Click  on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “[Svetlana] [was/was not] being frank because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *Dupree watched as his friend Tyler drew a picture of an elephant. He said to Tyler, “Your picture is pretty good, but it would be even better if you made the ears larger and added tusks.”*
- *Marianne’s friends wanted to play with their dolls. She told them, “I don’t want to play with dolls. I’d rather ride bikes.”*

Point to the word *frank* and review the pronunciation and meaning of the word.

# INTRODUCE AND USE SELF-CONFIDENT

## 5 Introduce and Define *Self-confident*

Remind the students that even though friends and critics do not like the Camel's dancing, she does not stop. Read the last two paragraphs on page 22 aloud.

Tell the students that the last word they will learn today is *self-confident*, and explain that *self-confident* means "sure of yourself." Explain that if you are self-confident, you are confident or sure you can do something. Explain that no matter what her friends and critics say, the Camel is self-confident. She is sure she is a splendid dancer.

Display word card 159 (🔊 WA3) and have the students say the word *self-confident*.

## 6 Discuss Times We Have Been Self-confident

Give examples of times you feel or have felt self-confident.

### You might say:

"I feel self-confident when I play tennis because I practice regularly and I feel confident that I will play well. I felt self-confident when I took a test in my Spanish class the other evening. I had studied hard and was sure I would do well."

Use "Think, Pair, Share" to discuss:



**Q** *When have you felt self-confident? When have you felt confident or sure that you could do something?* [Pause; click ❶ on WA3 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** "I felt self-confident when . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

**Q** *Why did you feel self-confident when you [read your story to the class]?*

Click ❷ on WA3 to reveal the next prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** "I felt self-confident because . . ."

### Teacher Note

Support struggling students by asking questions such as "When have you felt confident doing something at school?" and "When have you felt confident playing a sport or game?"

## 7 Play “Is Olive Self-confident?”

Tell the students that partners will play “Is Olive Self-confident?” You will describe something that our friend Olive does, and partners will discuss whether or not she is self-confident and why they think so.

Begin by saying:

- *Olive really likes thinking about numbers. On her own, she does lots of number puzzles. She tells her mom, “I’m good at math.”*

Ask:



**Q** *Is Olive self-confident? Why do you think so? [Click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “I think Olive [is/is not] self-confident because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *Olive doesn’t like to take spelling tests because she is worried she will spell a word wrong. Before a spelling test, she is always very nervous.*
- *Olive likes to make friends. Whenever she doesn’t know someone, she introduces herself. She is sure that she can make new friends.*

Point to the word *self-confident* and review the pronunciation and meaning of the word.

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## EXTENSION

### Discuss the Suffix *-ly*

Review that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Explain that the suffix *-ly* means “in a certain way” or “how.” Explain that *-ly* can be added to *diligent*, *frank*, and *self-confident* to form these words:

- *diligently*, which means “in a diligent, or hard-working, way”
- *frankly*, which means “in a frank, or open and honest, way”
- *self-confidently*, which means “in a self-confident way or a way that shows you are sure of yourself”

Have the students discuss these questions:

- Q** *If you wanted to write a good story, would you work diligently on it? Why?*
- Q** *Is it always a good idea to speak frankly? Why?*
- Q** *If you have practiced diligently for a soccer game, are you likely to play self-confidently? Why?*

# Review *Diligent, Frank,* and *Self-confident*

# Day 2

## In this lesson, the students:

- Review and practice using the words *diligent, frank,* and *self-confident* from Day 1
- Build their speaking and listening skills
- Work in a responsible way

## Words Taught

### *diligent*

*Diligent* means “hard-working.” When you are diligent, you work steadily or carefully on something because it is important to you.

### *frank*

When you are frank, you say what you think, openly and honestly.

### *self-confident*

*Self-confident* means “sure of yourself.” If you are self-confident, you are confident or sure you can do something.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗨️ WA4). Review the pronunciation and meaning of each word.

Point to the word *diligent*, and ask:



Q *Would you like to be described as diligent? Why?* [Click 1 on WA4 to reveal the first prompt.] *Turn to your partner.*

diligentfrankself-confident

**PROMPT 1:** I [would/would not] like to be described as **diligent** because . . .

123

WA4

## Materials

- Daily review cards (WA4)
- Daily review activity (WA5)

### Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

### Teacher Note

Each sentence in the ongoing review activity (WA5) has a corresponding number: the first sentence is ①; the second sentence is ②; and the third sentence is ③. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the correct answer in place.
- The fourth click clears the screen.

**PROMPT 1:** “I [would/would not] like to be described as diligent because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss *frank* and *self-confident* using the same procedure.



**Q** *Would you like to be described as frank? Why?* [Click ② to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “I [would/would not] like to be described as frank because . . .”



**Q** *Would you like to be described as self-confident? Why?* [Click ③ to reveal the first prompt.] *Turn to your partner.*

**PROMPT 3:** “I [would/would not] like to be described as self-confident because . . .”

## PRACTICE USING THE WORDS

### 2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind the students that you will show a sentence with one or more words underlined. You will read each sentence aloud, and partners will decide which vocabulary word can replace the underlined part of the sentence.

Display the daily review activity (WA5) and begin playing the game:

1. Click ① to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined word.
  - Sentence 1: *Lucas was being honest when Lila asked for his opinion of her story.*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the three word choices and ask:



**Q** *Which vocabulary word could replace the underlined word? Why?* [Click ① again and point to the prompt.] *Turn to your partner.*

**PROMPT 1:** “I think the word [*frank*] could replace *honest* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ① a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

diligent	frank	self-confident
----------	-------	----------------

**SENTENCE 1:** Lucas was being frank when Lila asked for his opinion of her story.

1
2
3

4. Click **1** to clear the screen.

Use the same procedure to discuss the following sentences:

- Sentence 2: *When you are sure of yourself, you feel certain you will do well.*



**Q** Which vocabulary word could replace the underlined phrase? Why? [Click **2** again and point to the prompt.] Turn to your partner.

**PROMPT 2:** “I think the word [*self-confident*] could replace *sure of yourself* because . . .”

- Sentence 3: *Mr. Ahmed is a hard-working athlete. He runs five miles every morning.*



**Q** Which vocabulary word could replace the underlined word? Why? [Click **3** again and point to the prompt.] Turn to your partner.

**PROMPT 3:** “I think the word [*diligent*] could replace *hard-working* because . . .”

# Day 3

## Introduce *Headstrong*, *Overwhelmed*, and *Contentment*

### Materials

- “The Mouse at the Seashore” in *Fables* (pages 40–41)
- Word card 160 (WA6)
- Word card 161 (WA7)
- Word card 162 (WA8)

### In this lesson, the students:

- Learn and use the words *headstrong*, *overwhelmed*, and *contentment*
- Review synonyms
- Build their speaking and listening skills
- Share their partners’ thinking with the class
- Give reasons for their ideas

### Words Taught

#### **headstrong**

*Headstrong* means “determined to do what you want no matter what anyone says.”

#### **overwhelmed** (p. 40)

If you are overwhelmed by a feeling, you feel it very strongly—so strongly that you forget everything else.

#### **contentment** (p. 40)

*Contentment* is a “feeling of satisfaction and happiness.” People feel contentment when they are doing something they enjoy.

## INTRODUCE AND USE *HEADSTRONG*

### 1 Introduce and Define *Headstrong* and Review Synonyms

Briefly review “The Mouse at the Seashore” in *Fables*. Show pages 40–41, and read the first three paragraphs on page 40 aloud.

Tell the students that the first word they will learn today is *headstrong*, and explain that *headstrong* means “determined to do what you want no matter what anyone says.” Explain that *headstrong*, *obstinate*, and *stubborn* are synonyms.

Explain that the Mouse is headstrong—he is determined to go to the seashore no matter what his mother and father say. He says, “Nothing can make me change my mind.”

Display word card 160 (WA6) and have the students say the word *headstrong*.

### Teacher Note

You might remind the students that they learned the word *obstinate* earlier. If you started a synonym chart, add the words *headstrong*, *obstinate*, and *stubborn* to it.

## 2 Play “Is Olive Headstrong?”

Explain that partners will play “Is Olive Headstrong?” You will describe something Olive does, and partners will discuss whether or not she is headstrong and why they think so.

Begin by saying:

- *Olive wants to play in the rain. Her sister tells her that she will get soaked, but Olive doesn’t listen. She runs outside and begins splashing through puddles.*

Ask:



**Q** *Is Olive headstrong? Why do you think that?* [Click 1 on WA6 to reveal the prompt.] *Turn to your partner.*

headstrong

**PROMPT 1:** We think Olive [is/is not] **headstrong** because . . .

1

WA6

**PROMPT 1:** “We think Olive [is/is not] headstrong because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *Olive’s older brother tells Olive that she is too little to camp out with him. He says, “You’ll get scared, Olive, so you can’t come.” Olive says, “Okay. I won’t go,” and she stays home.*
- *Olive and her friends are hiking. Olive wants to hike all the way to the lake, but her friends don’t want to. “The lake is too far away,” they tell Olive, “and it’s getting dark.” Olive ignores her friends and hikes on by herself.*

Point to the word *headstrong* and review the pronunciation and meaning of the word.

# INTRODUCE AND USE OVERWHELMED

## 3 Introduce and Define *Overwhelmed*

Review that the Mouse encounters dangers along the way, but he finally reaches the seashore. Read the last paragraph on page 40 aloud, emphasizing the word *overwhelmed*.

Explain that if you are overwhelmed by a feeling, you feel it very strongly—so strongly that you forget everything else. Explain that the Mouse is overwhelmed by a feeling of deep peace at the seashore. He forgets about his fears and the dangers of the trip and feels only peace and happiness.

Display word card 161 (🔊 WA7) and have the students say the word *overwhelmed*.

## 4 Discuss Feeling Overwhelmed

Explain that you can be overwhelmed by many different feelings, such as happiness, sadness, anger, and surprise.

Use “Think, Pair, Share” to discuss:



**Q** *When have you been overwhelmed by a feeling of happiness? When have you felt so happy that you forgot everything else?* [Pause; click ① on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I was overwhelmed by happiness when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then ask and discuss as a class:

**Q** *If a person were overwhelmed by a feeling of deep sadness, what might that person do or say?*

Click ② to reveal the next prompt and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “If a person were overwhelmed by sadness, the person might . . .”

Point to the word *overwhelmed* and review the pronunciation and meaning of the word.

### Teacher Note

Support struggling students by asking questions such as “When has something happened to you at home or at school that made you very, very happy?” and “When have you been so happy that you shouted with joy and jumped up and down?”

# INTRODUCE AND USE CONTENTMENT

## 5 Introduce and Define *Contentment*

Reread the following sentence aloud, emphasizing the word *contentment*:  
“He was overwhelmed by a feeling of deep peace and contentment.”

Explain that *contentment* is a “feeling of satisfaction and happiness.”  
Explain that the Mouse feels contentment, or satisfaction and happiness, because he has done what he set out to do—reach the sea—and looking at the sea makes him happy.

Display word card 162 (🌐 WA8) and have the students say the word *contentment*.

## 6 Discuss Times We Feel Contentment

Explain that people feel contentment, or satisfaction and happiness, when they are doing something they enjoy. Give an example of when you feel contentment.

### You might say:

“I feel contentment when I’m curled up with a good book in the evening. It makes me happy to have some time to myself after a busy day, and I love reading a good story. I also feel contentment after I have eaten a good meal. I really enjoy food, and eating a delicious meal leaves me satisfied and happy.”

Explain that partners will discuss when they feel contentment, and then a few students will share their partners’ thinking.

Use “Think, Pair, Share” to discuss:



**Q** *When do you feel contentment? When do you feel satisfaction and happiness?* [Pause; click ❶ on WA8 to reveal the first prompt.]  
*Turn to your partner.*

**PROMPT 1:** “I feel contentment when . . .”

After partners have talked, click ❷ on WA8 to reveal the next prompt.  
Have one or two volunteers use the prompt to share their partners’ thinking with the class.

**PROMPT 2:** “[Paulo] feels contentment when . . .”

Point to the word *contentment* and review the pronunciation and meaning of the word.

### ELL Note

The Spanish cognate of *contentment* is *contento/a*.

### Teacher Note

You might explain that *satisfaction* is “feeling satisfied, or pleased, because you have done something well or something has turned out the way you wanted.”

### Teacher Note

Support struggling students by asking questions such as, “When do you feel happy or satisfied at home or at school?” and “What do you do alone or with friends that makes you feel happy and satisfied?”



## MORE ELL SUPPORT

### Discuss Being Headstrong

Remind the students that they learned the word *headstrong*, and review that if you are headstrong, you are determined to do what you want no matter what anyone says. Review that the Mouse in the fable “The Mouse at the Seashore” is headstrong—he is determined to go to the seashore no matter what his mother and father say. Ask the students to think about a time they were headstrong. Then ask:

**Q** *When were you headstrong?*

**Q** *Why do you think you were headstrong?*

Have the students use the prompts to share their thinking with a partner.

**PROMPTS:** “I was headstrong when . . .” and “I think I was headstrong because . . .”

Have a few volunteers use the prompts to share their thinking with the group.

# Day 4

## Review *Headstrong*, *Overwhelmed*, and *Contentment*

### Materials

- Daily review cards (WA9)
- Copy of this week’s family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *headstrong*, *overwhelmed*, and *contentment* from Day 3
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### ***headstrong***

*Headstrong* means “determined to do what you want no matter what anyone says.”

#### ***overwhelmed***

If you are overwhelmed by a feeling, you feel it very strongly—so strongly that you forget everything else.

#### ***contentment***

*Contentment* is “a feeling of satisfaction and happiness.” People feel contentment when they are doing something they enjoy.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗉 WA9). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of these words might you use when you talk with your family or friends? How might you use the word? [Pause; click 1 on WA9 to reveal the first prompt.] Turn to your partner.

headstrong overwhelmed contentment

**PROMPT 1:** I might use the word \_\_\_\_\_.

I might say . . .

1 2

WA9

**PROMPT 1:** “I might use the word [*headstrong*]. I might say . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Which Word Am I?”

Explain that partners will play “Which Word Am I?” Review that you will give a clue about one of the words and partners will figure out the word.

Begin by saying:

- *I’m the feeling you get when you are having fun with your friends.*

Ask:



**Q** What word am I? Why do you think that? [Click 2 on WA9 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “I think the word is [*contentment*] because . . .”

After partners have talked, have one or two volunteers share their thinking with the class.

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### Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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### Teacher Note

You might remind the students that earlier they learned the compound word *heartbreaking*, which means "very sad or upsetting."

Using the same procedure, discuss one or more of the following:

- *I'm how you feel when you are so scared you can't think or move.* (overwhelmed)
- *I'm how you would describe someone who is stubborn and doesn't listen to good advice.* (headstrong)
- *I'm how you feel when you are very, very sad and nothing can make you feel better.* (overwhelmed)
- *I'm the feeling of happiness and satisfaction you get when you are doing something you enjoy.* (contentment)
- *I'm how you describe someone who does something even though all of her friends tell her not to do it.* (headstrong)

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## EXTENSION

### Discuss the Compound Word *Headstrong*

Write the word *headstrong* where everyone can see it, and explain that *headstrong* is a compound word. Review that a *compound word* is a "word made up of two or more shorter words," and remind the students that if they see a compound word in their reading and are not sure what it means, they can usually figure out the meaning by identifying the shorter words and thinking about what each word means.

Ask and discuss as a class:

**Q** *What shorter words make up the word headstrong?*

Have a few volunteers use the prompt to share their thinking.

**PROMPT:** "[*Head*]" and "[*strong*]" make up the word *headstrong*."

If necessary, point out that the words *head* and *strong* make up the word *headstrong*. Explain that someone who is headstrong has a strong belief or idea in his mind (head), and no one is going to change his thinking.

## In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way

## Words Reviewed

### aggressive

*Aggressive* means “threatening or ready and eager to fight or attack others.” Aggressive animals or people are frightening because they can be mean, dangerous, or violent.

### considerate

*Considerate* means “thoughtful of the feelings and needs of others.”

### evacuate

*Evacuate* means “leave a place and go somewhere safer.”

### skillful

*Skillful* means “good at doing something.”

### stressful

*Stressful* means “causing worry or tension.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA10) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Does That Make Sense?”

Tell the students that partners will play a game called “Does That Make Sense?” Remind the students that you will read a sentence that includes one of the vocabulary words. Partners will decide whether the word makes sense in the sentence and explain why they think so.

Read the following sentence aloud twice:

- *Harold is always considerate of his sister while she does her homework. He talks loudly on the phone and watches television in the same room.*

## Materials

- Ongoing review cards (WA10)

## Teacher Note

If the students struggle to answer the questions, call for their attention. Reread the story aloud, and explain that *considerate* does not make sense in the story because talking loudly and having the TV on in the same room would make it difficult to do homework. Harold is not being considerate of his sister.

Ask:



**Q** Does the word *considerate* make sense in the sentence? Why do you think that? [Click **1** on WA10 to reveal the first prompt.] Turn to your partner.

WA10

aggressive   considerate   evacuate  
skillful   stressful

**PROMPT 1:** The word ***considerate*** [does/does not] make sense because . . .

**1**   **2**   **3**   **4**   **5**

**PROMPT 1:** “The word *considerate* [does/does not] make sense because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following sentences:

**[evacuate]**

- *The residents of the burning building were evacuated by firefighters.*



**Q** Does the word *evacuated* make sense in the sentence? Why do you think that? [Click **2** to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “The word *evacuated* [does/does not] make sense because . . .”

**[aggressive]**

- *The class bunny, Mr. Bunny, is very aggressive. He is cute and cuddly and loves munching on carrots.*



**Q** Does the word *aggressive* make sense in the sentence? Why do you think that? [Click **3** to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “The word *aggressive* [does/does not] make sense because . . .”

**[stressful]**

- *Aliyah had a very stressful day. She missed her bus, was late for work, and lost her keys.*



**Q** Does the word *stressful* make sense in the sentence? Why do you think that? [Click **4** to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “The word *stressful* [does/does not] make sense because . . .”

[skillful]

- *Donny is skillful at baking cookies. He always adds too much flour, burns the bottoms, and makes them too big.*

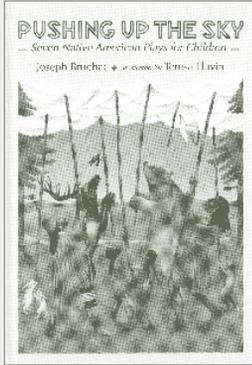


**Q** *Does the word skillful make sense in the sentence? Why do you think that?* [Click **5** to reveal the prompt.] *Turn to your partner.*

**PROMPT 5:** “The word *skillful* [does/does not] make sense because . . .”

# Week 28

## RESOURCES



### Read-aloud

- “Possum’s Tail” from *Pushing Up the Sky: Seven Native American Plays for Children* by Joseph Bruchac, illustrated by Teresa Flavin

### More Strategy Practice

- “Discuss Another Meaning of *Brainstorm*”

### Extensions

- “Explore the Prefix *dis-*”
- “Explore the Suffix *-y*”

### Assessment Resource Book

- Week 28 vocabulary assessments



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1-WA11

### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)

- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

### Reproducibles

- Week 28 family letter (BLM1)
- (Optional) “Week 28 Word Cards” (BLM2)
- (Optional) “Week 28 Crossword Puzzle” (BLM3)

# OVERVIEW

## Words Taught

well-organized

*disorganized*

*boast*

silky

improvise

*brainstorm*

## Words Reviewed

diligent

frank

headstrong

overwhelmed

self-confident

## Word-learning Strategies

- Recognizing antonyms and synonyms (review)
- Recognizing words with multiple meanings (review)
- Recognizing idioms (review)

## Vocabulary Focus

- Students learn and use six words from or about the play.
- Students review antonyms and synonyms.
- Students review recognizing words with multiple meanings.
- Students review recognizing idioms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students develop the skill of giving reasons for their ideas.
- Students develop the skill of asking clarifying questions.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

## 1 DO AHEAD

- ✓ Prior to Day 1, identify an area in the classroom that is well-organized, such as your desk, the classroom library, or the computer center. You will use this area to discuss the word *well-organized*.
- ✓ Prior to Day 3, collect one or more silk items such as a scarf, pillowcase, handkerchief, napkin, or shirt to discuss the word *silky*.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss Another Meaning of *Brainstorm*” on page 590.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prior to Day 5, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 206 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1); see page 210 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 213 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the following materials: “Week 28 Word Cards” (BLM2) and “Week 28 Crossword Puzzle” (BLM3). These materials can be used to provide your students with more opportunities to review the words.

# Introduce *Well-organized, Disorganized, and Boast*

# Day 1

## In this lesson, the students:

- Learn and use the words *well-organized, disorganized, and boast*
- Review antonyms and synonyms
- Build their speaking and listening skills
- Give reasons for their ideas

## Words Taught

### **well-organized** (p. 37)

If something is well-organized, it is planned or arranged (put together) in a neat or orderly way.

### **disorganized**

If something is disorganized, it is not planned or arranged (put together) in a neat or orderly way. It is messy or confusing.

### **boast**

*Boast* means “brag.” When people boast, they talk about themselves or something they have with too much pride or pleasure.

## INTRODUCE AND USE *WELL-ORGANIZED*

### 1 Introduce and Define *Well-organized*

Show page 37 of *Pushing Up the Sky* and review that the play “Possum’s Tail” is based on a Native American tale told by the Cherokee people.

Explain that this introduction to the play gives background information about the Cherokee people. Read the first paragraph aloud, emphasizing the word *well-organized*.

Explain that if something is well-organized, it is planned or arranged (put together) in a neat or orderly way. When the author says that the Cherokee villages were well-organized, he means that the villages were made up of houses that were planned and built in a neat and orderly way.

Display word card 163 (🗉 WA1) and have the students say the word *well-organized*.

## Materials

- “Possum’s Tail”
- Word card 163 (WA1)
- Word card 164 (WA2)
- Word card 165 (WA3)

## Teacher Note

You might explain that *well-organized* is a hyphenated word and that a *hyphenated word* is a “word made up of two or more shorter words connected by a hyphen (a small dash).” The hyphenated word *well-organized* is made up of the words *well* and *organized*. Something that is well-organized is organized, or planned or arranged, well.

## 2 Discuss Well-organized Places and Events

Direct the students' attention to the well-organized classroom area you identified earlier and point out why the area is well-organized.

**You might say:**

"Our classroom library is well-organized, or arranged in a neat and orderly way. The books are neatly stored in book boxes on shelves. The book boxes are also arranged by genre, or type. The fiction books are in the red boxes and the non-fiction books are in the green boxes. There is a 'check-in' box for returning books. There are beanbags in each corner of the library to sit in while you are reading."

Discuss as a class:

**Q** *What other area in our classroom is well-organized? Why do you say it is well-organized?*

Click **1** on word card 163 (WA1) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

well-organized

**PROMPT 1:** Our \_\_\_\_\_ is **well-organized**  
because . . .

**1** **2**

WA1

**PROMPT 1:** "Our [writing center] is well-organized because . . ."

Explain that events such as parties and trips can also be well-organized, or carefully planned so that things go well. Give a couple of examples of well-organized events you have planned or attended.

**You might say:**

"This year's science fair was well-organized. Every student had space for a display, and there was enough time for everyone to present their projects. I enjoyed it very much. I made sure my sister's surprise birthday party this year was well-organized. First, I reserved a space for a picnic well ahead of time, and I sent out invitations a month before the birthday. Next, I asked each person who was attending to bring a different food or dessert so that there would be lots of different kinds of food. The party went well, and everyone had fun."

Use “Think, Pair, Share” to discuss:



**Q** *When have you attended an event that was well-organized? Why do you say it was well-organized?* [Click 2 on WA1 to reveal the next prompt.] *Turn to your partner.*

**PROMPT 2:** “[My volleyball tournament] was well-organized because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *well-organized* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE DISORGANIZED

### 3 Introduce and Define *Disorganized* and Review Antonyms

Tell the students that the next word they will learn today is *disorganized*. Display word card 164 (WA2) and have the students say the word *disorganized*. Explain that *well-organized* and *disorganized* are antonyms, and review that *antonyms* are “words with opposite meanings.” Ask:

**Q** *If well-organized means “planned or arranged in a neat or orderly way,” and well-organized and disorganized are antonyms, what do you think disorganized means?*

Click 1 on WA2 to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “I think *disorganized* means . . .”

If necessary, explain that if something is disorganized, it is not planned or arranged (put together) in a neat or orderly way. It is messy or confusing.

### 4 Play “Well-organized or Disorganized?”

Tell the students that they will play a game called “Well-organized or Disorganized?” Explain that you will describe a place or event and partners will decide whether the place or event is well-organized or disorganized and why they think so.

Begin by saying:

- *In Rhoda’s closet, the clothing is arranged by color. Shirts and pants hang neatly on hangers. Shoes sit in neat rows on shelves, and hats are stacked above the clothes.*

#### ELL Note

The Spanish cognate of *disorganized* is *desorganizado/a*.

#### Teacher Note

If you started an antonym chart, add *well-organized* and *disorganized* to it.

### Teacher Note

You might remind the students that they learned the word *cluttered* earlier and that if a place is cluttered, it is messy. There are things scattered here, there, and everywhere.

### Teacher Note

If you started a synonym chart, add the words *boast* and *brag* to it.

Ask:

-  **Q** *Is Rhoda's closet well-organized or disorganized? Why?* [Click 2 on WA2 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** "Rhoda's closet is [well-organized] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Repeat the procedure with one or both of the following scenarios:

- *Mr. Lopez had a yard sale. He put up a big sign on his front lawn that said "Yard Sale! Come one, come all!" There were tidy stacks and neat rows of items for sale. There were different sections for toys, kitchen utensils, and clothes.*

-  **Q** *Is the yard sale well-organized or disorganized? Why?* [Click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** "The yard sale is [well-organized] because . . ."

- *Mrs. Peterson's kitchen is messy. There are dirty plates everywhere and food all over the counters. The cabinets are open and cluttered.*

-  **Q** *Is the kitchen well-organized or disorganized? Why?* [Click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** "The kitchen is [disorganized] because . . ."

Point to the word *disorganized* and review the pronunciation and meaning of the word.

## 5 Introduce and Define *Boast* and Review Synonyms

Explain that the last word the students will learn today is *boast* and that *boast* means "brag." Explain that that *boast* and *brag* are synonyms. When people boast, they talk about themselves or something they have with too much pride or pleasure.

Display word card 165 (🗉 WA3) and have the students say the word *boast*.

Remind the students that in Scene 1 of "Possum's Tail" the animals are discussing a meeting they plan to have, and Possum arrives. Tell the students that as you read from Scene 1 you want them to listen for what Possum boasts about. Then read Scene 1 on page 39 aloud, stopping at the end of the page.

Ask:

- Q** *What is Possum boasting or bragging about? What does he say that is an example of boasting?*

Click 1 on word card 165 (WA3) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** "Possum is boasting about [his tail]. He says . . ."

## 6 Play “Is Olive Boasting?”

Explain that the students will play “Is Olive Boasting?” You will describe something that the imaginary third-grader Olive is saying. Partners will then decide whether or not she is boasting and why they think so. Begin by reading the following scenario aloud twice:

- *Olive got a new bike for her birthday. She brings it to school and won’t stop talking about it to her friends. She says, “My new bike is the greatest bike in the world!”*

Ask:



**Q** *Is Olive boasting? Why?* [Click 2 on WA3 to reveal the prompt.]  
Turn to your partner.

**PROMPT 2:** “I think Olive [is/is not] boasting because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of the following:

- *Olive gets a new haircut on the first day of school. Her friend Billy says it looks nice and she says, “Thanks, Billy! My mother cut it. I think she did a nice job.”*



**Q** *Is Olive boasting? Why?* [Point to prompt 2.] Turn to your partner.

- *After Olive’s basketball team wins their game, she yells, “We won! I’m so happy! We won!” Then Olive shakes hands with the players on the team that lost.*



**Q** *Is Olive boasting? Why?* [Point to prompt 2.] Turn to your partner.

Point to the word *boast* and review the pronunciation and meaning of the word.

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## EXTENSION

### Explore the Prefix *dis-*

Write the word *disorganized* where everyone can see it. Remind the students that if something is disorganized, it is not planned or arranged (put together) in a neat or orderly way. It is messy or confusing.

Underline the prefix *dis-* and explain that *dis-* is a prefix. Remind the students that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Explain that the prefix *dis-* means “not” or “the opposite of.” Point out that when *dis-* is added to the word *organized*, it makes the word *disorganized*, which means “not organized.”

Have the students discuss the meaning of other words that use the prefix *dis-*, such as *disagree*, *discomfort*, *disconnect*, *disinterested*, and *disobey*.

# Day 2

## Review *Well-organized*, *Disorganized*, and *Boast*

### Materials

- Daily review cards (WA4)

### In this lesson, the students:

- Review and practice using the words *well-organized*, *disorganized*, and *boast* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **well-organized**

If something is well-organized, it is planned or arranged (put together) in a neat or orderly way.

#### **disorganized**

If something is disorganized, it is not planned or arranged (put together) in a neat or orderly way. It is messy or confusing.

#### **boast**

*Boast* means “brag.” When people boast, they talk about themselves or something they have with too much pride or pleasure.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA4). Review the pronunciation and meaning of each word.

Ask:



Q Which of these words do you think is the most interesting? Why?

[Click 1 on WA4 to reveal the first prompt.] Turn to your partner.

well-organized

disorganized

boast

PROMPT 1: I think the word \_\_\_\_\_ is the most interesting because . . .

1 2 3 4

WA4

**PROMPT 1:** “I think the word [*boast*] is the most interesting because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Review that you will read a sentence that includes one of the vocabulary words. Partners will decide whether the word makes sense in the sentence and explain why they think so.

Point to the word *well-organized* on the daily review cards (WA4) and explain that the first sentence includes the word *well-organized*.

Read the following sentence aloud twice:

- *In a well-organized store, empty boxes are scattered here, there, and everywhere, and the shelves are cluttered.*

Ask:



**Q** *Does the word well-organized make sense in the sentence? Why do you think that?* [Pause; click 2 on WA4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “*Well-organized* [does/does not] make sense because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following sentences:

[**boast**]

- *“My house is the biggest, fanciest, most expensive, and most beautiful house on the block,” Hanna boasted to her friends.*



**Q** *Does the word boasted make sense in the sentence? Why do you think that?* [Pause; click 3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “*Boasted* [does/does not] make sense because . . .”

[**disorganized**]

- *The disorganized desk had papers neatly stacked in one corner and pens and pencils in a box in another corner.*



**Q** *Does the word disorganized make sense in the sentence? Why do you think that?* [Pause; click 4 to reveal the prompt.] *Turn to your partner.*

**PROMPT 4:** “*Disorganized* [does/does not] make sense because . . .”

### Teacher Note

If the students struggle to answer the questions, call for their attention. Reread the sentence aloud, and explain that *well-organized* does not make sense in the sentence because a well-organized store would not have empty boxes lying about or cluttered shelves. Instead, the store would be neat and orderly. Then read the next story and discuss it as a class, rather than in pairs.

# Day 3

## Introduce *Silky*, *Improvise*, and *Brainstorm*

### Materials

- “Possum’s Tail”
- Word card 166 (WA5)
- Word card 167 (WA6)
- Word card 168 (WA7)
- A silk item (collected ahead)

### In this lesson, the students:

- Learn and use the words *silky*, *improvise*, and *brainstorm*
- Review idioms
- Review words with multiple meanings
- Build their speaking and listening skills
- Ask clarifying questions

### Words Taught

#### **silky** (p. 40)

*Silky* means “soft and smooth like silk.”

#### **improvise** (p. 40)

*Improvise* means “make up and perform something without any preparation.” *Improvise* can also mean “make or do something using whatever materials are available.”

#### **brainstorm**

A *brainstorm* is a “sudden idea.”

## INTRODUCE AND USE *SILKY*

### 1 Introduce and Define *Silky*

Show page 40 of “Possum’s Tail” and review that in this part of the play Possum tells the other animals that he should speak at the meeting they are planning. Then read aloud Turtle, Otter, and Possum’s dialogue on page 40, emphasizing the word *silky*.

Explain that *silky* means “soft and smooth like silk.” Explain that Possum brags that his tail is *silky*, or soft and smooth like silk.

Display word card 166 (WA5) and have the students say the word *silky*.

### 2 Play “Is It Silky?”

Show and describe the silk item you collected ahead of time. Explain that the item is made out of silk, which is a type of fabric that is very soft. You might pass the item around so that the students can touch it. Explain that people also use the word *silky* to describe things that are not made of silk but that have a soft, smooth feel of silk, like Possum’s tail.

Tell the students that they will play a game called “Is It Silky?” You will name an object and partners will decide whether or not they would describe the object as silky and why.

Begin by saying:

- *tree bark*

Ask:



**Q** *Is tree bark silky? Why?* [Click 1 on WA5 to reveal the prompt.]  
Turn to your partner.

**PROMPT 1:** “[Tree bark] [is/is not] silky because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *cat fur*



**Q** *Is cat fur silky? Why?* [Point to prompt 1.] Turn to your partner.

- *gravel*



**Q** *Is gravel silky? Why?* [Point to prompt 1.] Turn to your partner.

- *a rose petal*



**Q** *Is a rose petal silky? Why?* [Point to prompt 1.] Turn to your partner.

Follow up by discussing as a class:

**Q** *What is something silky that you own?*

Point to the word *silky* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE IMPROVISE

### 3 Introduce and Define *Improvise*

Show page 40 again and review that in this part of the play Possum is boasting, or bragging, about his tail to the other animals. Tell the students that the author of the play provides a piece of stage direction—a suggestion to the actors about what they should do—as Possum is boasting. Then read the following stage direction, emphasizing the word *improvise*: “Possum can continue to improvise while Bear and Rabbit speak, saying ‘Isn’t it beautiful?’ etc.”

Tell the students that *improvise* means “make up and perform something without any preparation.” Explain that in the stage direction, the author is telling the actor playing Possum that he or she can improvise, or make up other things to say, as Possum continues to boast about his tail. For example, the actor playing Possum might improvise, or make up, other boasts about his tail, such as “Isn’t it beautiful? Isn’t it lovely? Isn’t my tail gorgeous, fabulous, and wonderful?”



#### ELL Note

The Spanish cognate of *improvise* is *improvisar*.

### Teacher Note

You might explain that a *scene* is “one particular part of a play or movie.”

### Teacher Note

If the students struggle to improvise the scene, signal for their attention and ask a volunteer pair to act out the scene (or act out the scene yourself with the help of a volunteer). Afterward, have the students discuss what they saw by asking “What did you see [Bryce and Catherine] do when they improvised?”

Display word card 167 (WA6) and have the students say the word *improvise*.

## 4 Improvise a Scene

Tell the students that actors sometimes improvise a scene, or make up what they say and do in the scene, rather than saying and doing something they have prepared or rehearsed.

Explain that the students are going to be actors and improvise a scene with their partner. Explain that you will describe the scene, and then when you say “Turn to your partner,” partners will act out the scene, making up their actions and words on the spot.

Read the following scenario:

- *You and your partner are in a rowboat. There is a leak in the boat and it is quickly filling with water.*



Give the students a few moments to think about the situation. Then say “Turn to your partner” and have partners act out the scene. After a minute or two, signal for the students’ attention and discuss:

**Q** *What did you and your partner do and say when you improvised?*

Click **1** on word card 167 (WA6) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “When we improvised, we . . .”

Discuss as a class:

**Q** *Did you enjoy improvising? Why?*

Click **2** to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I [did/did not] enjoy improvising because . . .”

## 5 Discuss Another Meaning of *Improvise*

Tell the students that *improvise* has a second meaning. It can also mean “make or do something using whatever materials are available.”

Tell the students that often when we are cooking or making crafts, we do not have the exact ingredients or materials the recipe or instructions call for, so we improvise, or use whatever is available. Give the students a few examples of when you have improvised or seen someone improvise.

### You might say:

“Last weekend, I wanted to bake muffins but I was out of eggs. I improvised by using mashed bananas in place of the eggs. The last time we had a rain shower, I was caught outside without an umbrella. I improvised and used a newspaper to keep dry. Yesterday, Helen and Neil asked for a spinner to play a game. I did not have a spinner, so they improvised and used a die instead.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you had to improvise while you were making or doing something? What did you do to improvise?* [Pause; click **3** on WA6 to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I had to improvise when . . .” and “I improvised by . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *improvise* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE BRAINSTORM

### 6 Introduce and Define *Brainstorm* and Review Idioms

Show page 41 and explain that in this part of “Possum’s Tail” Bear and Rabbit discuss ideas to make Possum stop boasting about his tail. Read the conversation between Bear and Rabbit on page 41.

Tell the students that the last word they will learn today is *brainstorm*. Explain that a *brainstorm* is a “sudden idea.” Explain that, as Rabbit and Bear are talking, Rabbit has a brainstorm, or sudden idea, about Possum.

Display word card 168 (WA7) and have the students say the word *brainstorm*.

Explain that *brainstorm* is an example of an idiom, and review that an *idiom* is an “expression or phrase that means something different from what it appears to mean.” Explain that when you say you had a brainstorm, you do not mean that there was actually a storm inside your brain. Instead, you mean that you had a sudden idea—an idea that came to you quite suddenly, like a powerful thunderstorm.

### 7 Discuss Having a Brainstorm

Explain that people often have brainstorms when they are confronting a tough problem or situation and they need a good idea to solve the problem. Give some examples of a time you or someone you know has had a brainstorm.

#### You might say:

“I have lots and lots of books crowding my shelves at home, and I’ve been wondering what to do with them. The other day I had a brainstorm—an idea suddenly came to me. I will donate some of my old books to our local library. That way others will be able to read them, and I’ll have space for new books on my shelves. Jake had a brainstorm during writing time the other day. He was having trouble thinking of something to write about—and then an idea suddenly came to him. He would write a story about going to a baseball game with his grandfather.”

#### Teacher Note

Support struggling students by asking questions such as “When have you had to substitute one item for another when you were working on an art project?” and “When have you wanted to use something, but could not find what you were looking for and used something else instead?”

#### Teacher Note

If you started an idiom chart, add *brainstorm* and its definition “sudden idea.” You might remind the students that they learned the idioms “have eyes in the back of your head,” “have a change of heart,” “blow your top,” and “throw yourself into something.”

Use “Think, Pair, Share” to discuss:



**Q** *When have you or someone you know had a brainstorm?* [Click 1 on WA7 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “[My friend Annie] had a brainstorm when . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that some people are full of ideas and have a lot of brainstorms. Ask:

**Q** *Who do you know who has lots of brainstorms?*

Point to the word *brainstorm* and review the pronunciation and meaning of the word.

---

## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Brainstorm*

Review that words can have more than one meaning and that the meanings are often very different. Explain that the word *brainstorm* has two very different meanings. Review that *brainstorm* can mean a “sudden idea.” Then tell the students that *brainstorm* can also mean “think of many different ways of doing something.”

Remind the students that when they read or hear a word that has more than one meaning—like *brainstorm*—they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a sentence that uses the word *brainstorm*. The students will decide whether *brainstorm* means a “sudden idea” or “think of many different ways of doing something.”

Then read the following sentence aloud twice:

- *After Claudine loses her house keys and can't get in her front door, she has a brainstorm to check if the back door is open.*

Ask:

**Q** *In the sentence, does brainstorm mean a “sudden idea” or “think of many different ways of doing something”? Why do you think that?*

Show the prompt and read it aloud.

**PROMPT:** “I think *brainstorm* means [‘a sudden idea’] because . . .”

Have one or two volunteers use the prompt to share their thinking with the class. Using the same procedure, discuss the following sentence:

- *The students brainstorm ideas for the topic of their science presentation.*

# Review *Silky, Improvise,* and *Brainstorm*

# Day 4

## In this lesson, the students:

- Review and practice using the words *silky*, *improvise*, and *brainstorm* from Day 3
- Build their speaking and listening skills
- Work in a responsible way
- Give reasons for their ideas

## Words Reviewed

### **silky**

*Silky* means “soft and smooth like silk.”

### **improvise**

*Improvise* means “make up and perform something without any preparation.” *Improvise* can also mean “make or do something using whatever materials are available.”

### **brainstorm**

A *brainstorm* is a “sudden idea.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA8). Review the pronunciation and meaning of each word.

Ask:



**Q** *Imagine that you are in the school play but forgot to bring your costume to school on the day of the play. What word would you use to describe how you solved the problem? Why? [Click 1 on WA8 to reveal the prompt.] Turn to your partner.*

**PROMPT 1:** “I would use the word [*improvise*]. I would say . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Tell Me a Story”

Explain that partners will do the activity “Tell Me a Story.” Remind the students that you will tell them the beginning of a story that includes a vocabulary word. They will use what they know about the word and their imaginations to make up an ending for the story.

## Materials

- Daily review cards (WA8)
- “Tell Me a Story” chart (WA9)
- Copy of this week’s family letter (BLM1) for each student
- (Optional) Copy of the “Week 28 Crossword Puzzle” (BLM3) for each student

### Teacher Note

If the students have difficulty thinking of an ending, review the definition of *improvise* and think aloud about an ending. (For example, say “Gary improvised by painting a picture.”) Then reread the beginning of the story and repeat the question.

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

### Teacher Note

To provide students with additional review of words taught during Weeks 27 and 28, you might distribute a copy of the “Week 28 Crossword Puzzle” (BLM3) to each student.

Display the “Tell Me a Story” chart (WA9). Point to story 1 and begin by reading the story aloud twice, slowly and clearly. Point to the word *improvise* and explain that you will tell the beginning of a story that includes the word *improvise*.

- Story 1: *After arriving at school, Gary realized he forgot to bring his art project. Before art class, he improvised by . . .*

Ask:



Q How might you finish the story? How might Gary improvise? [Point to prompt 1.] Turn to your partner.

### Tell Me a Story

After arriving at school, Gary realized he forgot to bring his art project. Before art class, he improvised by . . .

**PROMPT 1:** Gary **improvise**d by . . .

WA9

**PROMPT 1:** “Gary improvised by . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- Story 2: *Cece wants to throw her brother a fun birthday party, but she’s not sure what to do. Then she has a brainstorm. Her brainstorm is to . . .*

Ask:



Q How might you finish the story? What brainstorm might Cece have for her brother’s birthday party? [Point to prompt 2 on WA9.] Turn to your partner.

**PROMPT 2:** “Cece’s brainstorm is to . . .”

- Story 3: *Louis is looking through his grandparents’ attic. In an old trunk, he finds a silky . . .*

Ask:



Q How might you finish the story? What silky thing might Louis find in his grandparents’ attic? [Point to prompt 3.] Turn to your partner.

**PROMPT 3:** “Louis finds a silky . . .”

## EXTENSION

### Explore the Suffix -y

Remind the students that a *suffix* is a “letter or group of letters that is added to the end of a word to make a new word.” Explain that the suffix *-y* means “having the quality of or being like.” Explain that when *-y* is added to the word *silk*, which means “a type of smooth fabric,” it makes the word *silky*, which means “having the quality of or being like silk, or soft or smooth like silk.”

Explain that the suffix *-y* can be added to other words, and have the students discuss the meaning of each of these words: *clingy*, *tangy*, *curly*, *wavy*, *cheesy*, and *flaky*.

#### Teacher Note

You might point out that when you add the suffix *-y* to *wave*, you drop the letter *e* to spell *wavy*.

## Ongoing Review

## Day 5

#### In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way

#### Words Reviewed

##### diligent

*Diligent* means “hard-working.” When you are diligent, you work steadily or carefully on something because it is important to you.

##### frank

When you are frank, you say what you think, openly and honestly.

##### headstrong

*Headstrong* means “determined to do what you want no matter what anyone says.”

##### overwhelmed

If you are overwhelmed by a feeling, you feel it very strongly—so strongly that you forget everything else.

##### self-confident

*Self-confident* means “sure of yourself.” If you are self-confident, you are confident or sure you can do something.

#### Materials

- Ongoing review cards (WA10)
- Ongoing review activity (WA11)
- “Class Vocabulary Assessment Record” sheet (CA1)
- Class set of the “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

### Teacher Note

Each sentence on the weekly review activity (WA11) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer.
- The fourth click clears the screen.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🔊 WA10). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Do the Activity “Describe the Character”

Tell the students that partners will do the activity “Describe the Character.” Remind the students that you will read a story aloud, and partners will decide which vocabulary word on the chart best describes the main character of the story and explain why they think so.

Display the ongoing review activity (🔊 WA11) and begin the activity:

1. Click ❶ to reveal the first story. Explain that the main character of the story is Benjamin; then point to the story and read it aloud twice, slowly and clearly.
  - Story 1: *Benjamin is sad because he is too sick to go to summer camp. All he can think about is how much fun his friends are having while he is sick in bed. Benjamin becomes sadder and sadder and sadder as he thinks about camp.*
2. Give the students a few moments to think about the story. Then point to the vocabulary words and ask:



**Q** Which vocabulary word best describes Benjamin? Why? [Click ❶ again and read the prompt aloud.] *Turn to your partner.*

**PROMPT 1:** “[*Overwhelmed*] best describes Benjamin because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❶ a third time to highlight the correct vocabulary word.

diligent	frank	headstrong
overwhelmed		self-confident

**STORY 1:** Benjamin is sad because he is too sick to go to summer camp. All he can think about is how much fun his friends are having while he is sick in bed. Benjamin becomes sadder and sadder and sadder as he thinks about camp.



4. Click ① to clear the screen.

Using the same procedure, discuss the following stories:

- *Story 2: Heather's neighbor will not let anyone else use the swing at the park. Heather walks up to him and says, "I think you are being unfair. I would appreciate it if you would let other people have turns on the swing."* (frank)
- *Story 3: Liam decides to paint a picture of a boat for his art project. He looks at several photographs of boats before starting and then works on his painting every day for a whole week.* (diligent)
- *Story 4: Nadia is excited about her first track meet. She tells her friends, "I have been running all summer, and I am faster than I was last year. I think I am ready for our first meet."* (self-confident)
- *Story 5: David wants to build a tree house in his backyard. His friends tell him he needs help to do such a big job, but David doesn't listen. He goes ahead and tries to build the tree house on his own.* (headstrong)

### Teacher Note

If you are not using an interactive whiteboard, write each story and the words where everyone can see them.



## Assessment Notes

### CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses indicate that they understand the words' meanings?
- Do they use the vocabulary words correctly to explain their thinking?
- Are they using the words spontaneously and accurately in conversations outside of vocabulary time?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 206 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice in using the word through a game modeled on "Is Olive Gruff?" (see Week 15, Day 1, Step 8). For example, if the students are struggling with the word *frank*, play "Is Olive Frank?" by describing situations in which Olive is or is not being frank.

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

Before continuing with the week 29 lesson, take this opportunity to assess individual students' understanding of words taught in Weeks 25–28 by using the "Individual Vocabulary Assessment: Word Check 7" answer sheet (IA1) on page 210 of the *Assessment Resource Book*. For instructions on administering this assessment, see "Completing the Individual Vocabulary Assessment" on page 207 of the *Assessment Resource Book*.

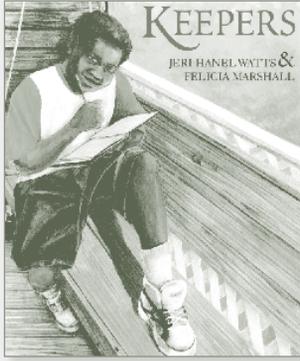
### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate her understanding of words taught in Weeks 25–28 using the "Student Self-assessment" response sheet (SA1). For instructions on administering this assessment, see "Completing the Student Self-assessment" on page 211 of the *Assessment Resource Book*.



# Week 29

## RESOURCES



### Read-aloud

- *Keepers* by Jeri Hanel Watts, illustrated by Felicia Marshall

### More Strategy Practice

- “Discuss Another Meaning of *Ease*”

### Extensions

- “Discuss the Compound Word *Caretaker*”
- “Explore Related Words: *Aroma* and *Aromatic*”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA12

### Reproducibles

- Week 29 family letter (BLM1)
- (Optional) “Week 29 Word Cards” (BLM2)

# OVERVIEW

## Words Taught

ease  
clench  
display  
caretaker  
aroma  
slump

## Words Reviewed

boast  
brainstorm  
disorganized  
improvise  
well-organized

## Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing words with multiple meanings (review)

## Vocabulary Focus

- Students learn and use six words from the story.
- Students review using context to determine word meanings.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

## DO AHEAD

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity “Discuss Another Meaning of *Ease*” on page 605.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 29 Word Cards” (BLM2). These cards can be used to provide your students with more opportunities to review the words.

# Day 1

## Introduce *Ease*, *Clench*, and *Display*

### Materials

- *Keepers*
- Word card 169 (WA1)
- “Sentences from *Keepers*” chart (WA2)
- Word card 170 (WA3)
- Word card 171 (WA4)

### In this lesson, the students:

- Learn and use the words *ease*, *clench*, and *display*
- Review using context to determine word meanings
- Review words with multiple meanings
- Act in fair and caring ways

### Words Taught

**ease** (p. 4)

*Ease* means “move slowly and carefully.”

**clench** (p. 11)

*Clench* means “hold or squeeze something tightly.”

**display** (p. 17)

*Display* means “show something or put something where people can easily see it.”

## INTRODUCE AND USE *EASE*

### 1 Introduce and Define *Ease*

Briefly review *Keepers*.

Show pages 4–5 of *Keepers* and review that Kenyon’s grandmother falls asleep as she is telling him a story. Read the last two sentences on page 4 aloud, emphasizing the word *eased*.

Explain that *ease* means “move slowly and carefully.” Display word card 169 (WA1) and ask the students to say the word *ease*.

Ask and discuss as a class:

**Q** *Why do you think Kenyon eases, or moves slowly and carefully, to the kitchen?*

Click 1 on word card 169 (WA1) to reveal the first prompt. Have one or two volunteers use the prompt to share their thinking with the class.

ease

**PROMPT 1:** I think Kenyon **eases** to the kitchen because . . .

1   2   3

**PROMPT 1:** “I think Kenyon eases to the kitchen because . . .”

If necessary, explain that Kenyon eases to the kitchen so that he will not disturb his grandmother. If he moves quickly and noisily, she might hear him and awaken.

## 2 Act Out Easing

Explain that, like Kenyon, people sometimes ease, or move slowly and carefully, because they want to be quiet or do not want to be noticed. Ask a volunteer to act out easing across the room because he does not want to be heard or noticed, and have the class watch carefully. Then ask:

 **Q** *What did you notice [Raymond] doing when he eased across the room?*  
[Click 2 on WA1 to reveal the prompt.] Turn to your partner.

**PROMPT 2:** “When [Raymond] eased across the room, he . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Explain that people also ease, or move slowly and carefully, because they are tired, sick, or sore and cannot move quickly. Ask a volunteer to act out easing into a chair because she is tired or sore, and have the class watch carefully. Then ask:

 **Q** *What did you notice [Kay] doing when she eased into the chair?* [Click 3 to reveal the prompt.] Turn to your partner.

**PROMPT 3:** “When [Kay] eased into the chair, she . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *ease* and review the pronunciation and meaning of the word.

### Teacher Note

Alternatively, you may wish to write the context sentences where everyone can see them.

### Teacher Note

If the students do not immediately figure out the meaning, tell them.

## INTRODUCE AND USE CLENCH

### 3 Introduce *Clench* and Review Using Context to Determine Word Meanings

Display the “Sentences from *Keepers*” chart (WA2). Show pages 10–11 of *Keepers* again and remind the students that in this part of the story Kenyon is late getting to the park to play baseball. Read the charted sentences aloud where they appear on page 11, emphasizing the word *clenched*.

Tell the students that the other word they will learn today is *clench*. Point to the word *clenched* on the chart and underline it. Remind them that sometimes you can figure out the meaning of a word by reading the sentence that includes the word, or the sentence before or after, and looking for clues. Explain that as you read these sentences again, you want them to think about what the word *clench* might mean and what words in the sentences are clues to the meaning of *clench*.

Read the sentences aloud. Ask:

-  **Q** Based on what you just heard, what do you think the word *clenched* might mean? [Point to prompt 1 on WA2.] Turn to your partner.

WA2

#### Sentences from *Keepers*

“It’s about time,” Mo taunted. “Did you have to help Granny into the sun?”

Kenyon’s knuckles burned as he clenched his fists tightly. He didn’t like to hear Little Dolly spoken of poorly. So much for another wallop-bat day, he thought.

**PROMPT 1:** I think ***clenched*** might mean . . .

**PROMPT 2:** The clues \_\_\_\_\_ help me figure out the meaning of the word ***clenched***.

**PROMPT 1:** “I think *clenched* might mean . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class. If necessary, explain that *clench* means “hold or squeeze something tightly.” Discuss as a class:

-  **Q** What clues in the sentences help you figure out that *clench* means “hold or squeeze something tightly”? [Point to prompt 2.] Turn to your partner.

**PROMPT 2:** “The clues [‘knuckles burned,’ ‘fists,’ and ‘tightly’] help me figure out the meaning of the word *clenched*.”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Circle the context clues on the chart as the students identify them. If necessary, point out that *knuckles burned*, *fists*, and *tightly* are all clues that help us figure out that *clench* means “hold or squeeze something tightly.” Explain that people sometimes clench, or squeeze, their fists when they are angry. Kenyon clenches his fists because Mo taunts (teases) him about his grandmother.

Act out how Kenyon might have clenched his fists, or point to the picture of Kenyon’s clenched fist on page 10. Then have the students clench their fists.

Display word card 170 ( WA3) and have the students say the word *clench*.

#### 4 Act Out and Discuss Clenching

Explain that you will act out clenching the book *Keepers* and you want the students to watch carefully and notice what you do. Then act out clenching *Keepers* by holding it tightly with both hands. Ask and discuss as a class:

**Q** *What did you see me do when I clenched the book?*

Click **1** on word card 170 (WA3) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 1:** “When you clenched the book, you . . .”

Ask the students to listen carefully as you describe some clenching that our imaginary friend Olive did. Then read the following story aloud:

- *Olive’s mother asked her to go to the grocery store and buy eggs and bread. Her mother handed her a five-dollar bill. Olive clenched the bill in her hand as she walked to the store.*

Ask:



**Q** *Why do you think Olive clenched the five-dollar bill?* [Click **2** on WA3 to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “I think Olive clenched the bill because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *clench* and review the pronunciation and meaning of the word.

#### **ELL Note**

You might use a piece of paper to represent a five-dollar bill and act out the scenario or have a volunteer act it out.

## INTRODUCE AND USE *DISPLAY*

### 5 Introduce and Define *Display*

Show pages 16–17 and review that Kenyon goes to the bakery when he is trying to figure out what to get his grandmother for her birthday. Read the first paragraph on page 17 aloud, emphasizing the word *display*.

Explain that *display* means “show something or put something where people can easily see it.” Point to the display case in the picture on pages 16–17 and explain that most bakeries have a glass case like this where they can display, or show, the delicious sweets they have for sale. Such a case is called a “display case.”

Display word card 171 (🗨️ WA4) and have the students say the word *display*.

### 6 Discuss Things That Are Displayed in the Classroom

Explain that teachers often display things in the classroom, or put things in places where students and visitors can easily see them, and point out a couple of things you have displayed (for example, the students’ artwork or writing, the students’ photographs, the letters of the alphabet, a sign or poster, a school map, or spelling or vocabulary words).

Explain that you would like the students to look around the classroom and notice other things that are displayed. Then partners will discuss what they noticed.

Give the students a few moments to look around the classroom. Then ask:

 **Q** *What is something that is displayed in our classroom? Why do you think it is displayed?* [Click ❶ on WA4 to reveal the first prompt.] Turn to your partner.

**PROMPT 1:** “[Our museum stories] are displayed. I think they’re displayed because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Then ask and discuss as a class:

**Q** *If you want to display a story or drawing you are proud of at home, where might you display it? Why?*

Click ❷ to reveal the next prompt, and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “I might display it [in my bedroom] because . . .”

Point to the word *display* and review the pronunciation and meaning of the word.

---

## MORE STRATEGY PRACTICE

### Discuss Another Meaning of *Ease*

Write the word *ease* where everyone can see it and explain that *ease* has more than one meaning. Review that *ease* means “move slowly and carefully.” Then explain that *ease* can also mean “relieve or lessen something or make something less painful, difficult, or upsetting.” For example, people sometimes take an aspirin or other medication to ease, or relieve, a headache. Children sometimes sleep with a night-light on to ease, or lessen, their fear of the dark.

Remind the students that if they hear or read a word that has more than one meaning, they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a story that includes the word *ease*. Partners will decide whether *ease* means “move slowly and carefully” or “relieve or lessen something” in the story and explain why they think so.

Read the following aloud:

- *Jaden was nervous. He was about to perform in the class play, and he was afraid he wouldn't do well. "You've practiced your part every day for a month," said Jaden's teacher to ease his worries. "Just do your best. That's what is important."*

Ask:

**Q** *In the story, does ease mean “move slowly and carefully” or “relieve or lessen something”? Why do you think that? Turn to your partner.*

**PROMPT:** “I think *ease* means [‘relieve or lessen something’] because . . .”

Have a few volunteers use the prompt to share their thinking with the class.

In the same way, discuss:

- *The old woman was feeling tired and weak. "I need a rest," she said to herself. She walked slowly across the living room and eased into her favorite chair.*

---

### Teacher Note

You might write the two meanings on the board.

# Day 2

## Review *Ease*, *Clench*, and *Display*

### Materials

- Daily review cards (WA5)

### In this lesson, the students:

- Review and practice using the words *ease*, *clench*, and *display* from Day 1
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### ease

*Ease* means “move slowly and carefully.”

#### clench

*Clench* means “hold or squeeze something tightly.”

#### display

*Display* means “show something or put something where people can easily see it.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA5). Review the pronunciation and meaning of each word.

Use “Think, Pair, Share” to discuss:



**Q** Which of this week’s words do you think was the most interesting to talk about? Why? [Pause; click 1 on WA5 to reveal the first prompt.] Turn to your partner.

ease clench display

**PROMPT 1:** I think \_\_\_\_\_ was the most interesting to talk about because . . .

1 2 3 4

WA5

**PROMPT 1:** “I think [*clench*] was the most interesting to talk about because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

## PRACTICE USING THE WORDS

### 2 Discuss “Would You?” Questions

Explain that you will ask some questions that partners will discuss.

Point to the word *ease* and ask:



**Q** *If you were in a hurry to get to your friend’s house, would you ease down the sidewalk? Why? [Click 2 to reveal the prompt.] Turn to your partner.*

**PROMPT 2:** “I [would/would not] ease down the sidewalk because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

[*clench*]



**Q** *If you were holding a paper cup filled with water, would you clench the cup? Why? [Click 3 to reveal the prompt.] Turn to your partner.*

**PROMPT 3:** “I [would/would not] clench the paper cup because . . .”

[*display*]



**Q** *If you made a clay sculpture you were not proud of, would you display it? Why? [Click 4 to reveal the prompt.] Turn to your partner.*

**PROMPT 4:** “I [would/would not] display the clay sculpture because . . .”

# Day 3

## Introduce *Caretaker*, *Aroma*, and *Slump*

### Materials

- *Keepers*
- Word card 172 (WA6)
- Word card 173 (WA7)
- Word card 174 (WA8)

### Teacher Note

If the students know the school custodian or other caretakers, you might name the caretakers and ask the students what they have seen the caretakers do to take care of the school. Alternatively, you might invite a caretaker to talk with the students about what he or she does to take care of the school.

### In this lesson, the students:

- Learn and use the words *caretaker*, *aroma*, and *slump*
- Act in fair and caring ways

### Words Taught

**caretaker** (p. 19)

A *caretaker* is a “person whose job is to take care of a property (building or land) for the owner.”

**aroma** (p. 20)

An *aroma* is a “pleasant smell.”

**slump** (p. 24)

*Slump* means “fall or sit down suddenly and heavily.”

## INTRODUCE AND USE CARETAKER

### 1 Introduce and Define *Caretaker*

Show pages 18–19 of *Keepers* and review that Kenyon talks to people in town to get ideas for Little Dolly’s birthday gift. Read the text on page 19 aloud, emphasizing the word *caretaker*.

Tell the students that a *caretaker* is a “person whose job is to take care of a property (building or land) for the owner.” Explain that the caretaker at the soldier’s cemetery takes care of the cemetery for the owner, doing things like watering and mowing the grass and decorating the cemetery with flags on holidays.

Display word card 172 (WA6) and have the students say the word *caretaker*.

### 2 Discuss Caretakers

Explain that the school has caretakers, or people who take care of the classrooms, hallways, library, cafeteria, playground, and other areas inside and around the school. Use “Think, Pair, Share” to discuss:



**Q** *What do our caretakers do to take care of the school?* [Pause; click 1 on WA6 to reveal the first prompt.] *Turn to your partner.*

caretaker

**PROMPT 1:** The **caretakers** . . .

1
2

**PROMPT 1:** “The caretakers . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask and discuss as a class:

**Q** *What might we do to help the caretakers take care of our school?*

Click **2** to reveal the next prompt and have a few volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “We might help the caretakers by . . .”

Point to the word *caretaker* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE AROMA

### 3 Introduce and Define *Aroma*

Show pages 20–21 and review that when Kenyon is in town, he sees a baseball glove in a store window. Read page 20 aloud, emphasizing the word *aroma*.

Explain that an *aroma* is a “pleasant smell.” Explain that Kenyon loves not only the feel of the baseball glove but also its *aroma*, or pleasant smell. Because of the *aroma* and the feel of the glove, Kenyon buys it.

Display word card 173 ( WA7) and have the students say the word *aroma*.

#### **ELL Note**

The Spanish cognate of *aroma* is *aroma*.

### ELL Note

You might have the students smell something, such as a bar of soap or a bottle of perfume, and then discuss whether they like the aroma.

### Teacher Note

Support struggling students by naming a few more aromas you like (for example, cinnamon, apple cider, oranges, freshly mowed grass, pinecones, freshly washed clothes) or by asking questions such as “What food do you think smells good?” and “What is something you have smelled [in our classroom/outdoors] that you like?”

### Teacher Note

Alternatively, you might slump into a chair and have the students discuss what they notice.

## 4 Discuss Aromas the Students Like

Give examples of aromas you like.

### You might say:

“I like the aroma of a rose. Roses have a wonderful smell. Lots of foods have pleasant aromas. I like the aroma of bread baking in the oven. I like the aroma of popcorn, too. My grandmother wears a perfume that has a wonderful aroma.”

Use “Think, Pair, Share” to discuss:



**Q** *What is an aroma you like?* [Pause; click **1** on WA7 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “I like the aroma of [my dad’s enchiladas].”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *aroma* and review the pronunciation and meaning of the word.

## INTRODUCE AND USE *SLUMP*

### 5 Introduce and Define *Slump*

Show pages 24–25 and review that Kenyon feels bad after he spends his money on a baseball glove. Read the first four paragraphs on page 24 aloud, emphasizing the word *slumped* and stopping after: “Kenyon slumped onto his bed. ‘I’m not sick. I’m just stupid.’”

Tell the students that *slump* means “fall or sit down suddenly and heavily.” Explain that Kenyon slumps, or falls suddenly and heavily, onto his bed because he is angry with himself for spending Little Dolly’s birthday money on a baseball glove.

Display word card 174 ( WA8) and have the students say the word *slump*.

### 6 Act Out and Discuss Slumping

Explain that people might slump if they are feeling angry and frustrated, like Kenyon, or if they are feeling very tired or weak. Ask a volunteer to act out slumping into a chair because she is very tired, and ask the class to watch carefully and notice what the volunteer does.

Then ask:



**Q** *What did you notice [Kendra] do when she slumped into the chair?*

[Click **1** on WA8 to reveal the prompt.] *Turn to your partner.*

**PROMPT 1:** “When [Kendra] slumped, she . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Ask and discuss as a class:

**Q** *If you were feeling really tired at home, where might you slump? Why?*

Click **2** on WA8 to reveal the next prompt and have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “If I were feeling really tired, I might slump [onto the couch] because . . .”

Point to the word *slump* and review the pronunciation and meaning of the word.

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## EXTENSIONS

### Discuss the Compound Word *Caretaker*

Write the word *caretaker* where everyone can see it. Remind the students that a *caretaker* is a “person whose job is to take care of a property (building or land) for the owner.” Explain that *caretaker* is a compound word, and that a *compound word* is a “word made up of two or more shorter words.”

Tell the students that if you come upon a compound word in your reading and are not sure what it means, you can sometimes figure out the meaning by identifying the shorter words that make up the compound word and thinking about what each word means. Point to the words *care* and *take* in *caretaker* and explain that these are the shorter words that make up *caretaker*. Explain that if you put together the meanings of *care* and *take*, you can figure out that a *caretaker* is a person who takes care of something.

In the same way, discuss some of these compound words from the story: *ballfield* (page 6), *homework* (page 6), *leftovers* (page 11), *storyteller* (page 13), *shopkeeper* (page 19), and *handmade* (page 30).

Ask the students for other examples of compound words, discuss them, and add them to the chart. Have the students listen and watch for more examples of compound words during the next few days, and add any new examples to the chart.

## Explore Related Words: *Aroma* and *Aromatic*

Write the word *aroma* where everyone can see it and review that an *aroma* is a “pleasant smell.” Tell the students that knowing the meaning of *aroma* can help them figure out the meaning of a word that is related to *aroma*. Write this sentence where everyone can see it:

- *Mick washes his hands with an aromatic soap, and he always smells wonderful.*

Ask:

**Q** *What word in the sentence is related to aroma? Why do you say that?*

If necessary, point out that *aromatic* is related to *aroma* and that you can see the word *aroma* in *aromatic*. Then ask:

**Q** *Based on what you know about the word aroma and clues in the sentence, what do you think the word aromatic means?*

If necessary, explain that *aromatic* means “pleasant to smell,” and point out that Mick smells nice because he washes with soap that is aromatic.

# Day 4

## Review *Caretaker*, *Aroma*, and *Slump*

### Materials

- Daily review cards (WA9)
- Daily review activity (WA10)
- Copy of this week’s family letter (BLM1) for each student

### In this lesson, the students:

- Review and practice using the words *caretaker*, *aroma*, and *slump* from Day 3
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **caretaker**

A *caretaker* is a “person whose job is to take care of a property (building or land) for the owner.”

#### **aroma**

An *aroma* is a “pleasant smell.”

#### **slump**

*Slump* means “fall or sit down suddenly and heavily.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (🗨️ WA9). Review the pronunciation and meaning of each word.

Point to the word *caretaker* and ask:

 **Q** *What is something a caretaker at a zoo might do? Why?* [Click ❶ on WA9 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “A caretaker at a zoo might [clean the animals’ cages] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss the following questions using the same procedure:

[aroma]

 **Q** *Would there be an aroma in a garbage can? Why?* [Click ❷ to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “There [would/would not] be an aroma in a garbage can because . . .”

[slump]

 **Q** *Would you be likely or unlikely to slump after running in a race? Why?* [Click ❸ to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “I would be [likely/unlikely] to slump after running a race because . . .”

## PRACTICE USING THE WORDS

### 2 Play “Finish the Story”

Tell the students that they are going to play “Finish the Story.” Explain that you are going to read some stories and that you will leave off the last word of each story. Review that partners will decide which word makes the best ending for the story.

Display the daily review activity (🗨️ WA10) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud twice, slowly and clearly. Point out that the ending is missing.
  - Story 1: *Julia enjoys cooking tamales. She loves the way they taste and their wonderful \_\_\_\_\_.*

#### Teacher Note

You might remind the students that they learned the words *likely* and *unlikely* earlier, and that when something is likely, it probably will happen or is probably true, and when something is unlikely, it probably will not happen or is probably not true.

#### Teacher Note

Each story on the daily review activity (WA10) has a corresponding number: the first story is ❶; the second story is ❷; and the third story is ❸. To play the game, click the corresponding number four times:

- The first click reveals the story and the word choices.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

2. Give the students a few moments to think about the story. Then ask:



**Q** Which word makes the best ending for the story? Why do you think that? [Pause; click 1 again and read the prompt aloud.] Turn to your partner.

**PROMPT:** “I think [*aroma*] makes the best ending because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place. Then reread the story with the word *aroma* at the end.

WA10

caretaker	aroma	slump
-----------	-------	-------

**STORY 1:** Julia enjoys cooking tamales. She loves the way they taste and their wonderful aroma.

1 2 3

4. Click 1 to clear the screen.

Repeat the procedure to discuss the following stories:

- Story 2: *Khamil noticed a woman fixing a broken window in his apartment building. “Who’s that lady?” he asked his father. His father replied, “That’s our building’s \_\_\_\_\_.” (caretaker)*
- Story 3: *Mrs. Gates was walking in the park. She suddenly felt weak and dizzy, and needed to sit down. She found a park bench and \_\_\_\_\_ onto it. (slumped)*

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM1). Encourage the students to talk about this week’s words with their families.

## In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Act in fair and caring ways

## Words Reviewed

### boast

*Boast* means “brag.” When people boast, they talk about themselves or something they have with too much pride or pleasure.

### brainstorm

A *brainstorm* is a “sudden idea.”

### disorganized

If something is disorganized, it is not planned or arranged (put together) in a neat or orderly way. It is messy or confusing.

### improvise

*Improvise* means “make up and perform something without any preparation.” *Improvise* can also mean “make or do something using whatever materials are available.”

### well-organized

If something is well-organized, it is planned or arranged (put together) in a neat or orderly way.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the ongoing review cards (🗉 WA11). Review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind the students that you will show a sentence with one or more words underlined. You will read each sentence aloud, and partners will decide which vocabulary word can replace the underlined part of the sentence.

## Materials

- Ongoing review cards (WA11)
- Ongoing review activity (WA12)

**ELPS 4.F.viii**

**ELPS 4.F.ix**

Step 2 (all, beginning on page 615 and continuing on to page 616)

## Teacher Note

You might explain that the students may need to change the form of the word to complete the sentence by adding an ending such as *-s*, *-ing*, or *-ed*.

## Teacher Note

Each sentence in the ongoing review activity (WA12) has a corresponding number: the first sentence is ①; the second sentence is ②; the third sentence is ③; and so on. To play the game, click the corresponding number four times:

- The first click reveals the sentence.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the sentence with the correct answer in place.
- The fourth click clears the screen.

Display the ongoing review activity (WA12) and begin playing the game:

1. Click ① to reveal the first sentence. Point to the sentence and read it aloud, emphasizing the underlined words.
  - Sentence 1: *The garage was tidy, the boxes labeled, the bikes hung on the wall, and all the tools put away.*
2. Give the students a few moments to think about the sentence and the underlined word. Then point to the three word choices and ask:



**Q** Which vocabulary word could replace the underlined word? Why? [Click ① again and point to the prompt.] Turn to your partner.

**PROMPT 1:** “I think the word [*well-organized*] could replace *tidy* because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ① a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place.

boast	brainstorm	disorganized
improvise		<b>well-organized</b>

**SENTENCE 1:** The garage was well-organized, the boxes labeled, the bikes hung on the wall, and all the tools put away.

① ② ③ ④ ⑤

WA12

4. Click ① to clear the screen.

Use the same procedure to discuss the following sentences:

- Sentence 2: *Tyler couldn't decide what to do for his cousin's birthday, but then he had a thought to throw her a surprise party.*



**Q** Which vocabulary word could replace the underlined word? Why? [Click ② again and point to the prompt.] Turn to your partner.

**PROMPT 2:** “I think the word [*brainstorm*] could replace *thought* because . . .”

- Sentence 3: *After Johanna won the spelling bee, she bragged that she was the best speller in the whole world.*



**Q** Which vocabulary word could replace the underlined word? Why?  
[Click 3 again and point to the prompt.] Turn to your partner.

**PROMPT 3:** “I think the word [*boasted*] could replace *bragged* because . . .”

- Sentence 4: *The surprised contest winner made up a very powerful acceptance speech.*



**Q** Which vocabulary word could replace the underlined phrase? Why?  
[Click 4 again and point to the prompt.] Turn to your partner.

**PROMPT 4:** “I think the word [*improvised*] could replace *made up* because . . .”

- Sentence 5: *The messy bathroom had towels and clothes on the floor, toilet paper rolls all over the place, and toothbrushes in the bathtub!*



**Q** Which vocabulary word could replace the underlined word? Why?  
[Click 5 again and point to the prompt.] Turn to your partner.

**PROMPT 5:** “I think the word [*disorganized*] could replace *messy* because . . .”

# Week 30

## YEAR-END REVIEW

### ABOUT WEEK 30

In the week of the *Making Meaning* program that corresponds with this week's vocabulary lessons, the students read self-selected texts, rather than hearing a read-aloud. For that reason, no new words are introduced this week. We suggest that the students spend the week reviewing some of the words they have learned during the year. The review will provide the students with the additional practice they need to make the words they have learned this year a permanent part of their vocabulary. The week will also prepare the students for Word Check 8, an end-of-year vocabulary assessment that focuses on the words reviewed this week.

The students review a set of words each day this week through an activity that varies from day to day. The table on the next page lists the words reviewed and identifies the weeks in which the words were originally taught.

## RESOURCES

### Assessment Resource Book

- Week 30 vocabulary assessments



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA1–WA6

#### Assessment Forms

- “Class Vocabulary Assessment Record” sheet (CA1)
- “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1)
- “Individual Vocabulary Assessment Student Record” sheet (SR1)

- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) “Student Self-assessment” response sheet (SA1)

#### Reproducibles

- “Three Words and a Story” Word Sets” (BLM1)
- Week 30 family letter (BLM2)
- (Optional) “Week 30 Word Cards” (BLM3)

# OVERVIEW

## Words Reviewed

Day 1 (Weeks 1-5)	Day 2 (Weeks 6-11)	Day 3 (Weeks 12-16)	Day 4 (Weeks 17-21)	Day 5 (Weeks 22-29)
celebration	cling	adventuresome	abandon	aroma
clatter	magnificent	blow your top	convenient	avoid
debris	quiver	cherish	original	disorganized
recall	reluctant	flabbergasted	prefer	opportunity
ruckus	reunite	gruff	secure	skill
squirm	savory	persist	texture	task
snap	ungrateful	prowl		threatened
swerve	whoosh	urgent		
whoop				

## Vocabulary Focus

- Students review words learned earlier.
- Students build their speaking and listening skills.

## Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

## DO AHEAD

- ✓ This week the students write stories using one of three sets of review words. Prior to Day 1, prepare enough copies of “Three Words and a Story’ Word Sets” (BLM1) so that each pair of students will have a slip of paper with a set of three words. (Copy or print several copies of the word sets and cut the sets into slips.) Put the slips into a paper bag.
- ✓ Prior to Day 1, make a copy of the “Class Vocabulary Assessment Record” sheet (CA1); see page 214 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this week’s family letter (BLM2). Make enough copies to send one letter home with each student.

(continues)

## ① DO AHEAD *(continued)*

- ✓ Prior to Day 5, make a class set of the “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1); see page 218 of the *Assessment Resource Book*. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ (Optional) Prior to Day 5, make a master copy of the “Student Self-assessment” response sheet (SA1); see page 221 of the *Assessment Resource Book*. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.
- ✓ (Optional) Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 30 Word Cards” (BLM3). These cards can be used to provide your students with more opportunities to review the words.

## In this activity, the students:

- Review and practice using words learned earlier
- Write a story using three of the words
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### celebration

A *celebration* is a “happy event held to honor a special occasion.”

### clatter

When things clatter, they bang together or rattle noisily.

### debris

*Debris* is the “scattered pieces of something that has been thrown away, broken, or destroyed.”

### recall

*Recall* means “remember.”

### ruckus

*Ruckus* means “noisy confusion or excitement.” Something unexpected or frightening can cause a ruckus.

### snap

*Snap* means “speak sharply or angrily.”

### squirm

*Squirm* means “wiggle, or twist your body from side to side, usually because you are bored or uncomfortable.”

### swerve

*Sswerve* means “change directions quickly, usually to avoid something.”

### whoop

*Whoop* means “shout from excitement.”

## REVIEW THE WORDS

### 1 Introduce the Activity

Tell the students that this week they will review and practice using words they learned in previous weeks. Remind them that thinking and talking about the words they have learned helps them remember the words.

Explain that today the students will do an activity called “Three Words and a Story.” Display the day 1 review cards (WA1), and explain that these are nine vocabulary words that the students learned earlier in

## Materials

- Day 1 review cards (WA1)
- One set of three words for each pair (see “Do Ahead” on page 619)
- A paper bag
- A sheet of paper for each student
- “Class Vocabulary Assessment Record” sheet (CA1)

### Teacher Note

Circulate as partners share. If the students are having trouble generating ideas, signal for their attention and have a volunteer pair share their story ideas with the class and discuss how they came up with the ideas. If the students continue to struggle, suggest that they pick one of the words, think about a story they might write using that one word, and then think about how they might use the other words in the story. You might model the strategy, using one of the word sets.

### Teacher Note

If the students need more time for writing, they might finish their stories during the writing period. They can then share the stories during the week at vocabulary time.

the year. Show the paper bag and tell the students that in it are slips of paper with three of nine review words written on each slip. Explain that each pair of students will draw a slip of paper from the bag. Partners will talk about what they know about the words, and then each student will write a story that includes the three words. Explain that later, partners will share their stories with each other and with the class.



Have each pair draw a slip from the paper bag. Then ask:

- Q *What do you know about the three words on your slip?*
- Q *What story might you write using the words?*

 Give the students a few moments to think about the questions. Then say “Turn to your partner,” and have partners discuss the questions. Tell the students that if they cannot remember the meaning of a word, they can ask you or another pair about the meaning.

## PRACTICE USING THE WORDS

### 2 Write and Share Stories

Distribute a sheet of paper to each student. Then give the students time to plan and write their stories.

 Have the students share their stories with their partners. Then have volunteers share their stories with the class. After each reading, discuss the story as a class by asking questions such as:

- Q *Which vocabulary words did you hear [Louise] use in the story?*
- Q *What was [interesting/funny] about the way [Louise] used the word [clatter]?*
- Q *What questions do you want to ask [Louise] about her story?*
- Q *What did you like about [Louise’s] story?*

Explain that students who did not share with the class today will have an opportunity to share later.



## CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses indicate that they understand the words' meanings?
- Are they able to use the words to explain their thinking?
- Are they using the words they have learned this year in their writing and in conversations outside of vocabulary time?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 214 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, incorporate the word into one or more of the other activities used to review words this week.

### Teacher Note

You might use this Class Vocabulary Assessment Note each day this week to evaluate your students' understanding of the words being reviewed.

### Materials

- Day 2 review cards (WA2)

### In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Act in fair and caring ways

### Words Reviewed

#### cling

*Cling* means "hold onto someone or something very tightly."

#### magnificent

If something is magnificent, you admire it because of its great beauty or size.

#### quiver

*Quiver* means "tremble or shake."

#### reluctant

If you are reluctant to do something, you do not want to do it.

#### reunite

*Reunite* means "come together again after being separated."

#### savory

*Savory* means "pleasant to smell or taste."

#### ungrateful

*Ungrateful* means "not thankful or not grateful." If you are ungrateful, you do not thank someone who has done something for you or show your appreciation.

#### whoosh

*Whoosh* means "move very fast." When something whooshes, it makes a rushing or hissing sound.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the day 2 review cards (WA2) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “I’m Thinking of a Word”

Tell the students that partners will play the game “I’m Thinking of a Word.” Review that you will think aloud about one of the review words; then partners will discuss which word they think it is and explain why they think that. Begin by reading the following clue aloud, slowly and clearly:

- *I’m thinking of a word that tells what you do when you get together with a friend you haven’t seen in a long time.*

Ask:



**Q** *What word am I thinking of? Why do you think that?* [Click **1** on WA2 to reveal the prompt.] *Turn to your partner.*

cling	magnificent	quiver
reluctant	reunite	savory
ungrateful		whoosh

**PROMPT 1:** \_\_\_\_\_ is thinking of the word  
\_\_\_\_\_ because . . .

1 2

WA2

### **ELL Note**

Choosing from among all the review words may be challenging for the students. If so, you might have them choose between two words or from among three or four words you provide. For example, you might say “I’m thinking of a word that tells what you do when you get together with a friend you haven’t seen in a long time. Am I thinking of the word *magnificent* or the word *reunite*? Why?”

**PROMPT 1:** “[Mrs. Durn] is thinking of the word [*reunite*] because . . .”

After partners have talked, click **2** on the day 2 review cards (WA2) to reveal the next prompt. Have one or two volunteers use the prompt to share their thinking with the class.

**PROMPT 2:** “You are thinking of the word [*reunite*] because . . .”

Use the same procedure to continue playing the game, using the following clues:

- *I’m thinking of a word that tells what you might do if you are caught in a rainstorm without a coat or umbrella. (quiver)*
- *I’m thinking of a word that describes a delicious plate of pasta with yummy sauce and cheese. (savory)*

- *I'm thinking of a word you might use to describe an amazing sunrise in the mountains. (magnificent)*
- *I'm thinking of a word that tells what you do when you are gripping the rope in a game of tug-of-war. (cling)*
- *I'm thinking of a word that describes how you might feel if you have to go to your brother's soccer game instead of your friend's birthday party. (reluctant)*
- *I'm thinking of a word that tells what a tennis ball does as it flies quickly over the net. (whoosh)*
- *I'm thinking of a word that you might use to describe a person who doesn't say "thank you." (ungrateful)*

# Day 3

## Does That Make Sense?

### Materials

- Day 3 review cards (WA3)

### In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

### Words Reviewed

#### **adventuresome**

If you are feeling adventuresome, you are feeling bold and ready for an adventure.

#### **blow your top**

"Blow your top" means "get very angry."

#### **cherish**

*Cherish* means "care for something deeply." If you cherish something, you treat it with great care because it is very important to you.

#### **flabbergasted**

*Flabbergasted* means "very surprised, or shocked or astonished."

#### **gruff**

*Gruff* means "unpleasant or rude." If someone is gruff, he or she may seem unfriendly or mean.

#### **persist**

*Persist* means "keep doing something, even though it is difficult." If you persist, you refuse to give up.

#### **prowl**

*Prowl* means "move quietly or secretly, trying not to be seen or heard."

#### **urgent**

*Urgent* means "very important." If something is urgent, it needs to be taken care of immediately.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the day 3 review cards (WA3) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Does That Make Sense?”

Tell the students that partners will play the game “Does That Make Sense?” Explain that you will read a scenario that includes one of the review words. Partners will decide whether or not the word makes sense in the scenario and explain why they think so.

Point to the word *adventuresome* on the day 3 review cards (WA3), and explain that the first scenario includes the word *adventuresome*.

Then read the following scenario aloud twice:

- *Carly is tired and decides to stay home instead of meeting her friends to explore a new hiking trail. Carly is feeling quite adventuresome!*

Ask:



**Q** Does the word *adventuresome* make sense in the scenario? Why do you think that? [Click 1 on WA3 to reveal the prompt.] Turn to your partner.

adventuresome	blow your top	cherish
flabbergasted	gruff	persist
prowl	urgent	

**PROMPT 1:** The word \_\_\_\_\_ [does/does not] make sense because . . .

**1**

WA3

### Teacher Note

If the students struggle to answer the questions, signal for their attention. Reread the scenario aloud, and explain that *adventuresome* does not make sense. If Carly is feeling adventuresome she would leave her house and do something fun or exciting—she would not stay home.

**PROMPT 1:** “The word [*adventuresome*] [does/does not] make sense because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenarios:

**[urgent]**

- *Benjamin is bringing drinks to the class party. It is urgent that he arrive early so that he can put the drinks in the refrigerator to stay cold.*

**[blow your top]**

- *Liliya is very hungry after a long hike. She blows her top when her uncle makes her a scrumptious sandwich with her favorite fixings.*

**[prowl]**

- *Jorge sees his cat, Midnight, moving slowly and silently as she hunts in the backyard. She is prowling across the yard looking for food.*

**[cherish]**

- *Ophelia cherishes the new set of paints she got for her birthday. She puts them under her bed and forgets about them.*

**[flabbergasted]**

- *Karl is waiting for his mom to pick him up from school. He is flabbergasted when his cousin, Lenore, walks through the door because he hasn't seen Lenore in a long, long time.*

**[persist]**

- *Nadia wants to learn how to juggle. It is very difficult at first, but she persists by practicing nearly every day. Eventually she becomes an excellent juggler!*

**[gruff]**

- *Danny asks his cousin for help. His gruff cousin, Elise, says, "Of course, Danny. I'll help you in any way I can."*

## In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Act in fair and caring ways

## Words Reviewed

### abandon

*Abandon* means “leave and not return.”

### convenient

If something is convenient, it is useful because it makes our lives easier or more comfortable.

### original

*Original* means “completely new and different.” If something is original, it is not like anything else.

### prefer

*Prefer* means “like better.” If you prefer something, you like it better than something else.

### secure

*Secure* means “safe and protected.”

### texture

*Texture* is “how a material feels—for example, rough or smooth.”

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the day 4 review cards (🗂️ WA4) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Find Another Word”

Tell the students that partners will play the game “Find Another Word.” Remind the students that you will show several stories with one or more words underlined. You will read each story aloud, and partners will decide which of the vocabulary words could replace the underlined part of the story.

Display the day 4 review activity (🗂️ WA5) and begin playing the game:

1. Click ❶ to reveal the first story. Point to the story and read it aloud, emphasizing the underlined word.

## Materials

- Day 4 review cards (WA4)
- Day 4 review activity (WA5)
- Copy of this week’s family letter (BLM2) for each student

## Teacher Note

Each story on the day 4 review activity (WA5) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story.
- The second click reveals the prompt.
- The third click highlights the correct answer and reveals the story with the answer in place.
- The fourth click clears the screen.

- Story 1: *On their class field trip to the art museum, Mr. Eckman’s class sees unique art. It is unlike anything they have seen before.*

2. Give the students a few moments to think about the story and the underlined word. Then point to the five word choices and ask:



**Q** Which vocabulary word could replace the underlined word? Why? [Click 1 again to reveal the prompt.] Turn to your partner.

**PROMPT:** “I think the word [*original*] could replace [*unique*] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place.

abandon	convenient	<b>original</b>
prefer	secure	texture

**STORY 1:** On their class field trip to the art museum, Mr. Eckman’s class sees original art. It is unlike anything they have seen before.

1 2 3 4 5 6

WA5

### Teacher Note

You might remind the students that they learned the words *flashy* and *plain* earlier. Review that *flashy* means “very big, bright, or expensive.” Something that is *flashy* catches your attention. Also review that *plain* means “without anything added or without decoration.” If something is *plain*, it is simple, not fancy.

### Teacher Note

Send home with each student a copy of this week’s family letter (BLM2). Encourage the students to talk about this week’s words with their families.

4. Click 1 to clear the screen.

Use the same procedure to discuss the following stories:

- Story 2: *A new library opened a block away from Maria’s house. She loves going there and finding new books to read. The library is very useful. (convenient)*
- Story 3: *Lucas feels safe when he goes fishing with his sister and father. He knows that if anything bad happens, they will know what to do. (secure)*
- Story 4: *Peyton took her dog, Lucky, to play fetch at the park. After Lucky jumped in the pond, his fur had a smooth and wet feel. (texture)*
- Story 5: *During the storm, the boat hit a rock. The crew had to leave their boat because it was flooding and sinking slowly. (abandon)*
- Story 6: *Carlton is shopping for some new sneakers. He would like a pair with flashing blue lights instead of a plain white pair. (prefer)*

## In this activity, the students:

- Review and practice using words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own

## Words Reviewed

### aroma

An *aroma* is a “pleasant smell.”

### avoid

*Avoid* means “keep away from.”

### disorganized

If something is disorganized, it is not planned or arranged (put together) in a neat or orderly way. It is messy or confusing.

### opportunity

An *opportunity* is a “chance to do something.”

### skill

*Skill* is the “ability to do something well.” A skill comes from training and practice.

### task

A *task* is a “job, chore, or other particular thing you have to do.”

### threatened

If something is threatened, it is in danger or likely to be harmed or destroyed.

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the day 5 review cards (🌐 WA6) and review the pronunciation and meaning of each word.

## PRACTICE USING THE WORDS

### 2 Play “Make a Choice”

Tell the students that partners will play the game “Make a Choice.” Point to the word *skill* on the day 5 review cards (WA6) and explain that partners will play the first round of the game with the word *skill*. Then ask:



**Q** Which of these skills is important to have when baking a cake: good measuring skills or good drawing skills? Why? [Click 1 on WA6 to reveal the first prompt.] Turn to your partner.

## Materials

- Day 5 review cards (WA6)
- Class set of the “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1)
- Class set of the “Individual Vocabulary Assessment Student Record” sheet (SR1)
- “Individual Vocabulary Assessment Class Record” sheet (CR1)
- (Optional) Class set of the “Student Self-assessment” response sheet (SA1)

**ELPS 4.F.viii**

**ELPS 4.F.ix**

Step 2 (all, beginning on page 631 and continuing on to page 633)



### ELL Note

Rather than having the students choose between two scenarios, you might have them discuss each one individually by first asking “Would good measuring skills be important for baking a cake? Why?” and then asking “Would good drawing skills be important for baking a cake? Why?”

aroma
avoid
disorganized

opportunity
skill

task
threatened

**PROMPT 1:** I think \_\_\_\_\_ are important to have when baking a cake because . . .

1
2
3
4
5
6
7

**PROMPT 1:** “I think [good measuring skills] are important to have when baking a cake because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to continue playing the game using the following questions:

**[avoid]**

 **Q** Which of these would you avoid at night: a dark path with no lights or a well-lit street? Why? [Click **2** to reveal the next prompt.] Turn to your partner.

**PROMPT 2:** “I would avoid [a dark path with no lights] at night because . . .”

**[opportunity]**

 **Q** Which of these opportunities would you like to have: seeing your favorite musician perform or listening to your sister play the flute? Why? [Click **3** to reveal the next prompt.] Turn to your partner.

**PROMPT 3:** “I would like to have the opportunity to [see my favorite musician perform] because . . .”

**[aroma]**

 **Q** Which aroma would you prefer: lasagna cooking in the oven or cinnamon bread toasting in the toaster? Why? [Click **4** to reveal the prompt.] Turn to your partner.

**PROMPT 4:** “I would prefer the aroma of [cinnamon toast] because . . .”

### Teacher Note

You might remind the students that they learned the word *prefer* earlier and that *prefer* means “like better.” If you prefer something, you like it better than something else.

[disorganized]



**Q** Which one of these backpacks is disorganized: a backpack packed with pencils, notepads, and books neatly arranged or a backpack packed with trash, candy, and some change lying here and there? Why? [Click 5 to reveal the prompt.] Turn to your partner.

**PROMPT 5:** “[A backpack packed with trash, candy, and some change lying here and there] is disorganized because . . .”

[task]



**Q** Which task would you like to have: scrubbing the kitchen floor or planting flowers in a garden? Why? [Click 6 to reveal the prompt.] Turn to your partner.

**PROMPT 6:** “I would like to have the task of [planting flowers in the garden] because . . .”

[threatened]



**Q** Which of these people is more likely to feel threatened: a person who steps in a puddle or a person whose house is flooding? Why? [Click 7 to reveal the prompt.] Turn to your partner.

**PROMPT 7:** “I think someone [whose house is flooding] is threatened because . . .”

### Teacher Note

You might remind the students that they learned the word *likely* earlier and that when something is likely, it probably will happen or is probably true.



## Assessment Notes

### INDIVIDUAL VOCABULARY ASSESSMENT NOTE

The final Individual Vocabulary Assessment of the year focuses on a representative group of words selected from Weeks 1–29 of the vocabulary lessons. (These words are reviewed through a series of activities in Week 30.) To assess individual students’ understanding of the words, use the “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1). For instructions on administering this assessment, see “Completing the Individual Vocabulary Assessment” on page 215 of the *Assessment Resource Book*. We recommend that you pair this assessment with the Student Self-assessment described below.

### STUDENT SELF-ASSESSMENT NOTE

In addition to or in place of the Individual Vocabulary Assessment, you might have each student evaluate his understanding of a group of words you select from Weeks 1–29 using the “Student Self-assessment” response sheet (SA1). For instructions on administering this assessment, see “Completing the Student Self-assessment” on page 219 of the *Assessment Resource Book*.



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# Appendix A

## VOCABULARY LESSONS AND MAKING MEANING

This table shows each week of the vocabulary lessons, the read-aloud text used during that week, and the week in which that text was taught in the *Making Meaning Teacher's Manual*. We suggest that you teach a week from the *Vocabulary Teaching Guide* one week after you have taught the corresponding week in the *Teacher's Manual*. (For example, teach Vocabulary Week 1 a week after you have taught Unit 1, Week 1 in the *Teacher's Manual*.)

<i>Making Meaning Vocabulary Teaching Guide</i>	Read-aloud Text(s)	<i>Making Meaning Teacher's Manual</i>
Week 1	<i>Miss Nelson is Missing!</i>	Unit 1, Week 1
Week 2	<i>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</i>	Unit 1, Week 2
Week 3	"Seal"	Unit 2, Week 1
Week 4	<i>The Spooky Tail of Prewitt Peacock</i>	Unit 2, Week 2
Week 5	<i>Aunt Flossie's Hats (and Crab Cakes Later)</i>	Unit 2, Week 3
Week 6	<i>The Paper Bag Princess</i>	Unit 3, Week 1
Week 7	<i>Julius, the Baby of the World</i>	Unit 3, Week 2
Week 8	<i>Boundless Grace</i>	Unit 3, Week 3
Week 9	<i>The Raft</i>	Unit 3, Week 4
Week 10	<i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i>	Unit 3, Week 5
Week 11	<i>The Girl Who Loved Wild Horses</i>	Unit 4, Week 1
Week 12	<i>A Day's Work</i>	Unit 4, Week 2
Week 13	<i>Mailing May</i>	Unit 4, Week 3
Week 14	<i>Brave Irene</i>	Unit 4, Week 4
Week 15	<i>Brave Harriet</i>	Unit 5, Week 1
Week 16	<i>Wilma Unlimited</i>	Unit 5, Week 2
Week 17	<i>Sonia Sotomayor: A Judge Grows in the Bronx</i>	Unit 5, Week 3
Week 18	<i>Morning Meals Around the World</i>	Unit 6, Week 1
Week 19	<i>Homes</i>	Unit 6, Week 2

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<b><i>Making Meaning Vocabulary Teaching Guide</i></b>	<b>Read-aloud Text(s)</b>	<b><i>Making Meaning Teacher's Manual</i></b>
Week 20	"Origami: The Art of Japanese Paper Folding"	Unit 6, Week 3
Week 21	<i>Morning Meals Around the World</i> ; "Lincoln School Lunch Calendar for the week of May 21-25"; "How to Make a Paper Airplane"	Unit 6, Week 4
Week 22	<i>Flashy Fantastic Rain Forest Frogs</i>	Unit 7, Week 1
Week 23	<i>Explore the Desert</i>	Unit 7, Week 2
Week 24	<i>Polar Bears</i>	Unit 7, Week 3
Week 25	"Banning Tag"; "Smile—You've Got Homework!"; "Homework—Who Needs It?"	Unit 8, Week 1
Week 26	<i>Lifetimes</i>	Unit 8, Week 2
Week 27	<i>Fables</i>	Unit 8, Week 3
Week 28	<i>Pushing Up the Sky: Seven Native American Plays for Children: "Possum's Tail"</i>	Unit 8, Week 4
Week 29	<i>Keepers</i>	Unit 8, Week 5
Week 30	(No read-aloud)	Unit 9, Week 1

# Appendix B

## GRADE 3 WORDS AND DEFINITIONS

This table shows each word taught in grade 3 in alphabetical order, its definition, the week in which the word is introduced, and the number of its corresponding word card. An asterisk denotes a high-utility academic word listed in Averil Coxhead’s “A New Academic Word List” (Coxhead 2000).

Word	Definition	Week	Card
abandon*	<i>Abandon</i> means “leave and not return.”	17	98
achieve	<i>Achieve</i> means “do something successfully, especially something that requires a lot of effort.”	20	118
adapt*	<i>Adapt</i> means “change to fit new situations or conditions.” People adapt to new situations or conditions by changing their behavior or ideas.	23	133
adjust*	<i>Adjust</i> means “move or change something slightly to improve it or make it fit more comfortably.”	15	90
adventuresome	If you are feeling adventuresome, you are feeling bold and ready for an adventure.	13	78
advise	<i>Advise</i> means “tell someone what you think he or she should do.”	14	81
aggressive	<i>Aggressive</i> means “threatening or ready and eager to fight or attack others.” Aggressive animals or people are frightening because they can be mean, dangerous, or violent.	26	152
appetizing	<i>Appetizing</i> means “tasty or good to eat.”	18	105
aroma	An <i>aroma</i> is a “pleasant smell.”	29	173
astounding	<i>Astounding</i> means “amazing or very surprising.”	16	96
avoid	<i>Avoid</i> means “keep away from.”	22	130
ban	<i>Ban</i> means “forbid something or prevent someone from doing something.”	25	145
barricade	<i>Barricade</i> means “block the way by putting up barriers or obstacles.”	10	59
belongings	<i>Belongings</i> are “the things someone owns, or the things that belong to someone.”	11	61
bewildered	<i>Bewildered</i> means “confused or puzzled.” When you are bewildered, you are not sure what to do or think.	4	24
blow your top	“Blow your top” means “get very angry.”	12	72
boast	<i>Boast</i> means “brag.” When people boast, they talk about themselves or something they have with too much pride or pleasure.	28	165
brainstorm	A <i>brainstorm</i> is a “sudden idea.”	28	168
bustle	<i>Bustle</i> means “rush or hurry in an excited, noisy, or busy way.”	2	7
caretaker	A <i>caretaker</i> is a “person whose job is to take care of a property (building or land) for the owner.”	29	172

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(continued)

Word	Definition	Week	Card
celebration	A <i>celebration</i> is a “happy event held to honor a special occasion.”	5	29
challenge*	A <i>challenge</i> is “something that is hard to do or requires a lot of work or effort.”	20	119
cherish	<i>Cherish</i> means “care for something deeply.” If you cherish something, you treat it with great care because it is very important to you.	14	84
clatter	When things clatter, they bang together or rattle noisily.	5	27
clench	<i>Clench</i> means “hold or squeeze something tightly.”	29	170
cling	<i>Cling</i> means “hold onto someone or something very tightly.”	11	63
clutch	<i>Clutch</i> means “grab or hold onto something tightly.”	4	20
cluttered	If a place is cluttered, it is messy. There are things scattered here, there, and everywhere.	9	51
coax	<i>Coax</i> means “persuade someone to do something by talking to the person gently and kindly.”	14	79
collaborate	<i>Collaborate</i> means “work with others to make or do something.”	26	151
comfy	<i>Comfy</i> means “comfortable.”	17	100
command	<i>Command</i> means “order someone to do something.”	7	42
commence*	<i>Commence</i> means “begin or start.”	13	74
considerate	<i>Considerate</i> means “thoughtful of the feelings and needs of others.”	26	156
contentment	<i>Contentment</i> is a “feeling of satisfaction and happiness.” People feel contentment when they are doing something they enjoy.	27	162
convenient	If something is convenient, it is useful because it makes our lives easier or more comfortable.	19	113
cross	<i>Cross</i> means “annoyed and angry.” <i>Cross</i> also means “go from one side of something to another.”	8	46
customary	<i>Customary</i> means “usual or normal or happening regularly.”	18	103
dazzle	<i>Dazzle</i> means “amaze or impress.”	7	40
deadly	<i>Deadly</i> means “dangerous and likely to cause death.”	22	131
debris	<i>Debris</i> is the “scattered pieces of something that has been thrown away, broken, or destroyed.”	2	9
decline*	<i>Decline</i> means “get smaller or worse.”	24	144
delirious	<i>Delirious</i> means “very happy and excited.”	14	82
depend	<i>Depend</i> means “rely on or need someone or something for help or support.”	23	134
detect*	<i>Detect</i> means “discover or notice something that is not easy to see, hear, or feel.”	19	114
determination	<i>Determination</i> is “deciding you will do something and then doing it, even if it is difficult.”	20	120

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Word	Definition	Week	Card
devastate	<i>Devastate</i> means “destroy or badly damage.”	2	10
differ	<i>Differ</i> means “is different.”	18	107
diligent	<i>Diligent</i> means “hard-working.” When you are diligent, you work steadily or carefully on something because it is important to you.	27	157
disaster	A <i>disaster</i> is an “event such as a fire, flood, or storm that causes a lot of damage or suffering.”	5	28
disorganized	If something is disorganized, it is not planned or arranged (put together) in a neat or orderly way. It is messy or confusing.	28	164
display*	<i>Display</i> means “show something or put something where people can easily see it.”	29	171
disrupt	<i>Disrupt</i> means “disturb or interrupt something that is happening.”	23	136
distress	<i>Distress</i> is a “feeling of deep sadness, worry, or pain.”	26	154
diverse*	<i>Diverse</i> means “different from one another.”	22	129
dodge	<i>Dodge</i> means “move quickly to avoid someone or something.”	4	21
doubtful	<i>Doubtful</i> means “uncertain or unsure.” When you are doubtful, you are full of doubt.	7	37
durable	If something is durable, it is tough. It can last a long time even if it is used a lot.	19	110
ease	<i>Ease</i> means “move slowly and carefully.”	29	169
energize	<i>Energize</i> means “give energy or strength.”	18	104
evacuate	<i>Evacuate</i> means “leave a place and go somewhere safer.”	26	153
exhilarated	<i>Exhilarated</i> means “very happy and excited.”	16	95
faint	<i>Faint</i> means “not clear or strong.” If something is faint, it is difficult to hear, see, or smell. <i>Faint</i> also means “become dizzy and lose consciousness.”	11	62
fantasize	<i>Fantasize</i> means “think about or imagine something that is pleasant or exciting but unlikely to happen in real life.”	10	58
fantastic	<i>Fantastic</i> means “strange, unusual, or unbelievable.”	22	128
fierce/fiercest	<i>Fierce</i> means “dangerous or violent.” <i>Fiercest</i> means “most dangerous or most violent.”	6	34
flabbergasted	<i>Flabbergasted</i> means “very surprised, or shocked or astonished.”	13	75
flashy	<i>Flashy</i> means “very big, bright, or expensive.” Something that is flashy catches your attention.	22	127
flick	<i>Flick</i> means “move, or make something move, with a quick, sudden motion.”	3	14
flimsy	<i>Flimsy</i> means “thin and weak.” If something is flimsy, it is not sturdy or strong.	15	85

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Word	Definition	Week	Card
floppy	<i>Floppy</i> means “soft and hanging down loosely.”	5	25
flutter	<i>Flutter</i> means “wave or flap rapidly.”	4	19
forbid	<i>Forbid</i> means “order someone not to do something.”	23	138
fortunate	<i>Fortunate</i> means “lucky.”	6	32
frank	When you are frank, you say what you think, openly and honestly.	27	158
fret	<i>Fret</i> means “worry or get upset about something.”	14	83
fury	<i>Fury</i> means “great anger.”	4	23
generally	<i>Generally</i> means “usually or almost always.”	24	143
ghastly	<i>Ghastly</i> means “horrible.”	7	39
graceful	<i>Graceful</i> means “moving in a smooth and beautiful way.”	20	115
gruff	<i>Gruff</i> means “unpleasant or rude.” If someone is gruff, he or she may seem unfriendly or mean.	15	87
handy	<i>Handy</i> means “useful or easy to use.”	9	52
have a change of heart	If you have a change of heart, you change your opinion or the way you feel about something.	9	54
have eyes in the back of your head	If you have eyes in the back of your head, you seem to be aware of everything that is happening around you—even things you cannot see.	9	50
hazardous	<i>Hazardous</i> means “dangerous.”	19	112
headstrong	<i>Headstrong</i> means “determined to do what you want no matter what anyone says.”	27	160
heartbreaking	<i>Heartbreaking</i> means “very sad or upsetting.”	4	22
horizontal	If something is horizontal, it is positioned from side to side rather than up and down.	21	125
immature	<i>Immature</i> means “childish or silly.” An immature person acts like someone much younger.	10	56
immense	<i>Immense</i> means “huge or very large.”	6	33
impermissible	<i>Impermissible</i> means “not allowed or permitted.” If something is impermissible, you may not do it.	13	77
improvise	<i>Improvise</i> means “make up and perform something without any preparation.” <i>Improvise</i> can also mean “make or do something using whatever materials are available.”	28	167
industrious	<i>Industrious</i> means “hardworking.”	17	99
intense*	<i>Intense</i> means “very great or strong.”	16	94
joyful	<i>Joyful</i> means “full of joy or very happy.”	11	65
likely	When something is likely, it probably will happen or is probably true.	1	5

(continues)

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Word	Definition	Week	Card
lively	<i>Lively</i> means “active.” Someone who is lively is energetic and full of life.	16	91
long	<i>Long</i> means “want something very much.” <i>Long</i> also means “more than the average length, or not short.”	15	86
lounge	<i>Lounge</i> means “sit or lie in a lazy or relaxed way.”	2	12
magnificent	If something is magnificent, you admire it because of its great beauty or size.	6	35
mature*	<i>Mature</i> means “grown up or adult.” A mature person is sensible and reasonable. He or she is not being immature or childish.	10	57
memorable	<i>Memorable</i> means “worth remembering.” Something that is memorable is not easy to forget.	16	92
motion	<i>Motion</i> means “tell someone something through a movement of the hand, head, or other part of the body.”	12	70
nifty	<i>Nifty</i> means “very good, clever, or useful.”	7	38
obstinate	<i>Obstinate</i> means “stubborn.” If you are obstinate, you are unwilling to change your mind about something.	10	55
opportunity	An <i>opportunity</i> is a “chance to do something.”	24	142
original	<i>Original</i> means “completely new and different.” If something is original, it is not like anything else.	20	117
overwhelmed	If you are overwhelmed by a feeling, you feel it very strongly—so strongly that you forget everything else.	27	161
particularly	<i>Particularly</i> means “especially or mainly.”	8	43
permissible	<i>Permissible</i> means “allowed or permitted.” If something is permissible, you can do it.	13	76
permit	<i>Permit</i> means “allow something to happen or let someone do something.”	25	146
persist*	<i>Persist</i> means “keep doing something, even though it is difficult.” If you persist, you refuse to give up.	15	88
plain	<i>Plain</i> means “without anything added or without decoration.” If something is plain, it is simple, not fancy. <i>Plain</i> also means a “large area of flat land.”	18	106
plop	<i>Plop</i> means “sit down heavily or put something down heavily.”	3	18
prefer	<i>Prefer</i> means “like better.” If you prefer something, you like it better than something else.	21	123
prowl	<i>Prowl</i> means “move quietly or secretly, trying not to be seen or heard.”	12	71
quiver	<i>Quiver</i> means “tremble or shake.”	7	41
rap	<i>Rap</i> means “tap or hit something sharply (forcefully) and quickly.” <i>Rap</i> is also a “type of music in which words are spoken in time to music with a steady beat.”	1	3

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Word	Definition	Week	Card
realize	<i>Realize</i> means “become aware of something or understand something that you did not understand before.”	8	48
recall	<i>Recall</i> means “remember.”	5	26
reconsider	<i>Reconsider</i> means “think again about a decision.” Sometimes when you reconsider a decision, you change your mind.	10	60
refreshing	If something is refreshing, it makes you feel fresh (lively or not tired) and strong again.	18	108
reluctant*	If you are reluctant to do something, you do not want to do it.	9	49
require*	<i>Require</i> means “need.”	21	121
retrieve	<i>Retrieve</i> means “bring or get something back.”	5	30
reunite	<i>Reunite</i> means “come together again after being separated.”	8	45
roam	<i>Roam</i> means “wander or move about without any particular purpose or place to go.”	11	64
ruckus	<i>Ruckus</i> means “noisy confusion or excitement.” Something unexpected or frightening can cause a ruckus.	2	11
savory	<i>Savory</i> means “pleasant to smell or taste.”	8	47
scan	<i>Scan</i> means “examine something, or look at something carefully and closely.” <i>Scan</i> also means “read something quickly, without looking closely for details.”	23	135
secure*	<i>Secure</i> means “safe and protected.”	19	109
self-confident	<i>Self-confident</i> means “sure of yourself.” If you are self-confident, you are confident or sure you can do something.	27	159
serve	<i>Serve</i> means “give someone food or drink.”	21	122
shuffle	<i>Shuffle</i> means “slide the feet along the ground or floor while walking.” When people shuffle, they barely lift their feet. <i>Shuffle</i> also means “mix playing cards to change their order.”	12	67
silky	<i>Silky</i> means “soft and smooth like silk.”	28	166
skill	<i>Skill</i> is the “ability to do something well.” A skill comes from training and practice.	24	140
skillful	<i>Skillful</i> means “good at doing something.”	24	141
slog	<i>Slog</i> means “walk slowly and heavily, as if you are walking through deep snow or mud.”	13	73
slump	<i>Slump</i> means “fall or sit down suddenly and heavily.”	29	174
snap	<i>Snap</i> means “speak sharply or angrily.”	1	4
snug	<i>Snug</i> means “comfortable, warm, and cozy.”	80	14
sorrowful	<i>Sorrowful</i> means “full of sorrow or very sad.”	11	66

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(continued)

Word	Definition	Week	Card
spectacular	<i>Spectacular</i> means “amazing to look at.”	20	116
speechless	<i>Speechless</i> means “unable to speak because you are shocked, surprised, or very angry.”	8	44
speedy	<i>Speedy</i> means “fast.”	3	15
squirm	<i>Squirm</i> means “wiggle, or twist your body from side to side, usually because you are bored or uncomfortable.”	1	2
strain	<i>Strain</i> means “pull or push hard.”	15	89
stressful	<i>Stressful</i> means “causing worry or tension.”	25	150
struggle	<i>Struggle</i> means “try very hard to do something.”	24	139
successful	If you are successful, you do what you set out to do or do something well.	17	101
swarm	A <i>swarm</i> is a “large group of people or insects that gather or move together.”	12	68
swerve	<i>Sswerve</i> means “change directions quickly, usually to avoid something.”	3	13
task*	A <i>task</i> is a “job, chore, or other particular thing you have to do.”	25	148
texture	<i>Texture</i> is “how a material feels—for example, rough or smooth.”	19	111
threatened	If something is threatened, it is in danger or likely to be harmed or destroyed.	22	132
throw yourself into something	“Throw yourself into something” means “do something with a lot of energy and enthusiasm.”	16	93
tip	A <i>tip</i> is a “piece of advice or useful information.”	21	126
trample	<i>Trample</i> means “damage or crush by walking or stepping on something heavily.”	23	137
unaggressive	<i>Unaggressive</i> means “not aggressive, or not threatening or ready and eager to fight or attack others.”	26	155
unexpected	<i>Unexpected</i> means “not expected.” If something is unexpected it is surprising. You did not expect, or think, that it would happen.	17	97
unfortunate	<i>Unfortunate</i> means “unlucky.”	6	31
ungrateful	<i>Ungrateful</i> means “not thankful or not grateful.” If you are ungrateful, you do not thank someone who has done something for you or show your appreciation.	6	36
unlikely	<i>Unlikely</i> means “not likely.” When something is unlikely, it probably will not happen or is probably not true.	1	6
unsuccessful	<i>Unsuccessful</i> means “not successful.” If you are unsuccessful, you do not accomplish what you set out to do.	17	102
unwind	<i>Unwind</i> means “relax.”	25	149
urgent	<i>Urgent</i> means “very important.” If something is urgent, it needs to be taken care of immediately.	12	69

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(continued)

Word	Definition	Week	Card
utter	<i>Utter</i> means “say something or make some sort of sound.”	3	16
valuable	<i>Valuable</i> means “very important or useful in some way.”	25	147
vertical	If something is vertical, it is positioned up and down rather than from side to side.	21	124
volunteer	<i>Volunteer</i> means “offer to do something or help someone by choice.” When you volunteer, you do something because you want to do it. You do not expect pay or a reward.	2	8
well-organized	If something is well-organized, it is planned or arranged (put together) in a neat or orderly way.	28	163
whiz	<i>Whiz</i> means “move very fast.” Some things that whiz make a buzzing or hissing sound.	1	1
whoop	<i>Whoop</i> means “shout from excitement.”	3	17
whoosh	<i>Whoosh</i> means “move very fast.” When something whooshes, it makes a rushing or hissing sound.	9	53

# Appendix C

## INDEPENDENT WORD-LEARNING STRATEGIES

The tables below show the weeks in which each independent word-learning strategy is introduced or reviewed, and which words are used to introduce or review the strategy. (Words formally taught in the vocabulary lessons are in bold.) Whenever a strategy is reviewed in a More Strategy Practice (MSP) activity, the activity is listed in the table as well.

### Recognizing Synonyms

Week	Word(s)
2	<b>bustle</b> , hurry, rush (Day 1, Step 1) <b>devastate</b> , destroy (Day 3, Step 1) MSP: Start a Synonym Chart
3	<b>speedy</b> , fast (Day 1, Step 5)
4	<b>fury</b> , anger (Day 3, Step 3) <b>bewildered</b> , confused, puzzled (Day 3, Step 5)
5	<b>recall</b> , remember (Day 1, Step 5)
7	<b>ghastly</b> , horrible (Day 1, Step 6) <b>dazzle</b> , amaze, impress (Day 3, Step 1)
8	<b>particularly</b> , especially, mainly (Day 1, Step 1)
9	<b>handy</b> , useful (Day 3, Step 1)
10	<b>obstinate</b> , stubborn (Day 1, Step 1) MSP: Play "Synonym Match"
11	<b>cling</b> , <b>clutch</b> (Day 1, Step 5)
13	<b>commence</b> , begin, start (Day 1, Step 3)
14	<b>fret</b> , worry (Day 3, Step 3)
17	<b>industrious</b> , hardworking (Day 1, Step 5)
18	<b>customary</b> , usual, normal (Day 1, Step 1)
19	<b>hazardous</b> , dangerous (Day 3, Step 1)
21	<b>require</b> , need (Day 1, Step 1)
23	<b>depend</b> , rely, need (Day 1, Step 4)
24	<b>opportunity</b> , chance (Day 3, Step 1)
25	<b>unwind</b> , relax (Day 3, Step 3)
26	<b>collaborate</b> , cooperate (Day 1, Step 1) <b>considerate</b> , thoughtful, kind (Day 3, Step 5)
27	<b>frank</b> , truthful, honest (Day 1, Step 3) <b>headstrong</b> , obstinate, stubborn (Day 3, Step 1)
28	<b>boast</b> , brag (Day 1, Step 5)

## Recognizing Antonyms

Week	Word(s)
1	<b>likely, unlikely</b> (Day 3, Step 5) MSP: Start an Antonym Chart
5	<b>floppy</b> , stiff (Day 1, Step 1)
6	<b>unfortunate, fortunate</b> (Day 1, Step 2)
10	<b>immature, mature</b> (Day 1, Step 4)
11	<b>joyful, sorrowful</b> (Day 3, Step 6)
13	<b>permissible, impermissible</b> (Day 3, Step 2)
17	<b>successful, unsuccessful</b> (Day 3, Step 4) MSP: Play "Antonym Match"
18	<b>appetizing</b> , unappetizing (Day 1, Step 6)
19	<b>flimsy, durable</b> (Day 1, Step 3)
21	<b>vertical, horizontal</b> (Day 3, Step 2)
25	<b>ban, permit</b> (Day 1, Step 2)
26	<b>aggressive, unaggressive</b> (Day 3, Step 3)
28	<b>well-organized, disorganized</b> (Day 1, Step 3)

## Using the Prefix *un-* to Determine Word Meanings

Week	Word(s)
1	<b>unlikely</b> (Day 3, Step 5)
6	<b>unfortunate</b> (Day 1, Step 1) <b>ungrateful</b> (Day 3, Step 5)
17	<b>unexpected</b> (Day 1, Step 1)
18	unappetizing (Day 1, Step 6)
26	<b>unaggressive</b> (Day 3, Step 3)

## Using the Prefix *re-* to Determine Word Meanings

Week	Word(s)
8	<b>reunite</b> (Day 1, Step 5) MSP: Explore Words with the Prefix <i>re-</i>
10	<b>reconsider</b> (Day 3, Step 5)
12	replanted MSP: Review the Prefix <i>re-</i> and Discuss the Word <i>Replanted</i>
18	<b>refreshing</b> (Day 3, Step 6) reenergize MSP: Review the Prefix <i>re-</i> and Discuss the Word <i>Reenergize</i>

### Using the Suffix *-est* to Determine Word Meanings

Week	Word(s)
6	<b>fiercest</b> (Day 3, Step 1) MSP: Discuss Other Words with the Suffix <i>-est</i>
7	niftiest, ghostliest MSP: Review the Suffix <i>-est</i> and Discuss the Words <i>Niftiest</i> and <i>Ghostliest</i>
15	flimsiest (Day 1, Step 2) MSP: Discuss Other Words with the Suffix <i>-est</i>
16	livieliest (Day 1, Step 3) sickliest, fastest MSP: Explore the Words <i>Sickliest</i> and <i>Fastest</i> in <i>Wilma Unlimited</i>

### Using the Suffix *-ful* to Determine Word Meanings

Week	Word(s)
7	<b>doubtful</b> (Day 1, Step 2) MSP: Discuss Other Words with the Suffix <i>-ful</i>
11	<b>joyful</b> (Day 3, Step 4)
17	<b>successful</b> (Day 3, Step 3)
20	<b>graceful</b> (Day 1, Step 1) MSP: Review the Suffix <i>-ful</i> and Discuss <i>Painful</i> and <i>Delightful</i>
24	<b>skillful</b> (Day 1, Step 5)
25	<b>stressful</b> (Day 3, Step 5)

### Using Context to Determine Word Meanings

Week	Word(s)
2	<b>ruckus</b> (Day 3, Step 3)
4	<b>dodge</b> (Day 1, Step 6)
9	<b>cluttered</b> (Day 1, Step 6)
11	<b>faint</b> (Day 1, Step 3)
15	<b>persist</b> (Day 3, Step 1)
20	MSP: Play "Use the Clues"
29	<b>clench</b> (Day 1, Step 3)

## Recognizing Idioms

Week	Word(s)
9	<b>have eyes in the back of your head</b> (Day 1, Step 4) <b>have a change of heart</b> (Day 3, Step 5) MSP: Discuss Idioms and Start an Idiom Chart
12	<b>blow your top</b> (Day 3, Step 5)
16	<b>throw yourself into something</b> (Day 1, Step 6)
28	<b>brainstorm</b> (Day 3, Step 6)

## Recognizing Shades of Meaning

Week	Word(s)
3	<b>plop</b> (Day 3, Step 6)
4	<b>heartbreaking</b> (Day 3, Step 1) MSP: Discuss Shades of Meaning with <i>Sad</i> and <i>Heartbreaking</i>
6	<b>immense</b> (Day 1, Step 4)
9	<b>whoosh</b> MSP: Review <i>Whoosh</i> and Discuss Shades of Meaning
13	<b>slog</b> (Day 1, Step 1) <b>flabbergasted</b> (Day 1, Step 5) MSP: Discuss Shades of Meaning and the Words <i>Surprised</i> and <i>Flabbergasted</i>
14	<b>delirious</b> (Day 3, Step 2)
16	<b>exhilarated</b> (Day 3, Step 3) <b>astounding</b> (Day 3, Step 5)

## Recognizing Words with Multiple Meanings

Week	Word(s)
1	<b>rap</b> (Day 1, Step 10) <b>snap</b> MSP: Discuss the Multiple Meanings of <i>Snap</i>
6	trail MSP: Explore Multiple Meanings of <i>Trail</i>
8	<b>cross</b> (Day 3, Step 3)
11	<b>faint</b> (Day 1, Step 4) MSP: Use a Dictionary to Discuss Words with Multiple Meanings
12	<b>shuffle</b> (Day 1, Step 3)
14	<b>delirious</b> MSP: Discuss Another Meaning of <i>Delirious</i>

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Week	Word(s)
15	<b>long</b> (Day 1, Step 6) <b>adjust</b> MSP: Discuss Another Meaning of <i>Adjust</i>
18	<b>plain</b> (Day 3, Step 3)
21	<b>tip</b> MSP: Discuss Another Meaning of <i>Tip</i>
22	<b>fantastic</b> MSP: Discuss Another Meaning of <i>Fantastic</i>
23	<b>scan</b> (Day 1, Step 8)
24	<b>decline</b> MSP: Discuss Another Meaning of <i>Decline</i>
25	<b>unwind</b> MSP: Discuss Another Meaning of <i>Unwind</i>
28	<b>improvise</b> (Day 3, Step 5) <b>brainstorm</b> MSP: Discuss Another Meaning of <i>Brainstorm</i>
29	<b>ease</b> MSP: Discuss Another Meaning of <i>Ease</i>

### Using a Print Dictionary to Determine Word Meanings

Week	Word(s)
5	<b>recall</b> (Day 1, Step 5) sniff, smoky, cheer, ripple MSP: Use a Print Dictionary
11	fine, collect, spread MSP: Use a Dictionary to Discuss Words with Multiple Meanings

### Using an Online Dictionary to Determine Word Meanings

Week	Word(s)
14	bumble, helter-skelter, pounce, meddle, squall, trudge MSP: Use an Online Dictionary

### Using a Glossary to Determine Word Meanings

Week	Word(s)
19	property, texture, appliance, electricity, detergent MSP: Discuss Using a Glossary

# Appendix D

## ADDITIONAL ACTIVITIES

### EXTENSION ACTIVITIES

Extension activities provide an opportunity to introduce the students to independent word-learning strategies not formally taught in the program, such as exploring how authors use language in interesting ways. The table below shows the weeks in which Extension activities appear and the names of the activities.

Week	Activities
1	Explore Onomatopoeia
2	Explore Vivid Verbs in <i>Two Bobbies</i>
3	Explore Movement Words in "Seal" Explore Onomatopoeia
4	Explore Homophones with <i>Tail</i> and <i>Tale</i> Explore Sensory Details in <i>The Spooky Tail of Prewitt Peacock</i>
5	Explore the Suffix <i>-ion</i> Discuss the Compound Word <i>Hatboxes</i>
8	Introduce and Discuss the Suffix <i>-less</i> Discuss the Compound Words <i>Roadside</i> and <i>Watermelon</i>
10	Introduce and Discuss the Prefix <i>im-</i>
11	Explore Similes in <i>The Girl Who Loved Wild Horses</i>
12	Discuss the Suffix <i>-ly</i> Explore Spanish Words in <i>A Day's Work</i> Discuss the Suffix <i>-er</i> and the Word <i>Prowler</i>
13	Explore the Suffix <i>-some</i> Explore the Prefix <i>im-</i>
14	Discuss the Suffix <i>-er</i> and the Word <i>Adviser</i> Discuss the Related Words <i>Snug</i> and <i>Snuggle</i> Explore Vivid Verbs in <i>Brave Irene</i>
15	Explore Related Words: <i>Persist</i> and <i>Persistence</i>
17	Explore Related Words: <i>Comfy</i> , <i>Comfortable</i> , and <i>Comfort</i> Explore Similes in <i>Sonia Sotomayor: A Judge Grows in the Bronx</i>
18	Discuss <i>Plain</i> and <i>Plane</i> and Other Homophones
19	Explore Related Words: <i>Detect</i> , <i>Detector</i> , and <i>Detective</i> Explore Domain-specific Words: <i>Wire</i>
22	Explore Domain-specific Words: <i>Rain Forests</i> Discuss the Compound Word <i>Painkiller</i>
23	Explore Domain-specific Words: <i>Evaporate</i>
26	Explore Related Words: <i>Considerate</i> and <i>Consider</i>

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Week	Activities
27	Discuss the Suffix <i>-ly</i> Discuss the Compound Word <i>Headstrong</i>
28	Explore the Prefix <i>dis-</i> Explore the Suffix <i>-y</i>
29	Discuss the Compound Word <i>Caretaker</i> Explore Related Words: <i>Aroma</i> and <i>Aromatic</i>

### **MORE ELL SUPPORT ACTIVITIES**

More ELL Support activities provide English Language Learners with additional opportunities to build vocabulary and oral language skills. The table below shows the weeks in which More ELL Support activities appear and the names of the activities.

Week	Activities
3	Discuss Other Speedy Animals
5	Discuss a Family Member or Special Older Person
7	Further Explore the Suffix <i>-est</i>
13	Discuss Where the Students Would Like to Be “Mailed To”
18	Draw a Picture of a Plain Object and Not Plain Object
22	Discuss a Pair of Illustrations in <i>Flashy Fantastic Rain Forest Frogs</i>
23	Scan, Write About, and Draw an Object
25	Draw a Picture of Unwinding
26	Discuss Being Considerate
27	Discuss Being Headstrong

# Appendix E

## SPANISH COGNATE PRONUNCIATIONS

Week	Spanish Word	Pronunciation	English Word
2	voluntario/a	voh-loon-TAH-reeoh/reeah	volunteer
2	devastar	deh-vahs-TAHR	devastate
4	furia	FOO-reeah	fury
5	desastre	deh-SAHS-treh	disaster
5	celebración	ceh-leh-brah-seeOHN	celebration
6	desafortunado/a	deh-sah-for-too-NAH-doh/dah	unfortunate
6	afortunado/a	ah-for-too-NAH-doh/dah	fortunate
6	inmenso/a	een-MEHN-soh/sah	immense
8	particularmente	pahr-tee-coo-LAHR-mehn-teh	particularly
8	sabroso/a	sah-BROH-soh/sah	savory
10	obstinado/a	ohbs-tee-NAH-doh/dah	obstinate
10	inmaduro/a	een-mah-DOO-roh/rah	immature
10	maduro/a	mah-DOO-roh/rah	mature
10	barricada	bah-ree-CAH-dah	barricade
10	reconsiderar	reh-cohn-see-deh-RAHR	reconsider
13	comenzar	coh-mehn-SAHR	commence
15	persistir	pehr-sees-TEER	persist
15	ajustar	ah-hoos-TAHR	adjust
16	memorable	meh-moh-RAH-bleh	memorable
16	intenso/a	een-TEHN-soh/sah	intense
17	abandonar	ah-bahn-doh-NAHR	abandon
18	apetitoso/a	ah-peh-tee-TOH-soh/sah	appetizing
18	diferir	dee-feh-REER	differ
19	seguro/a	seh-GOO-roh/rah	secure
19	durable	doo-RAH-bleh	durable
19	textura	tehks-TOO-rah	texture
19	detectar	deh-tehk-TAHR	detect
20	espectacular	ehs-pehk-tah-coo-LAHR	spectacular
20	original	oh-ree-hee-NAHL	original
20	determinación	deh-tehr-mee-nah-seeOHN	determination

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Week	Spanish Word	Pronunciation	English Word
21	requerir	reh-keh-REER	require
21	servir	sehr-VEER	serve
21	preferir	preh-feh-REER	prefer
21	vertical	vehr-tee-CAHL	vertical
21	horizontal	oh-ree-sohn-TAHL	horizontal
22	fantástico/a	fahn-TAHS-tee-coh/cah	fantastic
22	diverso/a	dee-VEHR-soh/sah	diverse
23	adaptar	ah-dahp-TAHR	adapt
23	depender	deh-pehn-DEHR	depend
24	generalmente	heh-neh-RAHL-mehn-teh	generally
25	permitir	pehr-mee-TEER	permit
26	colaborar	coh-lah-boh-RAHR	collaborate
26	agresivo/a	ah-greh-SEE-voh/vah	aggressive
26	evacuar	eh-vah-cooAHR	evacuate
26	considerado/a	con-see-deh-RAH-doh/dah	considerate
27	franco/a	FRAHN-coh/cah	frank
27	contento/a	cohn-TEHN-toh/tah	contentment
28	desorganizado/a	dehs-ohr-gah-nee-SAH-doh/dah	disorganized
28	improvisar	eem-proh-vee-SAHR	improvise
29	aroma	ah-ROH-mah	aroma

# Appendix F

## VOCABULARY WORDS K-6

### GRADE K

active  
allow  
amusing  
assist  
assortment  
bright  
care for  
collide  
comfort  
comfortable  
communicate  
companion  
complete  
concerned  
confident  
container  
courageous  
cozy  
creature  
creep  
crowded  
cupboard  
decide  
delicious  
depart  
describe  
determined  
diet  
difficult  
disappointed  
drowsy  
eager  
edge  
energetic  
enjoy  
enormous  
evening

excited  
exhausted  
explore  
face  
fact  
fits  
fluffy  
frightened  
frustrated  
furious  
generous  
glance  
gooey  
greet  
grin  
haul  
healthy  
icy  
imitate  
invite  
kind  
land  
lonely  
machine  
mend  
mighty  
need  
nuisance  
observe  
overhead  
passenger  
patient  
pedestrian  
peer  
persistent  
playful  
pleasant  
pleased

pointy  
pounce  
practice  
proud  
release  
repair  
rocky  
rough  
scoop  
scoot  
scramble  
signal  
similar  
snatch  
snooze  
soar  
soggy  
sphere  
straight  
stuck  
survive  
swiftly  
switch  
tame  
tangled  
tasty  
tip  
train  
transportation  
travel  
uncomfortable  
uncrowded  
unhealthy  
unkind  
unpleasant  
upset  
useful  
various

visible  
wade  
warn  
weak  
welcome  
whirl  
wild

### GRADE 1

admire  
adult  
adventure  
affectionate  
amazing  
appetite  
arrange  
arrive  
astonished  
audible  
bad-tempered  
beam  
bob  
bold  
chomp  
collapse  
commotion  
contents  
cooperate  
crabby  
crush  
curious  
dart  
delighted  
destination  
dine  
disappear  
discover  
disgusting

dump  
earsplitting  
essential  
evidence  
exclaim  
extraordinary  
faint  
feast  
ferocious  
firm  
flash  
fond  
frigid  
future  
gather  
gigantic  
glide  
glow  
gulp  
habitat  
hero  
hope  
hover  
howl  
humorous  
impolite  
inaudible  
independent  
inspect  
journey  
lunge  
match  
meadow  
memory  
migrate  
miserable  
moan  
munch

(continues)

(continued)

mutter	trust	dull	optional	vanish
neighborhood	tug	duplicate	overalls	variety
neighborly	twirl	eavesdrop	overjoyed	whimper
nervous	underground	eavesdropper	pester	
odd	untidy	ecstatic	picky	<b>GRADE 3</b>
odor	vegetation	embarrass	plenty	abandon
ordinary	wander	encourage	precaution	achieve
pack	wobble	expand	predict	adapt
peaceful	wonder	expert	prepare	adjust
persevere	wriggle	fabulous	provide	adventuresome
pile		fade	racket	advise
popular	<b>GRADE 2</b>	familiar	rarely	aggressive
possession	accompany	fearful	recently	appetizing
pout	annoy	fearless	recreation	aroma
powerful	appreciate	fetch	regularly	astounding
predator	approach	flap	routine	avoid
prey	approve	flexible	rude	ban
protect	attach	flop	scrunch	barricade
quarrel	attract	fragile	shelter	belongings
rapidly	behave	fragrant	shimmer	bewildered
relax	beneficial	fresh	shriek	blow your top
remain	blob	genius	sip	boast
rescue	bulge	glare	slurp	brainstorm
resent	chaos	gleam	sniffle	bustle
respect	characteristic	gobble	solid	caretaker
ridiculous	collect	gratitude	steer clear	celebration
rumble	compassionate	grip	stream	challenge
rush	complex	grumble	strenuous	cherish
scrumptious	congratulate	guide	stuff	clatter
shallow	conserve	hospitality	stunned	clench
snuggle	consume	host	sturdy	cling
sob	content	huddle	swirl	clutch
spot	convince	hurl	teamwork	cluttered
squint	create	insist	terrible	coax
stomp	damp	miniature	terrific	collaborate
store	dash	misbehave	tourist	comfy
study	decrease	murmur	treat	command
surroundings	delightful	mushy	tumble	commence
thrilling	disapprove	necessary	unique	considerate
tidy	discover	notorious	unusual	contentment
timid	disguise	numerous	unwelcome	convenient
track	disobedient	obedient	usual	cross
tremble	downcast	occasionally	valuable	customary

(continues)

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dazzle	handy	reluctant	unwind	desire
deadly	have a change of heart	require	urgent	desperate
debris		retrieve	utter	dissimilar
decline	have eyes in the back of your head	reunite	valuable	dubious
delirious		roam	vertical	edible
depend	hazardous	ruckus	volunteer	eerie
detect	headstrong	savory	well-organized	effective
determination	heartbreaking	scan	whiz	elated
devastate	horizontal	secure	whoop	eligible
differ	immature	self-confident	whoosh	endure
diligent	immense	serve		engage
disaster	impermissible	shuffle	<b>GRADE 4</b>	enraged
disorganized	improvise	silky	adequate	ensure
display	industrious	skill	adore	enthusiastic
disrupt	intense	skillful	alternative	envision
distress	joyful	slog	ambition	equitable
diverse	likely	slump	amiable	exclusive
dodge	lively	snap	analyze	experience
doubtful	long	snug	apprehensive	feat
durable	lounge	sorrowful	bellow	flee
ease	magnificent	spectacular	bizarre	focus
energize	mature	speechless	bliss	formal
evacuate	memorable	speedy	blotch	fume
exhilarated	motion	squirm	blurt out	function
faint	nifty	strain	boost	get-up-and-go
fantasize	obstinate	stressful	ceremony	gleeful
fantastic	opportunity	struggle	circulate	glower
fierce/fiercest	original	successful	circumstances	glum
flabbergasted	overwhelmed	swarm	compromise	greedy
flashy	particularly	swerve	conceal	harass
flick	permissible	task	conditions	hardship
flimsy	permit	texture	consistent	hazard
floppy	persist	threatened	consistently	hinder
flutter	plain	throw yourself into something	crave	humane
forbid	plop	tip	creak	humble
fortunate	prefer	trample	critical	humdrum
frank	prowl	unaggressive	crouch	ideal
fret	quiver	unexpected	custom	imposing
fury	rap	unfortunate	dazed	impressive
generally	realize	ungrateful	deceive	imprudent
ghastly	recall	unlikely	defy	in the blink of an eye
graceful	reconsider	unsuccessful	dejected	inadequate
gruff	refreshing		dense	inclusive

(continues)

(continued)

inconsistent	precise	trend	deliberately	injustice
indignantly	prior to	trim	dependent	insignificant
inedible	process	uniform	desert/deserter	interact
ineffective	proficient	unwise	desirable	international
ineligible	prudent	valiant	deteriorate	intrigue
inequitable	pursue	vigilant	device	knowledgeable
informal	raises eyebrows	wise	devour	loll
inhumane	recede	yearn	dignified	lose your nerve
initial	reduce		dilapidated	lurch
inspire	refuge	<b>GRADE 5</b>	dim	lurk
integrate	rejoice	academic	disadvantage	lush
intimidate	reminisce	advantage	discontinue	luxurious
intricate	reputation	argue	discourteous	master
jittery	resemble	battered	disposition	meager
jubilant	revere	befuddled	dissatisfied	memento
keen	rickety	billow	drastic	mobile
labor	rove	blow off steam	dwelling	moist
landscape	rowdier	blunt	efficient	momentous
launch	rowdy	breathtaking	emerge	moocher
lend a hand	rubble	budge	engrossed	motionless
lethal	rugged	bundle	envious	mystify
loathe	rummage	calamity	establish	negative
luscious	safeguard	cantankerous	ethical	nourish
manually	sag	clamber	exert	on pins and needles
merit	sandwiched	clamor	extend	pandemonium
misfortune	scrutinize	clank	fanciful	peculiar
misjudge	secure	clash	get on board	peer
mislead	seek	cluster	grimace	picturesque
mistreat	segregate	commit	grotesque	plummet
mysterious	sensitive	compel	hair-raising	pollute
neglect	serene	comply	harbor	positive
nosing around	severe	conspicuous	heartless	prejudice
note	sidesplitting	consume/consumer	heave	preposterous
obstacle	slight	contact	helter-skelter	preteen
offer	speculate	contemplate	heroine	priority
optimistic	stalk	contented	hospitable	procedure
pelt	survey	convert	hunch	protest
perilous	sustain	cuisine	hunger	quality
permanent	temporary	currently	impact	reassure
pessimistic	thoroughly	dab	indicate	regulate
plead	tilt	daring	inefficient	reliable
plunge	topple	defenseless	influence	resilient
precarious	transform	delectable	inform	resist

(continues)

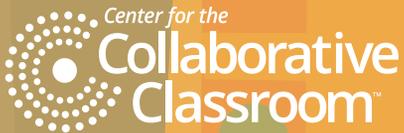
(continued)

resolve	wobbly	document	intently	scamper
restore		dramatic	internal	scavenge
restriction	<b>GRADE 6</b>	elegant	intrude	scurry
reuse	abruptly	encounter	jostle	self-sufficient
reverie	access	enigma	just	shatter
rustle	accessible	erroneously	leisure	sheepish
scarce	acknowledge	eventful	linger	shift
scour	acquire	exasperated	livelihood	skim
selfless	acute	excel	magnanimous	sleek
sequence	adamant	exceptional	majestic	sling
significant	adhere	excessive	meticulous	spew
sociable	adjacent	expose	mimic	step up to the plate
solitary	adversity	external	mistrustful	stew
soothe	altruistic	extract	modify	stoop
spectacle	appeal	extreme	monitor	storm
squander	appropriate	flail	mount	subterranean
stamina	arduous	forethought	muddled	summon
stroll	aspire	forlorn	nimble	sumptuous
stun	assert	frail	nonhuman	supervision
suit	awkward	frantic	nonviolent	suppress
supporter	bark	gargantuan	obligation	surreptitiously
supreme	beckon	get down to business	ooze	teeter
surge	bind	gregarious	overcome	tenacious
tattered	catastrophe	grit	overworked	tongue-tied
thoughtful	clump	guidance	particular	trace
thoughtless	commercial	heartwarming	passionate	trek
throng	compatible	hideous	pastime	tribulation
thrust	competent	hostile	plot	trigger
thunderous	composed	hullabaloo	pluck	trudge
towering	conceivable	hurtle	potential	turmoil
tranquil	condone	hypocrite	precede	ubiquitous
trickle	confide	impermanent	presentable	understanding
typical	congested	in the doghouse	press	unjust
uneasy	consensus	inch	prickly	unpredictable
unethical	consider	incident	prohibited	unreasonable
values	cordial	incompetent	promote	unsettled
vary	counsel	inconceivable	rate	view
vast	cower	inconsolable	ravenous	vital
vexed	cruise	inconspicuous	reasonable	vulnerable
vivid	despair	incredulous	reflect	
wide-eyed	dismal	initiative	resigned	
widespread	distinctive	intensify	salvage	

(continues)

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# Reading Assessment Preparation Guide

CCC Collaborative Literacy

# Making Meaning<sup>®</sup>

THIRD EDITION



GRADE

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Reading Assessment  
Preparation Guide

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GRADE

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# Introduction

English language arts/literacy and mathematics standards outline what students are expected to know and be able to do at the end of each grade. With these standards come end-of-year summative assessments aligned with the standards.

The goal of the *Reading Assessment Preparation Guide* is to prepare students for the reading comprehension portion of standards-based assessments. This guide introduces the students to the types of passages and test items they will encounter in these end-of-year assessments. The instruction in the guide supports the students in two important ways. First, it guides the students in using the self-monitoring procedures and reading comprehension and “fix-up” strategies they have learned during the year to make sense of passages. Second, it provides the students with a process they can use to read, understand, and respond to various types of test items. With guidance from you, the students work together on the passages and test items, building the confidence they need to perform well on the assessment.

The unit in this guide uses the same pedagogy and four-day lesson structure as other units in the *Making Meaning*<sup>®</sup> program. Support materials—including student handouts, interactive whiteboard activities, assessment record sheets, and supplemental assessment passages and questions—can be accessed on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information about the CCC Learning Hub, see “Using the Technology Features” in the Introduction of the *Teacher’s Manual*.

# Teaching the Unit

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## How the Unit Is Organized

The *Reading Assessment Preparation Guide* includes four days of instruction. With guidance and support, the students read two passages during the instructional week and respond to test items that correspond to the passages. The reading levels of the passages are within the grade 3 text-complexity band. The items represent the variety of formats the students will encounter on a standards-based assessment, including both selected-response items (multiple-choice) and constructed-response items (written responses of varying length). The items align with a range of reading, writing, and language standards. Extension activities on Days 2 and 3 provide additional test items for further practice. If the students require more instruction or practice, supplemental passages and items can be found on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). All of the instructional and supplemental passages are provided in the “Passages, Question Sets, and Answer Keys” section of this guide, beginning on page 29. Included with each passage are the test items associated with the passage, an answer key, and the skills each item addresses. For information about using the passages and test items at various times during the year, see “Using the Instructional and Supplemental Passages and Test Items Throughout the Year” on page viii.

During the lessons, the students work as a class, in pairs, and individually to read and comprehend passages and analyze and answer questions about the passages. Through this process, the students develop a class set of “tips” for answering questions that they can apply to assessment items of all types.

### **DAY 1: READ-ALoud/STRATEGY LESSON**

The students are introduced to the end-of-year reading assessment. They reflect on their growth as readers during the year and review the self-monitoring procedures and comprehension and “fix-up” strategies they have learned and practiced to make sense of texts. You read aloud the first part of the passage “Furry Friends and Helpers,” self-monitoring and thinking aloud about the strategies you are using to make sense of and remember the text. In pairs and as a class, the students discuss what they noticed you doing during your reading of the passage.

### **DAY 2: STRATEGY LESSON**

The students read “Furry Friends and Helpers” independently and discuss the strategies they use to make sense of the text. As a class, they then analyze and respond to three test items

in varying formats, developing a systematic process for responding to assessment items that you capture in a chart titled “Tips for Answering Questions”:

- Read the directions carefully so that you know how to mark your answers.
- Read the question carefully—more than once if necessary.
- Ask yourself: What information is the question asking for? What are the important words?
- Skim the passage to find the important information.
- Reread the part that helps you answer the question.

### **DAY 3: GUIDED STRATEGY PRACTICE**

Independently, the students read the second passage of the week, “Which Pet to Choose: A Cat or a Dog?” They monitor their comprehension and discuss the reading comprehension and “fix-up” strategies they use to make sense of the text. They then work with partners to analyze and respond to four test items, using the tips for answering questions they developed on Day 2. As on Day 2, the test items represent a variety of formats and address a range of reading and language skills.

### **DAY 4: GUIDED STRATEGY PRACTICE**

As a class and with modeling support from you, the students respond to a final test item that requires them to write a paragraph, using information from both passages. The students then reflect on what they have learned during the week.

---

## **Planning and Teaching the Lessons**

We recommend that you teach this unit a week or two before your end-of-year assessment is administered. This will ensure that the contents of the unit are fresh in the students’ minds while still providing you with the additional time you may need to reteach a lesson or provide additional practice. (For a suggestion for how to include the unit in your instruction for the year, see “Sample Calendar for Grade 3” in the Introduction of the *Teacher’s Manual*.)

To prepare to teach the lessons, begin by reading the unit’s introductory pages. The Resources list specifies the texts, extension activities, and assessments for the unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). The Overview table provides a general outline of the unit.

Next, read the comprehension and social development focuses in the Week Overview. The “Do Ahead” section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the unit’s comprehension and social development focuses from lesson to lesson.

## Using the Instructional and Supplemental Passages and Test Items Throughout the Year

In addition to the two sets of passages and the associated test items used for instruction during the week, you will find three sets of supplemental practice passages and test items on the CCC Learning Hub. All of the available sets are listed in the table below, along with their passage types and BLM (blackline master) numbers. The shaded rows are supplemental sets.

### Grade 3 Passages and Test Items Sets

Passage and Associated Test Items	Passage Type	BLM #
"Furry Friends and Helpers"	Informational	1
"Questions: 'Furry Friends and Helpers'"		2
"Which Pet to Choose: A Cat or a Dog?"	Informational	3
"Questions: 'Which Pet to Choose: A Cat or a Dog?'"		4
"Where Is Canada?"	Informational	5
"Questions: 'Where Is Canada?'"		6
"The Eagle and the Snake"	Literary	7
"Questions: 'The Eagle and the Snake'"		8
"A Visit to My Mom's Work"	Literary	9
"Questions: 'A Visit to My Mom's Work'"		10

Both the instructional and supplemental passages and test items can be used throughout the year in a variety of ways.

### FALL

You might use the passages "Furry Friends and Helpers" and/or "Which Pet to Choose: A Cat or a Dog?" and associated test items at the start of the school year as an informal baseline assessment of the students' reading comprehension and their comfort and facility with test-like passages and items. You can then use what you observe to help you plan instruction. You might use the supplemental passages periodically during the year for further evaluation or practice.

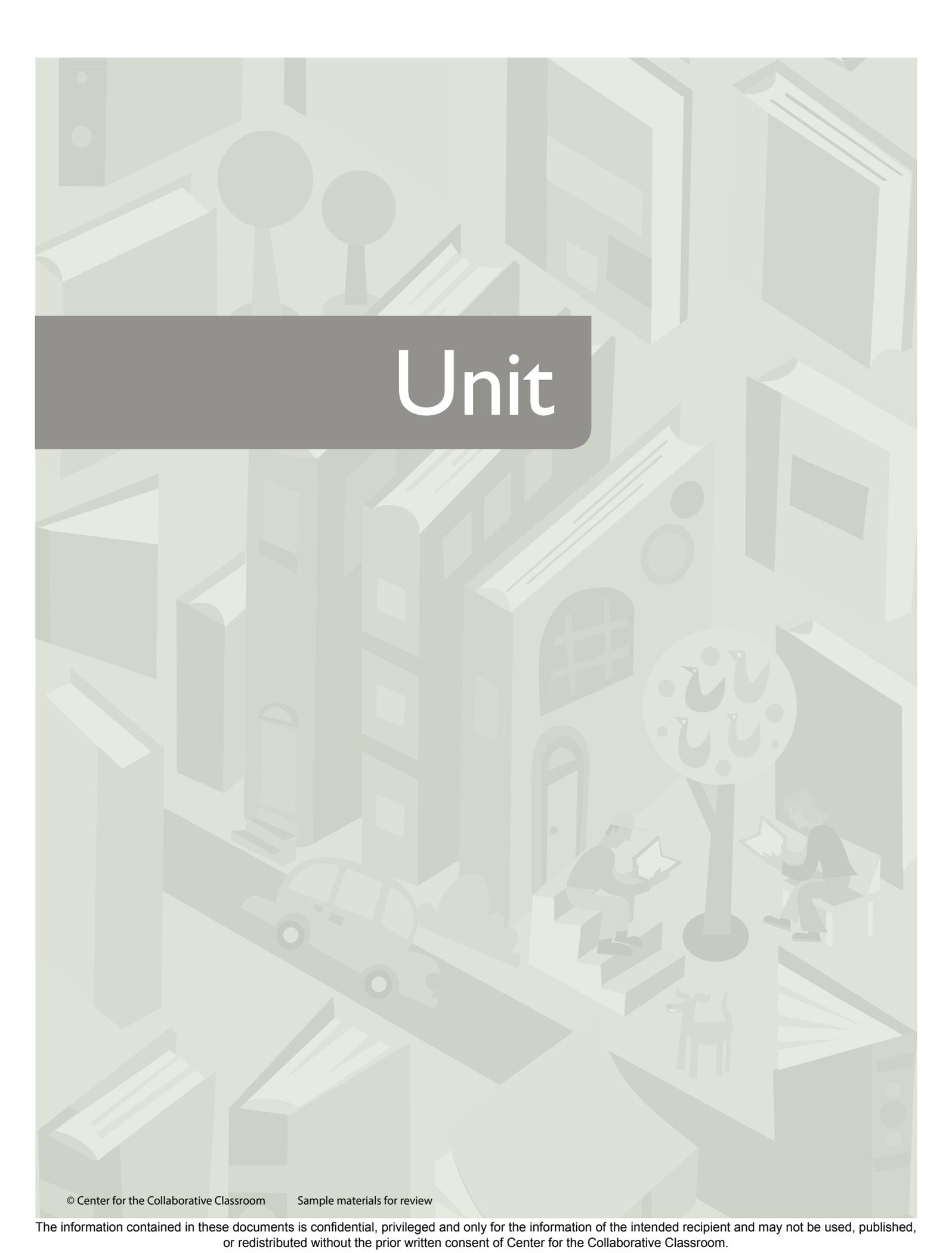
## **WINTER**

If your school or district decides to administer an interim standards-based assessment, you might teach the unit in this guide as preparation for that assessment. (The modeling you do on Day 1 will need to reflect the strategies that have been taught.) You can then use the supplemental passages and test items to teach the lessons in this guide prior to the end-of-year assessment.

## **SPRING**

After teaching the unit in this guide as preparation for the end-of-year assessment, you might assign one or more of the supplemental passages and their associated test items as seatwork or homework for the students, either as further practice or to use as an informal individual assessment of each student's progress on standards-type assessment items.





# Unit



# Unit

## Answering Questions in Response to Text

During this one-week unit, the students prepare for the reading comprehension portion of a standards-based end-of-year summative assessment. The students reflect on their growth as readers during the year and apply what they have learned about monitoring their comprehension and using comprehension and “fix-up” strategies to make sense of two practice passages. They work together as a class and in pairs to analyze and respond to various types of questions associated with the passages, including selected-response items (multiple-choice) and constructed-response items (written responses of varying length). Out of that process, they develop a set of “tips” for successfully answering assessment questions. Socially, the students focus on taking responsibility for their learning, sharing their thinking, and using prompts to build on one another’s thinking.



## RESOURCES

### Source Materials

- “Furry Friends and Helpers”
- “Which Pet to Choose: A Cat or a Dog?”

### IDR Mini-lesson

- Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies”

### Extensions

- “Discuss Practice Questions 4 and 5”
- “Discuss Practice Question 5”
- “Provide Additional Practice with Supplemental Passages and Questions”
- “Help the Students Prepare for Assessment Day”

### Assessments

- “Class Assessment Record” sheets



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

### Whiteboard Activities

- WA1–WA7

### Reproducibles

- “Furry Friends and Helpers” (BLM1)
- “Questions: ‘Furry Friends and Helpers’” (BLM2)
- “Which Pet to Choose: A Cat or a Dog?” (BLM3)
- “Questions: ‘Which Pet to Choose: A Cat or a Dog?’” (BLM4)
- (Supplemental) “Where Is Canada?” (BLM5)
- (Supplemental) “Questions: ‘Where Is Canada?’” (BLM6)
- (Supplemental) “The Eagle and the Snake” (BLM7)
- (Supplemental) “Questions: ‘The Eagle and the Snake’” (BLM8)
- (Supplemental) “A Visit to My Mom’s Work” (BLM9)
- (Supplemental) “Questions: ‘A Visit to My Mom’s Work’” (BLM10)

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4
Week	<p><b>Read-aloud/Strategy Lesson:</b> “Furry Friends and Helpers”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reflecting on growth as readers</li> <li>▪ Reviewing reading comprehension strategies, self-monitoring procedures, and “fix-up” strategies</li> <li>▪ Hearing and discussing a passage</li> </ul>	<p><b>Strategy Lesson:</b> “Furry Friends and Helpers”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Rereading and discussing a passage to build comprehension</li> <li>▪ Discussing various question formats</li> <li>▪ Answering questions about the passage as a class</li> <li>▪ Referring to the passage to support their thinking</li> </ul>	<p><b>Guided Strategy Practice:</b> “Which Pet to Choose: A Cat or a Dog?”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Reading and discussing a passage</li> <li>▪ Self-monitoring and using comprehension and “fix-up” strategies</li> <li>▪ Answering questions about the passage in pairs</li> <li>▪ Referring to the passage to support their thinking</li> </ul>	<p><b>Guided Strategy Practice:</b> “Furry Friends and Helpers”; “Which Pet to Choose: A Cat or a Dog?”</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Adding sentences to a paragraph about the passages</li> <li>▪ Referring to the passages to support their thinking</li> </ul>

### Furry Friends and Helpers

**Paragraph 1** Dogs make us happy and give us love. But what do dogs do for us? They make good pets. They provide their owners with friendship and love, and they are eager to make their owners happy. Some dogs, however, are more than pets. They have jobs.

**Paragraph 2** In Alaska, dogs called sled dogs are used to pull sleds across the snow. These dogs are smart and strong. They work as a team to travel long distances. These dogs far precees them from the sled.



A team of sled dogs pulling a sled.

**Paragraph 3** Sheep ranchers use dogs to protect and herd their flocks. These herding dogs are smart and strong, looking at them to move the sheep in a certain direction. These dogs are trained to respond to different whistles. When they hear one whistle, they move the sheep to the left. When they hear another whistle, they move the sheep to the right. But these herding dogs do not need much help to do their jobs. They were born for this work. Dog often have this kind of dog as a pet. Some people say their dogs try to “herd” them to bed at night.

## “Furry Friends and Helpers” (BLM1)

This informational passage discusses the various ways that dogs help people.

### Which Pet to Choose: A Cat or a Dog?

**Paragraph 1** Are you thinking about getting a pet but can't decide between a cat and a dog? Thinkable you'll be soon. Cats make better pets than dogs, there's why.

**Paragraph 2** Most cats are cleaner than dogs. Dogs get dirty—really, really dirty! Their owners have to give them baths. For the most part, cats don't need baths. They keep clean by licking their fur. Cats can resist and run like machines while cleaning themselves.

**Paragraph 3** Cats are quieter than dogs. Dogs are noisy creatures. They growl and meow and bark and howl. But cats just purr and meow. They don't bother the neighbors.

**Paragraph 4** Cats perform an important job around the house. They catch mice. You won't need a exterminator with a cat in the house. Of course, dogs do important jobs, too. Like cleaning away burglars. But dogs aren't regarded as cat catching mice.

**Paragraph 5** Cats are easier to feed than dogs. If you leave food for a cat, it will usually stop eating when it's full. Dogs will devour all the food in sight. A dog will gobble up every bite of food. It will eat even if it isn't hungry.

**Paragraph 6** One of the best things about cats is their playfulness. Of course, dogs play, too, but they usually want a human to play with them. Cats can entertain themselves for hours. Cats jump and twist and roll around. If you really want to have some fun, get a stick with a long feather tied to one end. Move the stick up, down, and all around. Your cat will have a great time trying to catch the feather, and you'll have great fun watching the show.



A cat can entertain itself for hours.

## “Which Pet to Choose: A Cat or a Dog?” (BLM3)

This opinion piece argues that cats are better pets than dogs.

## Comprehension Focus

- Students reflect on their growth as readers.
- Students review the comprehension strategies they have learned.
- Students review self-monitoring and “fix-up” strategies.
- Students use strategies to make sense of assessment practice passages.
- Students learn a procedure for answering various types of assessment questions.

## Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students use prompts to build on one another's thinking.

## DO AHEAD

- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make sure the “Reading Comprehension Strategies” and “Thinking About My Reading” charts are posted where everyone can see them. Keep the charts visible throughout the week.
- ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the student handouts for the unit (see “Reproducibles” on page 2). Make a class set of copies of each required handout listed (BLM1–BLM4) and any supplemental handouts you plan to use.
- ✓ Prior to Day 1, prepare to model using strategies to make sense of the passage “Furry Friends and Helpers” (see Step 4). For more information and examples of modeling, review IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A of the *Teacher’s Manual*).
- ✓ Prior to Day 1, prepare a class set of folders for the students to use to organize their materials during the week.
- ✓ Prior to Day 2, prepare a sheet of chart paper with the title “Tips for Answering Questions” (see Step 6).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1) on page 76.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2) on page 77.

# Day 1

## Read-aloud/Strategy Lesson

### Materials

- “Furry Friends and Helpers” chart (WA1)
- Copy of “Furry Friends and Helpers” (BLM1) for each student
- “Reading Comprehension Strategies” chart
- “Thinking About My Reading” chart
- A folder for each student

### Teacher Note

We recommend that you teach this unit a week or two before your end-of-year reading assessment.

### In this lesson, the students:

- Work with new partners
- Reflect on how they have grown as readers
- Review the strategies they have learned to make sense of text
- Hear and discuss a passage
- Use discussion prompts to build on one another’s thinking
- Work in a responsible way

### ABOUT PREPARING FOR A STANDARDS-BASED END-OF-YEAR ASSESSMENT

This week, with guidance and support from you, the students prepare for the reading comprehension portion of a standards-based end-of-year assessment. As a class and in pairs, the students hear, read, and discuss passages and answer reading comprehension questions about the passages. After preparing your students for the assessment in a classroom environment, we recommend that you provide them with further practice in a computerized testing environment.

### 1 Pair Students and Introduce the End-of-year Assessment

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assessment. Explain that the assessment is an opportunity for the students to show how they are growing as readers and writers and that the assessment provides information that is important for them, as well as for their families, teachers, and principal. Explain that during part of the assessment, the students will read passages and answer questions about the passages. Tell the students that during the next few days, they will work together to prepare for the reading portion of the assessment by hearing, reading, and discussing some practice passages and questions.

## 2 Review What Good Readers Do to Make Sense of Text

Point out that during the year, the students have learned what good readers do to make sense of text, and they have worked hard to become stronger readers themselves. Use “Think, Pair, Share” to discuss:



**Q** *In what ways have you grown as a reader this year? In what ways are you a stronger reader now than you were at the beginning of the year?* [pause]  
*Turn to your partner.*

Have a few volunteers share their thinking with the class.

Direct the students’ attention to the “Reading Comprehension Strategies” chart and review that good readers use various strategies to make sense of what they are reading. Ask:

**Q** *What have you learned about the strategies good readers use?*

Have a few volunteers share their thinking with the class.

Direct the students’ attention to the “Thinking About My Reading” chart and review that another thing that good readers do is stop and ask themselves questions as they read to make sure they understand what they are reading. Remind the students that they learned “fix-up” strategies they can use when they do not understand what they have read. Ask:

**Q** *What do good readers do when they realize they do not understand something they have read?*

If necessary, review that good readers reread something they have not understood slowly and carefully. If that does not fix the problem, they read ahead and look for information that clears up their confusion. Explain that this week the students will use these strategies to help them make sense of the practice passages they read.

## 3 Introduce “Furry Friends and Helpers”

Tell the students that today they will hear a nonfiction passage about dogs called “Furry Friends and Helpers.” Display the “Furry Friends and Helpers” chart (WA1), and distribute a copy of the passage (BLM1) to each student. Point out that, unlike most passages, this passage shows the number of each paragraph. Explain that the numbers are provided to make it easier for you to point out and discuss particular paragraphs.

### Teacher Note

The grade 3 reading comprehension strategies are:

- visualizing
- making inferences about characters
- wondering/questioning
- using text features
- determining important ideas

### Teacher Note

The “Thinking About My Reading” prompts are:

- What is happening in my book?
- Do I understand what I am reading?
- Do I know what most of the words mean?
- Is this book interesting and fun to read?

### Teacher Note

The “fix-up” strategies are:

- Go back and reread slowly and carefully. Look for clues in the text.
- Read ahead to look for more clues or information.
- Use a reading comprehension strategy.
- Ask for help.

Point to the title of the passage and ask:

**Q** *Based on the title, what do you think this passage will tell us about dogs?*

Have one or two volunteers share their thinking with the class.

#### **4** Read Aloud and Model Self-monitoring and Using Strategies

Explain that as you read the passage aloud, you would like the students to follow along on their copies. Tell them that you will stop after each paragraph and think aloud about what you just read. Ask the students to listen carefully and notice what you are doing to check your understanding and fix comprehension problems as you read.

Read the passage aloud slowly and clearly, stopping as described below to model monitoring your comprehension and using strategies to make sense of the passage.

Stop after:

**Paragraph 1:** "They have jobs."

**You might say:**

"I'll ask myself: 'Did I understand what I just read?' The opening paragraph of a passage is important because it often tells what the passage is about. I think this passage is going to be about the jobs that some dogs do, but I'll reread the paragraph just to make sure. [Reread the paragraph aloud.] I was right. The last two sentences say, 'Some dogs, however, are more than pets. They have jobs.'"

Reread the last sentence before the stop and continue reading.

Stop after:

**Paragraph 2:** "Their thick fur protects them from the cold."

**You might say:**

"Again, I'll ask myself: 'Did I understand what I just read?' Yes, I did. This paragraph tells about huskies and how they are strong enough to pull sleds. [Point to the photograph.] I know that using text features like photographs is a strategy good readers use to make sense of nonfiction texts. It's smart to look carefully at photographs, maps, or other features because they help you understand what you're reading. This photograph is helpful because it shows what huskies do—they pull sleds."

Reread the last sentence before the stop and continue reading.

Stop after:

**Paragraph 3:** "Some people say their dogs try to 'herd' them to bed at night."

**You might say:**

"Did I understand this paragraph? There's a lot of information here, but I understand most of it. [Point to the photograph.] Again, the photograph is helpful. It lets me see in a picture what the paragraph is telling me in words. The part about the whistles confused me, though. I'll read that part again. [Reread these sentences aloud slowly and carefully: 'These dogs are trained to respond to different whistles. When they hear one whistle, they move the sheep to the left. When they hear another whistle, they move the sheep to the right.'] Now I understand. The dogs move the sheep either left or right, depending on the whistle they hear."

After thinking aloud about paragraph 3, ask:



**Q** *What have you noticed me doing so far to make sense of the passage?*

*Turn to your partner.*

Give partners a minute or two to discuss what they noticed. Then, without sharing, reread the last sentence before the stop and continue reading the passage. Stop after:

**Paragraph 4:** "Only the smartest and most loyal dogs can be trained as service dogs."

**You might say:**

"I understood this paragraph. To think more deeply about what they are reading, good readers wonder and ask questions as they read—and I'm wondering how people train dogs to open doors. Hmm. Maybe I'll learn more about this when I read on."

Reread the last sentence before the stop and continue reading.

Stop after:

**Paragraph 5:** "They must also enjoy being around people."

**You might say:**

"I understood what I read in this paragraph. I used another strategy to help me make sense of the information and remember it—visualizing. I pictured in my mind a sick person in a hospital petting a gentle dog. That will help me remember that some dogs, known as 'therapy dogs,' are trained to help people in this way."

Reread the last sentence before the stop and continue reading.

Stop after:

**Paragraph 6:** "These highly trained dogs have saved many lives."

**You might say:**

"I understand that this paragraph is about how some dogs help people in emergencies. I made an inference as I read the paragraph. I used clues to help me infer that dogs that rescue people must be strong and fearless. It takes strength and courage to help people in dangerous situations like earthquakes."

Reread the last sentence before the stop and continue reading to the end of the passage.

**You might say:**

"I'm not sure what a *special bond* means. I'll reread the paragraph to see if I can figure it out. [Reread the paragraph aloud.] I figured it out. Dogs help people and are loving pets. That's the special bond, or connection, that people and dogs have."

## 5 Discuss What the Students Noticed

Discuss questions like those that follow. Remind the students to use the discussion prompts they have learned to build on one another's thinking.

- Q *What did you notice me doing to make sense of the passage as I read it?*
- Q *What comprehension strategies did I use? How did they help me understand or remember what I read?*
- Q *What did I do when I did not understand something I read?*

**Students might say:**

"I noticed that you stopped at the end of a paragraph to check if you understood what you read. That's something good readers do."

"I agree with [Zoe]. I also noticed that you used the comprehension strategies we've learned. You looked at the photographs, and you visualized and asked a question."

"In addition to what [Julian] said, you went back and read a confusing part again really slowly—that part about the herding dogs and whistles. That helped you make sense of it."

"You also reread when you didn't know what a *special bond* was. That helped you figure it out."

If necessary, explain that you read each paragraph slowly and carefully. After reading each paragraph, you asked yourself if you understood what you read, and then you reread to clear up any confusion. You also used reading comprehension strategies such as using text features, visualizing, making inferences, and wondering and asking questions to help you understand and remember what you read.

Tell the students that tomorrow they will have an opportunity to read the passage again and work with their partners to answer questions about it. Distribute a folder to each student and explain that this is where the students will keep passages and other materials for the week. Have the students put their copies of "Furry Friends and Helpers" inside their folders and keep the folders in their desks.

### Teacher Note

The discussion prompts are:

- "I agree with \_\_\_\_\_ because..."
- "I disagree with \_\_\_\_\_ because..."
- "In addition to what \_\_\_\_\_ said, I think..."

### Teacher Note

Save the "Furry Friends and Helpers" chart (WA1) to use during the week.

## 6 Reflect on Working Responsibly

Ask and briefly discuss:

Q *What did you do to work responsibly today?*

# Strategy Lesson

# Day 2

### In this lesson, the students:

- Reread and discuss a passage
- Discuss various question formats
- Answer questions about the passage as a class
- Refer to the passage to support their thinking
- Listen respectfully to the thinking of others and share their own

## 1 Review and Reread “Furry Friends and Helpers”

Have the students get their folders and pencils and sit at desks with partners together. Remind the students that during the end-of-year assessment, they will read passages and answer questions about the passages. Review that yesterday the students began to prepare for the assessment by reviewing the strategies good readers use to make sense of text. They also listened as you read and thought about the passage, and they discussed the strategies you used to make sense of the passage. Explain that today the students will reread the passage and work together to answer questions about it.

Display the “Furry Friends and Helpers” chart (WA1), and remind the students that this is the passage they heard yesterday. Ask:

 Q *What do you remember about the passage? Turn to your partner.*

Without discussing as a class, tell the students that you would like them to quietly reread their copies of the passage (BLM1) to help them prepare to answer questions about it. Direct their attention to the “Thinking About My Reading” and “Reading Comprehension Strategies” charts, and remind them to monitor their comprehension and use the comprehension strategies to help them make sense of what they read. Also remind them to use the “fix-up” strategies of rereading and reading ahead if they do not understand something in the passage. Ask the students to look up when they are done reading.

### Materials

- “Furry Friends and Helpers” chart (WA1) from Day 1
- “Questions 1–3: ‘Furry Friends and Helpers’” chart (WA2)
- Copy of “Questions: ‘Furry Friends and Helpers’” (BLM2) for each student
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- “Tips for Answering Questions” chart, prepared ahead, and a marker

### TEKS 6.A.i

#### Student/Teacher Activity

#### Step 1

(all, beginning on page 11 and continuing on to page 12)

When most students have finished, ask:

**Q** *What part of the passage, if any, did you have trouble understanding?*

**Q** *What did you do to help you make sense of that part?*

Have a few volunteers share their thinking.

## 2 Discuss Question 1

Distribute a copy of “Questions: ‘Furry Friends and Helpers’” (BLM2) to each student. Tell the students that these are the questions about the passage that they will answer. Display the “Questions 1–3: ‘Furry Friends and Helpers’” chart (WA2).

### Questions 1-3: “Furry Friends and Helpers”

WA2

#### Question 1

Read the question. Circle the letter of the correct answer.

According to the passage, what kind of work do huskies do?

- A. herd sheep
- B. pull sleds
- C. find lost people
- D. help blind people

### Teacher Note

To avoid overwhelming the students with testing jargon, we refer to each assessment “item type” (multiple-choice, fill-in-the-blank, short-answer, essay, and other formats) as a “question” even though in some cases the item type is not literally a question.

You might explain that this type of question is called a “multiple-choice question” because it requires you to choose a single answer from among multiple, or several, possible answers.

Explain that question 1 is an example of one type of question the students may see on the assessment. Point to the directions that precede the question (“Read the question. Circle the letter of the correct answer.”) and explain that an assessment question usually includes directions that tell you how to mark or record your answer. Tell the students that it is important to read directions like this carefully so that they mark their answers properly. Have the students read the directions quietly to themselves. Then ask:

**Q** *According to the directions, how will you mark your answer to question 1?*

Have one or two volunteers share their thinking. If necessary, point out that the students will circle the letter next to the correct answer.

Point to the question on the chart (“According to the passage, what kind of work do huskies do?”), and explain that it is important to read the question *slowly and carefully* and think about what it is asking. Explain that if the students are not sure that they understand a question, they should read it again. Ask the students to listen carefully as you read the question aloud twice. Then read and reread the question. Ask:

**Q** *What information is the question asking for?*

**Q** *What are the important words in the question? Which words are important for finding the answer?*

**Students might say:**

"The question is asking for information about huskies."

"In addition to what [Jayne] said, the question is asking for information about what huskies do."

"I think *huskies* is an important word. That's the kind of dog the question is about."

"I agree with [Jack]. In addition, I think *what kind of work* are important words because the question wants to know what work huskies do."

As the students share their ideas, circle the important words they identify on the chart. If necessary, explain that *huskies* and *what kind of work* are important words for finding the answer to the question.

### 3 Skim the Passage and Answer Question 1

Tell the students that now that they have thought carefully about the question, you want them to work together to find the answer. Reread the question and read the answer choices aloud slowly and clearly. Ask:

**Q** *What might you do to find the answer to this question?*

Have a few volunteers share their thinking. If necessary, explain that one strategy the students might use is to skim the passage to find the part about huskies and then reread that part. Remind the students that when they skim a passage, they do not read every word. Instead, they look quickly through the passage for important words or ideas.

Display the "Furry Friends and Helpers" chart and have the students look at their copies of the passage. Ask:

**Q** *What paragraph in the passage tells about huskies?*

Give the students a few moments to skim the passage. Then have one or two volunteers share their thinking. If necessary, point out that paragraph 2 tells about huskies. Then ask:

**Q** *What part of the paragraph helps to answer the question?*

If necessary, explain that the sentence "In Alaska, dogs called huskies are used to pull sleds across the snow" helps to answer the question. Then click back to the "Questions 1–3: 'Furry Friends and Helpers'" chart, review that the students are to circle the letter of the correct answer, and circle letter B on the chart. Have the students circle letter B on their copies of question 1.

### 4 Discuss Question 2 and Make an Inference to Answer It

Have the students turn to question 2 on their copies of "Questions: 'Furry Friends and Helpers'" and display question 2 on the "Questions 1–3: 'Furry Friends and Helpers'" chart. Explain that this is the next question the students will answer.

#### Teacher Note

You might tell the students that even if they think they know the answer to a question, it is a good idea to skim a passage and reread the part the question is asking about to make sure their answer is correct.

#### Teacher Note

If the students have little experience with skimming or seem unsure about what to do, call for the class's attention and model skimming the passage (rereading first sentences and looking for key words and ideas) to find the paragraph about huskies.

**Question 2**

What evidence does the author give in paragraph 3 to show that herding dogs are smart? Write your answer on the lines below.

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Explain that question 2 is an example of another type of question the students may see on an end-of-year assessment. Remind the students that it is important to read a question and any directions that come with it slowly and carefully. Ask the students to listen as you read question 2 and the directions for recording the answer. Then read the question and directions aloud twice, slowly and carefully. Point to the question (“What evidence . . . are smart?”) and ask:

- Q** *What information is the question asking for?*
- Q** *What are the important words in the question? Which words are important for finding the answer?*

**Students might say:**

“The question is asking for information about herding dogs.”

“I agree with [Hector]. We have to find evidence that herding dogs are smart.”

“I think the important words are *evidence*, *herding dogs*, and *smart*.”

“In addition to what [Carol] said, I think *paragraph 3* is important because it tells you where to look to find the answer.”

As volunteers share their thinking about important words in the question, circle the words in the question on the chart.

Point to the directions (“Write your answer on the lines below.”) and ask:

- Q** *According to the directions, how will you record your answer to question 2?*

Have one or two volunteers share their thinking.

Remind the students that they found the answer to question 1 in a sentence right in the passage, but explain that to answer question 2, they will need to make an inference, or use clues in the passage to figure out the answer. Click the “Furry Friends and Helpers” chart to display the passage and scroll to paragraph 3. Tell the students that, as you read the paragraph aloud, you want them to follow along on their copies of the passage and underline evidence, or clues, that herding dogs are

smart. Then read paragraph 3 aloud slowly and clearly. Give the students a few moments to underline evidence. Then ask:

- Q *What evidence in the paragraph shows that herding dogs are smart?*
- Q *How does ["These dogs are trained to respond to different whistles"] show that herding dogs are smart?*
- Q *Do you agree with [Myra] that ["These dogs are trained to respond to different whistles"] is evidence that herding dogs are smart?*

**Students might say:**

"The paragraph says that *These dogs are trained to respond to different whistles*. The dogs must be smart if they can be trained to do that."

"I agree with [Karl]. I think *When they hear one whistle, they move the sheep to the left and When they hear another whistle, they move the sheep to the right* are also evidence that they are smart dogs."

"In addition to what [Myra and Karl] said, the paragraph says, *But these herding dogs do not need much help to do their jobs*. That's another clue that the dogs are smart. They know what to do without much help."

Click back to the "Questions 1–3: 'Furry Friends and Helpers'" chart. As volunteers share their thinking, record their responses on the chart, and have the students record their responses on their copies of question 2.

## 5 Discuss Question 3, Underline, and Write a Response

Display question 3 on the "Questions 1–3: 'Furry Friends and Helpers'" chart, and explain that this is another type of question the students might see.

### Question 3

Read the directions in part A and part B and complete each part of the question.

#### Part A

Look at the list of jobs that dogs can do. Then underline the paragraphs in the passage where you find information about these jobs.

- pull sleds over snow
- visit patients in hospitals
- find people who are lost

#### Part B

On the lines below, write two more jobs that dogs can do.

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WA2

### Teacher Note

If the students have difficulty answering these questions, offer some examples like those in the "Students might say" note.

Point to the directions (“Read the directions in part A and part B and complete each part of the question.”) and explain that this question has two parts: part A and part B. Ask the students to listen carefully as you read the directions for part A. Then read the directions and bulleted list aloud. Ask:

**Q** *What are these directions asking you to do?*

Have a few volunteers share their thinking. If necessary, explain that the students are to underline the paragraphs in the passage that tell about dogs that pull sleds over snow, visit patients in hospitals, and find people who are lost. Ask:

**Q** *What paragraph in the passage tells about dogs that pull sleds over snow? Skim the passage to find the paragraph.*

Give the students a few moments to skim their copies of the passage and find the paragraph (paragraph 2). Then have a volunteer share what he found with the class. Display the “Furry Friends and Helpers” chart and underline paragraph 2. Have the students underline paragraph 2 on their copies of the passage.

In the same way, have the students find and underline the paragraphs that tell about dogs that visit hospitals (paragraph 5) and dogs that find people who are lost (paragraph 6) on their copies of the passage. Underline those paragraphs on the passage chart.

Click back to the “Questions 1–3: ‘Furry Friends and Helpers’” chart. Direct the students’ attention to part B and ask them to listen carefully as you read the directions. Then read the directions aloud. Ask:

**Q** *What are these directions asking you to do?*

If necessary, explain that the directions are asking the students to write two more examples of jobs that dogs can do. Then ask:

**Q** *What other jobs did we read about in the passage? Skim the passage to find other jobs.*

Have the students skim their copies of the passage and find examples of other jobs that dogs can do. (You might have them underline the jobs on their copies of the passage.) Then have volunteers share what they found with the class. Use the volunteers’ ideas to write answers on the lines in part B of the question on the chart, and have the students write answers on their copies of the question.

## **6** Introduce the “Tips for Answering Questions” Chart

Remind the students that today they looked at three examples of assessment questions. Ask and discuss:

**Q** *What did we learn about answering assessment questions?*

### **Teacher Note**

Other jobs that dogs can do are herd sheep, help blind people, open doors and fetch objects for people who cannot walk or move their arms, find people who are trapped or buried, and help the police and military save lives.

**Students might say:**

"We learned that there are different types of questions."

"I agree with [Katie]. We also found out that we need to read the directions carefully so that we'll know how to answer each question. Sometimes you circle a letter. Sometimes you write an answer or underline sentences in the passage."

"In addition to what [Dennis and Katie] said, I learned that you have to read a question a couple of times and make sure you understand it. There are important words in the question that you need to pay attention to."

"Also, skimming and rereading the important part of the passage is really important—even if you think you know the answer."

As volunteers share their thinking, record their ideas on the "Tips for Answering Questions" chart. Be ready to paraphrase their responses so that your chart is similar to the example in the diagram below.

### Tips for Answering Questions

*Read the directions carefully so that you know how to mark your answers.*

*Read the question carefully—more than once if necessary.*

*Ask yourself: What information is the question asking for? What are the important words?*

*Skim the passage to find the important information.*

*Reread the part that helps you answer the question.*

Tell the students that the questions they discussed today are just a few examples of the kinds of questions they might be asked on the end-of-year assessment. Explain that tomorrow they will have a chance to hear and read another passage and work with their partners to answer questions about it. Have the students put their materials inside their folders. Tell the students that you will post the "Tips for Answering Questions" chart where everyone can see it and that they can use the tips throughout the week to help them answer questions.

#### Teacher Note

If you would like to discuss additional "Furry Friends and Helpers" practice questions with the students, see the extension "Discuss Practice Questions 4 and 5" on the next page.

### Teacher Note

The answer to question 4 is “The dogs help the patients feel better.” The answers to question 5 are “gentle,” “enjoy being around people,” and “good sense of smell.”

# Day 3

## Guided Strategy Practice

### Materials

- “Which Pet to Choose: A Cat or a Dog?” chart (WA4)
- Copy of “Which Pet to Choose: A Cat or a Dog?” (BLM3) for each student
- “Questions 1–4: ‘Which Pet to Choose: A Cat or a Dog?’” chart (WA5)
- Copy of “Questions: ‘Which Pet to Choose: A Cat or a Dog?’” (BLM4) for each student
- “Thinking About My Reading” chart
- “Reading Comprehension Strategies” chart
- “Class Assessment Record” sheet (CA1)

### TEKS 6.A.i

Student/Teacher Narrative Step 2 (first and second paragraphs, beginning on page 18 and continuing on to page 19)

## EXTENSION

### Discuss Practice Questions 4 and 5

Follow the procedures you used on Day 2 (see Steps 2–5) to have the students discuss and answer questions 4 and 5 on their copies of “Questions: ‘Furry Friends and Helpers’” (BLM2). Remind the students to use the information on the “Tips for Answering Questions” chart to help them find the correct answers. Then use the “Questions 4–5: ‘Furry Friends and Helpers’” (WA3) chart to discuss the students’ responses as a class.

### In this lesson, the students:

- Read and discuss a passage
- Self-monitor and use comprehension and “fix-up” strategies to make sense of the passage
- Answer questions about the passage in pairs
- Refer to the passage to support their thinking
- Work in a responsible way

### 1 Review and Discuss Working with Partners

Have the students get their folders and pencils and sit at desks with partners together. Remind the students that they are preparing for an end-of-year assessment, and review that yesterday they read a passage about dogs called “Furry Friends and Helpers” and worked as a class to answer questions about the passage. Explain that today the students will read another passage about animals and work with their partners to answer questions about it.

Briefly discuss:

**Q** *What do you want to keep in mind as you work with your partner today?*

Have a few volunteers share their thinking with the class.

### 2 Introduce the Passage and Have the Students Read Independently

Display the “Which Pet to Choose: A Cat or a Dog?” chart (WA4), and distribute a copy of the passage (BLM3) to each student. Explain that in

the passage, the author expresses an opinion about whether a cat or a dog makes a better pet.

Tell the students that you would like them to read the passage quietly to themselves. Direct their attention to the “Thinking About My Reading” chart. Tell them that, as they read, you want them to stop occasionally and ask themselves if they understand what they are reading. If they do not understand something they have read, they are to put a check mark next to that part of the passage and use a “fix-up” strategy to try to fix the problem. Review that “fix-up” strategies include rereading slowly and carefully and reading ahead to find additional information. Direct the students’ attention to the “Reading Comprehension Strategies” chart and remind them that they can also use the comprehension strategies they have learned to help them make sense of the passage.

Tell the students that you will check in with them later to see how they did with reading and understanding the passage. Then have the students quietly read the passage.

Circulate as the students are reading. Confer briefly with the students about what they are doing to monitor their comprehension and fix comprehension problems.

#### TEKS 6.A.i

Student/Teacher Activity

Step 2 (third paragraph in step to the end) and Step 3 (all, beginning on page 19 and continuing on to page 20)



### CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students monitoring their comprehension?
- Are they using “fix-up” strategies to address comprehension problems?

Record your observations on the “Class Assessment Record” sheet (CA1) on page 76. Use the following suggestions to support the students:

- If **all or most students** are monitoring their comprehension and using “fix-up” strategies, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are monitoring their comprehension and using “fix-up” strategies, model reading a part of the passage, thinking aloud about what you are doing to monitor your comprehension and address comprehension problems (see Day 1, Step 4). You might also consider teaching or reviewing IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A of the *Teacher’s Manual*).

### 3 Discuss Self-monitoring and “Fix-up” Strategies

When the students have finished reading the passage, facilitate a discussion about how they did with monitoring their comprehension and fixing problems. Ask:

**Q** *What part of the passage, if any, did you have trouble understanding?*

**TEKS 9.D.i**  
**TEKS 9.D.iv**  
Student/Teacher Activity  
Step 4 (all)

**TEKS 9.D.i**  
**TEKS 9.D.iv**  
Student/Teacher Narrative  
Teacher Note (first Teacher  
Note in green margin on  
page 20)

### Teacher Note

If the students struggle to understand the question, explain that *main point* are important words in the question and that the *main point* is what the passage is mainly, or mostly, about. If the students struggle to find the answer, display the passage and model skimming to identify information that will help them figure out the answer (for example, the sentence “Cats make better pets than dogs” in paragraph 1).

### Teacher Note

The correct answer to question 1 is “You should choose a cat instead of a dog for a pet.”

**Q** *What did you do to help you make sense of that part?*

Have a few volunteers share their thinking. If the students had difficulty comprehending any part of the passage, read that part aloud and discuss it with the students.

## 4 Discuss Question 1 in Pairs

Review that the students will work with their partners to answer questions about the passage. Distribute a copy of “Questions: ‘Which Pet to Choose: A Cat or a Dog?’” (BLM4) to each student. Display question 1 on the “Questions 1–4: ‘Which Pet to Choose: A Cat or a Dog?’” chart (WA5).

### Questions 1-4: “Which Pet to Choose: A Cat or a Dog?”

WA5

#### Question 1

Read the question. Fill in the circle of the correct answer.

What main point does the author make in this passage?

Both cats and dogs have important jobs to do.

Dogs and cats can be trained to get along together.

You should choose a cat instead of a dog for a pet.

Taking care of a dog is hard work for pet owners.



Tell the students that question 1 is the first question about the passage they will answer with their partners. Direct the students’ attention to the “Tips for Answering Questions” chart, and tell the students that you want partners to use these tips to answer question 1. Briefly review the tips. Explain that when partners agree on the correct answer, each is to mark the answer on his or her copy of the questions. Have partners work together to answer question 1.

Circulate as pairs work, offering support as needed.

When most students have finished, discuss the following questions:

**Q** *What answer did you and your partner agree on for question 1?*

**Q** *How did you mark your answer?*

**Q** *What did you and your partner do to figure out the answer?*

**Q** *Who agrees with [Mark and Maria] that [“You should choose a cat instead of a dog for a pet”] is the correct answer?*

**Q** *Who marked a different answer? Why did you choose that answer?*

Have a few volunteers share their thinking.

## 5 Follow the Same Procedure to Answer Questions 2-4

Follow the same procedure to have partners answer questions 2, 3, and 4. Continue to circulate as pairs discuss each question and offer support as needed.

### Question 2

Read the question. Circle the letters of the correct answers. More than one answer is correct.

Which of these sentences are evidence that cats make better pets than dogs?

- A. Cats do not make as much noise as dogs.
- B. Dogs do lots of important jobs.
- C. A cat can entertain itself for hours.
- D. Training cats is not easy.

WA5

### Teacher Note

If the students do not understand the question, explain that *evidence* and *cats make better pets than dogs* are important words in the question, and that they are to identify each sentence that is evidence that tells why cats make better pets than dogs. You might display the passage and model skimming to find one sentence that is evidence of why cats make better pets than dogs.

When most students have finished, discuss the following questions:

- Q *What answers did you and your partner agree on for question 2?*
- Q *How did you mark your answers?*
- Q *What did you and your partner do to figure out the answers?*
- Q *Who agrees with [Paul and Thuy] that [A and C] are the correct answers?*
- Q *Who marked different answers? Why did you mark those answers?*

### Question 3

Read the following sentence from paragraph 7 of the passage. Then answer the question below.

Now, it is true that cats have minds of their own.

What does the author mean by this? Fill in the circle of the correct answer.

- (A) Cats are much more intelligent than dogs.
- (B) Cats can be trained if you know what they're thinking.
- (C) Cats are hard to train because they are not smart.
- (D) Cats do what they want instead of trying to please people.

WA5

### Teacher Note

If the students struggle with the question's format, explain that the sentence "Now, it is true that cats have minds of their own" is from paragraph 7. The question is asking which answer choice tells what the sentence means. You might display the passage and reread paragraph 7 to help them figure out the answer.

When most students have finished, discuss the following questions:

- Q *What answer did you and your partner agree on for question 3?*
- Q *How did you mark your answer?*

### Teacher Note

The correct answer to question 3 is D.

**Teacher Note**

If the students do not understand the question, explain that they are to write two examples of how dogs and cats are alike, using information from both passages. To answer the question, they need to skim the passages and think about what dogs and cats have in common. Explain that they will need to make inferences to figure out how the animals are similar.

**Teacher Note**

Possible examples are:

- Dogs and cats make good pets. (“Furry Friends and Helpers”: paragraphs 1 and 7; “Which Pet to Choose?”: paragraphs 2-8)
- Dogs and cats can be trained. (“Furry Friends and Helpers”: paragraphs 3-5; “Which Pet to Choose?”: paragraph 7)
- Dogs and cats do jobs for people. (“Furry Friends and Helpers”: paragraphs 1-6; “Which Pet to Choose?”: paragraphs 4 and 8)
- Dogs and cats give humans love and friendship. (“Furry Friends and Helpers”: paragraphs 1 and 7; “Which Pet to Choose?”: paragraph 8)

**Teacher Note**

Save the “Which Pet to Choose: A Cat or a Dog?” chart (WA4) to use on Day 4.

If you would like to discuss additional “Which Pet to Choose: A Cat or a Dog?” practice questions with the students, see the extension “Discuss Practice Question 5” on the next page.

- Q *What did you and your partner do to figure out the answer?*
- Q *Who agrees with [Kelli and Habib] that [D] is the correct answer?*
- Q *Who came up with a different answer? Why did you mark that answer?*

**Question 4**

Give **two** examples of how dogs and cats are alike. Use evidence from both “Furry Friends and Helpers” and “Which Pet to Choose: A Cat or a Dog?” in your answers. Write your answers on the lines below.

Example 1:

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Example 2:

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When most students have finished, discuss the following questions:

- Q *What examples of how dogs and cats are alike did you and your partner agree on?*
- Q *How did you record your answers?*
- Q *What did you and your partner do to figure out the answers?*
- Q *Who agrees with [Rae and Sara] that [“People keep dogs and cats as pets” and “Dogs and cats do jobs for people”] are examples of how dogs and cats are alike?*
- Q *Who wrote a different answer? Why did you choose that example?*

Tell the students that tomorrow they will answer one more question about the passages they have read. Have the students put their materials inside their folders.

**6 Reflect on Partner Work**

Briefly discuss:

- Q *What did you do to take responsibility as you worked with your partner today?*
- Q *What did your partner do to take responsibility?*

## EXTENSION

### Discuss Practice Question 5

Follow the procedure you used on Day 3 (see Step 5) to have partners discuss and answer question 5 on their copies of “Questions: ‘Which Pet to Choose? A Cat or a Dog?’” Remind the students to use the information on the “Tips for Answering Questions” chart to help them find the correct answers. Then use the “Question 5: ‘Which Pet to Choose: A Cat or a Dog?’” chart (WA6) to discuss the students’ responses as a class.

#### Teacher Note

The correct answers to question 5 are B (part A) and “food,” “gobble,” and “eat” (part B).

## Guided Strategy Practice

## Day 4

#### In this lesson, the students:

- Add sentences to a paragraph about this week’s passages
- Refer to the passages to support their thinking
- Reflect on what they have learned about preparing for an end-of-year assessment
- Listen respectfully to the thinking of others and share their own
- Use discussion prompts to build on one another’s thinking

### 1 Briefly Review the Week

Have the students get their folders and pencils and sit at desks with partners together. Remind the students that they have been preparing for the end-of-year assessment. Review that this week they have read two passages and answered questions about the passages. Explain that today the students will work with you and their partners to answer a final question about the passages.

### 2 Read and Discuss Question 6

Display the “Question 6: ‘Which Pet to Choose: A Cat or a Dog?’” chart (WA7). Ask the students to look at question 6 on their copies of the questions (BLM4). Explain that this is the question they will discuss today. Direct the students’ attention to the “Tips for Answering Questions” chart and remind the students that it is important to read

#### Materials

- “Question 6: ‘Which Pet to Choose: A Cat or a Dog?’” chart (WA7)
- “Which Pet to Choose: A Cat or a Dog?” chart (WA4) from Day 3
- “Tips for Answering Questions” chart from Day 2
- “Class Assessment Record” sheet (CA2)

#### Teacher Note

Question 5 is a supplemental practice question. If you did not do the extension activity on Day 3, you might assign the question as seatwork for the students to do individually or in pairs.

a question carefully and think about what the question is asking before answering it. Ask the students to read question 6 carefully. Then discuss:

- Q *What is this question asking you to do?*
- Q *What information from the passages is the question asking you to write about? What are the important words in the question?*

WA7

**Question 6:** "Which Pet to Choose: A Cat or a Dog?"

**Question 6**

On the lines below, write a paragraph about how cats and dogs help people. Make sure your paragraph has at least one detail from each of the passages you read.

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**Students might say:**

- "The question says we have to write a paragraph."
- "In addition to what [Bob] said, the question says the paragraph has to have at least one detail from each passage."
- "We need to write about how cats and dogs help people."
- "I agree with [Seth]. I think *about how cats and dogs help people* are important words because we have to write about that."
- "I agree with [Sharon]. In addition, I think the words *one detail from each of the passages* are important words because that means we have to look at both passages to find details for the paragraph."

If necessary, point out that the question is asking the students to write a paragraph about how cats and dogs help people and to include at least one detail from each passage they read this week.

**3** **Model Writing the First Few Sentences of the Paragraph**

Ask the students to watch and listen as you model writing the first few sentences of the paragraph. Then write an opening sentence and a couple of sentences that tell how cats help people, thinking aloud as you plan and write.

**You might say:**

"A well-written paragraph starts with an opening sentence that tells what the paragraph is about. We know from the question that this paragraph is going to tell how cats and dogs help people. I remember from the passages that cats and dogs help people in different ways, so I'll write this opening sentence: *Cats and dogs help people in different ways.* I'll write first about how cats help people. I remember from the passage 'Which Pet to Choose: A Cat or a Dog?' that cats help people by catching mice. So I'll write: *Cats help people by catching mice.* I can't remember if the passage tells about other ways cats help people, so I'll skim the passage to see. [Display the 'Which Pet to Choose: A Cat or a Dog?' chart and skim the passage.] Oh, here in paragraph 8, it tells how loving and attentive a cat is as a pet, and it says, 'Cats help lonely people feel less lonely and sad people feel happier.' So I'll write a sentence or two about that: *Cats are also wonderful pets. They help unhappy people feel better.*"

Ask:

**Q** *What did you notice me doing as I wrote the first few sentences of the paragraph?*

**Students might say:**

"I noticed that you wrote an opening sentence. It tells what the paragraph is about."

"In addition to what [Min] said, I noticed that you wrote about cats first. You remembered that cats help people because they chase mice."

"I noticed that you couldn't remember anything else about cats, so you skimmed the passage."

"I noticed that, too. Looking at the passages is a smart idea."

Have a few volunteers share their thinking with the class.

## **4** Have the Students Add to the Paragraph

 Tell the students that you want them to copy the sentences you wrote onto their own copies of question 6. Then you want each of them to add at least two sentences of their own to their paragraphs that tell how dogs help people. Have partners discuss what they might write about how dogs help people.

Without sharing as a class, have the students copy your sentences and write sentences of their own. As the students work, walk around the room and observe, assisting as needed.



## CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to write sentences about how dogs help people?
- Do the sentences include details from both passages?
- Are they skimming the passages to find information?

Record your observations on the “Class Assessment Record” sheet (CA2) on page 77. Use the following suggestions to support the students:

- If **all or most students** are writing at least two sentences and the sentences include details from the passages, proceed with the lesson.
- If **about half of the students** or **only a few students** are writing two sentences or the sentences do not include details from the passages, model skimming the passages and adding a sentence to the paragraph. Have the students copy that sentence. Then have them skim the passages and add a sentence of their own.

## 5 Use the Students’ Ideas to Add to the Paragraph and Model Writing a Closing Sentence

When the students have finished writing, discuss the following questions:

- Q *What is one sentence you added to the paragraph about how dogs help people?*
- Q *Where is that information in the passages?*
- Q *Who else added a sentence [about how huskies help people by pulling sleds]?*

Use the students’ ideas to add sentences to the paragraph on the chart. Then model writing a closing sentence.

**You might say:**

“A well-written paragraph ends with a strong closing sentence that wraps up the paragraph and lets the reader know that the paragraph has come to an end. From the passages, we’ve learned that both cats and dogs are friendly, loving pets, and they help people, too. So I’ll write: *Both cats and dogs are wonderful friends and helpers.*”

### Teacher Note

Students’ ideas might include that dogs help people by pulling sleds; herding sheep; leading the blind; opening doors or fetching objects for people who cannot use their arms or walk; visiting hospital patients; finding people who are lost, trapped, or buried; helping the police and military save lives; or being loving pets.

**Question 6:** “Which Pet to Choose: A Cat or a Dog?”**Question 6**

On the lines below, write a paragraph about how cats and dogs help people. Make sure your paragraph has at least one detail from each of the passages you read.

*Cats and dogs help people in different ways. Cats help people by catching mice. Cats are also wonderful pets. They help unhappy people feel better. Dogs make people feel better, too. Some service dogs visit hospital patients. The patients are happier after petting the dogs. Other service dogs help people who cannot walk by fetching things. Dogs also help people by doing jobs like pulling sleds and herding sheep. Both cats and dogs are wonderful friends and helpers.*

Read the paragraph aloud. Then point to the directions for question 6 and ask:

**Q** *How did we do with following the directions of the question? Why do you say that?*

## 6 Reflect on Preparing for the Assessment

Remind the students that this week they prepared for an end-of-year reading assessment by reading and discussing passages together and answering questions. Ask:

**Q** *What have you learned this week that will help you do well on the end-of-year assessment?*

**Q** *Do you feel prepared for the assessment? Why do you feel [prepared/unprepared]?*

## EXTENSIONS

### Provide Additional Practice with Supplemental Passages and Questions

Additional practice passages and questions are available on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). You might assign one or more of the passages and sets of questions as seatwork to be completed independently or in pairs or as homework. When students have finished the assignment, discuss their responses to the questions, using questions like those you asked on Day 3 (see Step 5). The passages and

questions can also be used for further class instruction if needed. For other uses of the passages and questions, see “Using the Instructional and Supplemental Passages and Test Items Throughout the Year” on page viii.

## Help the Students Prepare for Assessment Day

Providing the students with strategies for making sense of passages and tips for answering questions is a critical step in getting them ready for an end-of-year assessment, but it is also important to help the students prepare physically and emotionally. In the days before the assessment, let the students know what to expect on the day of the assessment. Your school or district guidelines for administering the assessment will provide you with information about the location of the assessment, how the assessment will be administered, and the amount of time the students will have to complete the assessment. You might also share information about rules concerning talking during the assessment, breaks or rest periods, and what to do when the students are finished.

Tell the students that it is important for them to be well rested and feeling their best on the day of the assessment so that they can do their best work. Ask:

- Q** *What might you do to make sure you are well rested and feeling your best for the assessment?*
- Q** *Why is it important to be responsible for taking care of yourself so you're ready for the assessment?*

### Students might say:

“I can go to bed early the night before the assessment so that I won't be sleepy that day.”

“I can set an alarm clock so I have enough time to get ready that morning.”

“I can eat a good breakfast so that I won't be hungry and grouchy.”

“If I take care of myself, then I'll feel good during the assessment.”

“In addition to what [Tanae] said, if we feel good when we do the assessment, that will help us do our best work.”

If necessary, emphasize the importance of getting a good night's sleep and eating a good breakfast on the day of the assessment. Encourage the students to be responsible and take care of themselves in these ways in preparation for the assessment.

# Passages, Question Sets, and Answer Keys

“Furry Friends and Helpers” .....	30
“Which Pet to Choose: A Cat or a Dog?” .....	40
“Where Is Canada?” .....	52
“The Eagle and the Snake” .....	59
“A Visit to My Mom’s Work” .....	64

# Passage 1

## Furry Friends and Helpers

Paragraph 1        Dogs come in many shapes and sizes. No matter the shape or size, dogs make good pets. They provide their owners with friendship and love, and they are eager to make their owners happy. Some dogs, however, are more than pets. They have jobs.

Paragraph 2        In Alaska, dogs called huskies are used to pull sleds across the snow. These dogs are smart and strong. They work as a team to travel long distances. Their thick fur protects them from the cold.



Photo copyright © iStockphoto.com/fobgaly

A team of huskies pulling a sled

Paragraph 3        Sheep ranchers use dogs to protect and herd their flocks. These herding dogs race around the sheep, barking at them to move the sheep in a certain direction. These dogs are trained to respond to different whistles. When they hear one whistle, they move the sheep to the left. When they hear another whistle, they move the sheep to the right. But these herding dogs do not need much help to do their jobs. They were born for this work. People often have this kind of dog as a pet. Some people say their dogs try to “herd” them to bed at night.

*(continues)*

(continued)

## Furry Friends and Helpers (continued)



A dog herding sheep

Paragraph 4        Some dogs are trained to help people in their daily lives. They are called service dogs. For example, you may have seen a service dog helping a blind person. Some people cannot walk or move their arms. A service dog can open doors and fetch objects for them. Only the smartest and most loyal dogs can be trained as service dogs.

Paragraph 5        Just being around dogs can make people feel better. That is why some hospitals invite therapy dogs to visit patients. (*Therapy* is a “treatment for an illness or injury.”) After petting and hugging a dog, patients are more cheerful. It takes their minds off of being sick. Therapy dogs must have special traits. For example, they must be gentle. They must also enjoy being around people.

Paragraph 6        Dogs have an extremely good sense of smell. This trait makes them very good at finding lost people. When there is an emergency such as an earthquake, dogs can find people who are trapped. When an avalanche of snow comes crashing down a mountain, it can bury people. Dogs can help find those people. The police and the military also use dogs. These highly trained dogs have saved many lives.

Paragraph 7        Whether they are herding sheep, rescuing people in trouble, or rushing to greet us at the front door, dogs are loveable creatures that make our lives richer. Dogs and humans have a special bond.

# Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Furry Friends and Helpers"

### Question 1

Read the question. Circle the letter of the correct answer.

According to the passage, what kind of work do huskies do?

- A. herd sheep
- B. pull sleds
- C. find lost people
- D. help blind people

### Question 2

What evidence does the author give in paragraph 3 to show that herding dogs are smart? Write your answer on the lines below.

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(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Furry Friends and Helpers"** (continued)

**Question 3**

Read the directions in part A and part B and complete each part of the question.

**Part A**

Look at the list of jobs that dogs can do. Then underline the paragraphs in the passage where you find information about these jobs.

- pull sleds over snow
- visit patients in hospitals
- find people who are lost

**Part B**

On the lines below, write two more jobs that dogs can do.

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(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Furry Friends and Helpers"** (continued)

**Question 4**

Read the question. Fill in the circle of the correct answer.

Why do some hospitals let dogs visit patients?

- Doctors like to bring their dogs to work.
- Patients train the dogs to be gentle.
- The hospital takes care of sick animals.
- The dogs help the patients feel better.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Furry Friends and Helpers"** (continued)

**Question 5**

Read the sentences from the passage below. Then underline **three** examples of traits that dogs can have.

Just being around dogs can make people feel better. That is why some hospitals invite therapy dogs to visit patients. (*Therapy* is a "treatment for an illness or injury.") After petting and hugging a dog, patients are more cheerful. It takes their minds off of being sick. Therapy dogs must have special traits. For example, they must be gentle. They must also enjoy being around people.

Dogs have an extremely good sense of smell. This trait makes them very good at finding lost people.

# Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Furry Friends and Helpers"

### Question 1

Read the question. Circle the letter of the correct answer.

According to the passage, what kind of work do huskies do?

- A. herd sheep
- B. pull sleds
- C. find lost people
- D. help blind people

### Question 2

What evidence does the author give in paragraph 3 to show that herding dogs are smart? Write your answer on the lines below.

One or more of the following sentences from the passage can be counted as correct. Students might also respond by paraphrasing this information from the passage: These dogs are trained to respond to different whistles. When they hear one whistle, they move the sheep to the left. When they hear another whistle, they move the sheep to the right. But these herding dogs do not need much help to do their jobs.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Furry Friends and Helpers"** (continued)

**Question 3**

Read the directions in part A and part B and complete each part of the question.

**Part A**

Look at the list of jobs that dogs can do. Then underline the paragraphs in the passage where you find information about these jobs.

- pull sleds over snow      paragraph 2
- visit patients in hospitals      paragraph 5
- find people who are lost      paragraph 6

**Part B**

On the lines below, write two more jobs that dogs can do.

Students may provide any two of the following possible answers: herd sheep, help blind people, open doors and fetch objects for people who cannot walk or move their arms, find people who are trapped or buried, help the police and military save lives.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Furry Friends and Helpers"** (continued)

**Question 4**

Read the question. Fill in the circle of the correct answer.

Why do some hospitals let dogs visit patients?

- Doctors like to bring their dogs to work.
- Patients train the dogs to be gentle.
- The hospital takes care of sick animals.
- The dogs help the patients feel better.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Furry Friends and Helpers"** (continued)

**Question 5**

Read the sentences from the passage below. Then underline **three** examples of traits that dogs can have.

Just being around dogs can make people feel better. That is why some hospitals invite therapy dogs to visit patients. (*Therapy* is a "treatment for an illness or injury.") After petting and hugging a dog, patients are more cheerful. It takes their minds off of being sick. Therapy dogs must have special traits. For example, they must be gentle. They must also enjoy being around people.

Dogs have an extremely good sense of smell. This trait makes them very good at finding lost people.

## Passage 2

### Which Pet to Choose: A Cat or a Dog?

Paragraph 1        Are you thinking about getting a pet but can't decide between a cat and a dog? Trouble yourself no more. Cats make better pets than dogs. Here's why.

Paragraph 2        First, cats are cleaner than dogs. Dogs get dirty—really, really dirty! Their owners have to give them baths. For the most part, cats don't need baths. They keep clean by licking their fur. Cats can twist and turn like acrobats while cleaning themselves.

Paragraph 3        Cats are quieter than dogs. Dogs are noisy creatures. They growl and snarl and bark and howl. But cats just purr and meow. They don't bother the neighbors.

Paragraph 4        Cats perform an important job around the house. They catch mice. You won't need a mousetrap with a cat in the house. Of course, dogs do important jobs, too, like chasing away burglars. But dogs aren't as good as cats at catching mice.

Paragraph 5        Cats are easier to feed than dogs. If you leave food for a cat, it will usually stop eating when it's full. Dogs will devour all the food in sight. A dog will gobble up every little bite. It will eat even if it isn't hungry.

Paragraph 6        One of the best things about cats is their playfulness. Of course, dogs play, too, but they usually want a human to play with them. Cats can entertain themselves for hours. Cats leap and twirl and roll around. If you really want to have some fun, get a stick with a long feather tied to one end. Move the stick up, down, and all around. Your cat will have a great time trying to catch the feather, and you'll have great fun watching the show.



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spx/Chrome

A cat can entertain itself for hours.

*(continues)*

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### Which Pet to Choose: A Cat or a Dog? *(continued)*

Paragraph 7      Now, it is true that cats have minds of their own. They are not as eager to please people as dogs are. That’s why many people think cats cannot be trained. But they can be. If you want to train a cat, though, you will need to be patient. Training a cat is not easy.

Paragraph 8      Perhaps the best reason of all to get a cat is for the love and attention it will show you. Your pet cat will want to be near you. Much of the time, it will want to be on you! Cats help lonely people feel less lonely and sad people feel happier.



Photo copyright © iStockphoto.com/spoon

Your pet cat will want to be near you.

Paragraph 9      Looking for a terrific pet? Get a cat. They’re “purrrrr . . . fect”!

# Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Which Pet to Choose: A Cat or a Dog?"

### Question 1

Read the question. Fill in the circle of the correct answer.

What main point does the author make in this passage?

- Both cats and dogs have important jobs to do.
- Dogs and cats can be trained to get along together.
- You should choose a cat instead of a dog for a pet.
- Taking care of a dog is hard work for pet owners.

### Question 2

Read the question. Circle the letters of the correct answers. More than one answer is correct.

Which of these sentences are evidence that cats make better pets than dogs?

- A. Cats do not make as much noise as dogs.
- B. Dogs do lots of important jobs.
- C. A cat can entertain itself for hours.
- D. Training cats is not easy.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions:** "Which Pet to Choose: A Cat or a Dog?" (continued)

**Question 3**

Read the following sentence from paragraph 7 of the passage. Then answer the question below.

Now, it is true that cats have minds of their own.

What does the author mean by this? Fill in the circle of the correct answer.

- (A) Cats are much more intelligent than dogs.
- (B) Cats can be trained if you know what they're thinking.
- (C) Cats are hard to train because they are not smart.
- (D) Cats do what they want instead of trying to please people.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions:** "Which Pet to Choose: A Cat or a Dog?" (continued)

**Question 4**

Give **two** examples of how dogs and cats are alike. Use evidence from both "Furry Friends and Helpers" and "Which Pet to Choose: A Cat or a Dog?" in your answers. Write your answers on the lines below.

Example 1:

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Example 2:

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions:** "Which Pet to Choose: A Cat or a Dog?" (continued)

**Question 5**

**Part A**

Read the following sentences from paragraph 5 of the passage. Then answer the question below.

Dogs will **devour** all the food in sight. A dog will gobble up every little bite. It will eat even if it isn't hungry.

Based on the sentences, what is the meaning of **devour**? Circle the letter of the correct answer.

- A. stop
- B. eat
- C. forget
- D. smell

**Part B**

Read the sentences again. Underline the words that helped you figure out the meaning of **devour**.

(continues)



# Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Which Pet to Choose: A Cat or a Dog?"

### Question 1

Read the question. Fill in the circle of the correct answer.

What main point does the author make in this passage?

- Both cats and dogs have important jobs to do.
- Dogs and cats can be trained to get along together.
- You should choose a cat instead of a dog for a pet.
- Taking care of a dog is hard work for pet owners.

### Question 2

Read the question. Circle the letters of the correct answers. More than one answer is correct.

Which of these sentences are evidence that cats make better pets than dogs?

- A. Cats do not make as much noise as dogs.
- B. Dogs do lots of important jobs.
- C. A cat can entertain itself for hours.
- D. Training cats is not easy.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions:** "Which Pet to Choose: A Cat or a Dog?" (continued)

**Question 3**

Read the following sentence from paragraph 7 of the passage. Then answer the question below.

Now, it is true that cats have minds of their own.

What does the author mean by this? Fill in the circle of the correct answer.

- (A) Cats are much more intelligent than dogs.
- (B) Cats can be trained if you know what they're thinking.
- (C) Cats are hard to train because they are not smart.
- (D) Cats do what they want instead of trying to please people.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions:** “Which Pet to Choose: A Cat or a Dog?” (continued)

**Question 4**

Give **two** examples of how dogs and cats are alike. Use evidence from both “Furry Friends and Helpers” and “Which Pet to Choose: A Cat or a Dog?” in your answers. Write your answers on the lines below.

Possible answers include: (1) Dogs and cats make good pets. [“Furry”: paragraphs 1 and 7; “Which Pet”: paragraphs 2–8] (2) Dogs and cats can be trained. [“Furry”: paragraphs 3–5; “Which Pet”: paragraph 7] (3) Dogs and cats do jobs for people. [“Furry”: paragraphs 1–6; “Which Pet”: paragraphs 4 and 8] (4) Dogs and cats give humans love and friendship. [“Furry”: paragraphs 1 and 7; “Which Pet”: paragraph 8]

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions:** "Which Pet to Choose: A Cat or a Dog?" (continued)

**Question 5**

**Part A**

Read the following sentences from paragraph 5 of the passage. Then answer the question below.

Dogs will **devour** all the food in sight. A dog will gobble up every little bite. It will eat even if it isn't hungry.

Based on the sentences, what is the meaning of **devour**? Circle the letter of the correct answer.

- A. stop
- B. eat
- C. forget
- D. smell

**Part B**

Read the sentences again. Underline the words that helped you figure out the meaning of **devour**.

Students might underline *food*, *gobble*, and *eat*.

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(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions:** “Which Pet to Choose: A Cat or a Dog?” (continued)

**Question 6**

On the lines below, write a paragraph about how cats and dogs help people. Make sure your paragraph has at least one detail from each of the passages you read.

Possible answer: Cats and dogs help people in different ways. Cats help people by catching mice. Cats are also wonderful pets. They help unhappy people feel better. Dogs make people feel better, too. Some therapy dogs visit hospital patients. The patients are happier after petting the dogs. Service dogs help people who cannot walk by fetching things. Dogs also help people by doing jobs like pulling sleds and herding sheep. Both cats and dogs are wonderful friends and helpers.

## Where Is Canada?

Canada is located on the continent of North America. In terms of area, it is the second-largest country in the world. The borders of Canada stretch from the Atlantic Ocean in the east to the Pacific Ocean in the west. To the north, Canada extends into the Arctic Ocean. Most of the United States is south of Canada. The border between Canada and the United States is the world's longest land border between two countries.



# Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Where Is Canada?"

### Question 1

Read the question. Fill in the circle of the correct answer.

What is this passage mainly about?

- Ⓐ Canada's size
- Ⓑ Canada's border with the United States
- Ⓒ Canada's location
- Ⓓ the oceans that border Canada

### Question 2

Read the question. Fill in the circle of the correct answer.

How many oceans does Canada border?

- Ⓐ 1
- Ⓑ 2
- Ⓒ 3

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Where Is Canada?"** (continued)

**Question 3**

Read the question. Fill in the circles of **all** of the correct answers.

Which oceans does Canada border?

- (A) Arctic Ocean
- (B) Indian Ocean
- (C) Pacific Ocean
- (D) Atlantic Ocean
- (E) Southern Ocean

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Where Is Canada?"** (continued)

**Question 4**

**Part A**

Read the question. Fill in the circle of the correct answer.

Which statement about Canada is supported by details in the passage?

- (A) Canada is a democratic country.
- (B) Canada is a very large country.
- (C) Ice hockey is a national sport in Canada.
- (D) French is an official language of Canada.

**Part B**

Underline the details in the passage that support your answer to part A.

# Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "Where Is Canada?"

### Question 1

Read the question. Fill in the circle of the correct answer.

What is this passage mainly about?

- (A) Canada's size
- (B) Canada's border with the United States
- (C) Canada's location
- (D) the oceans that border Canada

### Question 2

Read the question. Fill in the circle of the correct answer.

How many oceans does Canada border?

- (A) 1
- (B) 2
- (C) 3

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Where Is Canada?"** (continued)

**Question 3**

Read the question. Fill in the circles of **all** of the correct answers.

Which oceans does Canada border?

- Arctic Ocean
- Indian Ocean
- Pacific Ocean
- Atlantic Ocean
- Southern Ocean

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "Where Is Canada?"** (continued)

**Question 4**

**Part A**

Read the question. Fill in the circle of the correct answer.

Which statement about Canada is supported by details in the passage?

- (A) Canada is a democratic country.
- (B) Canada is a very large country.
- (C) Ice hockey is a national sport in Canada.
- (D) French is an official language of Canada.

**Part B**

Underline the details in the passage that support your answer to part A.

Students might underline one or more of the following sentences: The borders of Canada stretch from the Atlantic Ocean in the east to the Pacific Ocean in the west. To the north, Canada extends into the Arctic Ocean. Most of the United States is south of Canada. The border between Canada and the United States is the world's longest land border between two countries.

### The Eagle and the Snake

Long, long ago, in a field next to a forest, a great eagle spotted a snake slithering through the grass. “Ah, a tasty meal,” the hungry eagle thought to itself. The eagle swooped down and grabbed the snake.

To the eagle’s surprise, the snake fought back. The snake was quick and strong. It coiled itself tightly around the mighty bird. The eagle fell to the ground with the snake wrapped around it. The great bird struggled to lift its wings and fly away, but the snake was too strong.

Just as the snake was about to dig its fangs into the eagle, a man who was walking by saw them. The man rushed over and freed the eagle from the snake’s grasp.

The snake was furious. The man was too far away for the snake to bite, so it shot its venom into the man’s drinking cup, which had fallen to the ground. The man picked up the cup and continued on his journey.

The man came upon a stream. There the thirsty man filled his drinking cup with cold water. Before he could take a drink, the great eagle flew down and knocked the cup from his hand. The water with the snake’s venom poured out upon the ground.

# Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "The Eagle and the Snake"

### Question 1

Read the questions in part A and part B. Fill in the circle of the correct answer for each question.

#### Part A

Why did the eagle grab the snake?

- (A) The eagle was angry with the snake.
- (B) The eagle wanted to fight the snake.
- (C) The eagle was going to save the snake.
- (D) The eagle wanted to eat the snake.

#### Part B

Which sentence from the passage supports your answer to part A?

- (A) Long, long ago, in a field next to a forest, a great eagle spotted a snake slithering through the grass.
- (B) "Ah, a tasty meal," the hungry eagle thought to itself.
- (C) The eagle swooped down and grabbed the snake.
- (D) To the eagle's surprise, the snake fought back.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "The Eagle and the Snake"** (continued)

**Question 2**

Read the questions in part A and part B. Fill in the circle of the correct answer for each question.

**Part A**

Which sentence states the lesson of the story?

- (A) Before you offer to help someone, make sure that person can do something for you in return.
- (B) If you treat someone with kindness, that person will treat you with kindness in return.
- (C) When someone makes you angry, you should get angry and fight back in return.
- (D) If you treat someone poorly, you will probably get hurt in return.

**Part B**

Which sentence from the passage best supports your answer to part A?

- (A) The snake was quick and strong.
- (B) Just as the snake was about to dig its fangs into the eagle, a man who was walking by saw them.
- (C) The man was too far away for the snake to bite, so it shot its venom into the man's drinking cup, which had fallen to the ground.
- (D) Before he could take a drink, the great eagle flew down and knocked the cup from his hand.

# Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "The Eagle and the Snake"

### Question 1

Read the questions in part A and part B. Fill in the circle of the correct answer for each question.

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- (C) The eagle swooped down and grabbed the snake.
- (D) To the eagle's surprise, the snake fought back.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "The Eagle and the Snake"** (continued)

**Question 2**

Read the questions in part A and part B. Fill in the circle of the correct answer for each question.

**Part A**

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**Part B**

Which sentence from the passage best supports your answer to part A?

- (A) The snake was quick and strong.
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- (C) The man was too far away for the snake to bite, so it shot its venom into the man's drinking cup, which had fallen to the ground.
- (D) Before he could take a drink, the great eagle flew down and knocked the cup from his hand.

### A Visit to My Mom's Work

Friday was “take your child to work day,” so I went to work with my mom. I knew my mom worked in a nursing home, but I did not know exactly what that meant. I wanted to know more about what my mom does every day while I am at school.

When we got there, I saw several people about my grandparents' age gathered in a large living room. Some people were playing cards at a table. Others were watching television. There were even some people playing table tennis!

Mom said, “Kenzo, these are my clients.” She warmly introduced me to just about everyone. Each person I met was so happy to see my mom and pleased to meet me.

As we headed down the hall, a gentleman in a wheelchair followed us and called out to my mom. It was Mr. Robinson. When he caught up to us, he smiled at me. “It’s nice to finally meet you!” he said. Then he asked me how old I was.

I replied, “Eight. Going on nine next month. It’s nice to meet you, too.” When I reached out to shake his right hand, I realized Mr. Robinson could not move it. He offered me his left hand instead. My mom told Mr. Robinson that we would see him at four o’clock. Then she led me back to her office.

My mom’s office looked more like a playroom than an office. There were weights, big beach balls, and gym mats. There was even an exercise bike. One by one, my mom met with her clients. She helped them do what she called “exercises.” I watched carefully as my mom directed activities like folding laundry, walking up and down stairs, and picking up blocks off the floor. I wasn’t sure how some of these activities were actually exercise, but I trusted her.

(continues)

(continued)

### A Visit to My Mom’s Work *(continued)*

Then my mom asked, “Kenzo, do you want to give it a shot?” Of course I did! She had me play catch with a heavy ball with some of her clients. My arms got tired after a while! Mom said playing catch helps to keep her clients strong. It also keeps their reflexes sharp.

I wondered what kinds of exercises Mom would do with Mr. Robinson. I wondered how exercise could be possible if he could not walk or use his right hand.

At four o’clock sharp, Mr. Robinson was at my mom’s door. I watched as she massaged and stretched Mr. Robinson’s legs. Then she gently rubbed and stretched his arms and hands. Next she gave him a tennis ball to squeeze with his right hand. I could tell it was difficult because his hand barely gripped the ball. But Mr. Robinson grinned and said, “I love to feel the blood pumping through my veins!” Then he turned to me and said, “I don’t know what I would do without your mom. She keeps me young!”

I am so glad I went to work with my mom and met people like Mr. Robinson. I see how she helps them get their movement and strength back after an illness or accident. I also learned that people exercise in different ways. People do what they can, according to their limits and abilities. I look forward to visiting again and seeing her clients this summer.

# Questions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "A Visit to My Mom's Work"

### Question 1

Read the question. Fill in the circle of the correct answer.

Why did Kenzo go to work with his mom?

- He wanted to get some exercise.
- His mom needed help taking care of her clients.
- He wanted to know more about what his mom does.
- He wanted to visit his grandparents at the nursing home.

### Question 2

Read the question. Fill in the circle of the correct answer.

Which sentence from the passage best shows that the clients like Kenzo's mom?

- Mom said, "Kenzo, these are my clients."
- Each person I met was so happy to see my mom and pleased to meet me.
- As we headed down the hall, a gentleman in a wheelchair followed us and called out to my mom.
- My mom's office looked more like a playroom than an office.

*(continues)*

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: “A Visit to My Mom’s Work”** (continued)

**Question 3**

Read the sentences from the passage below and the question that follows.  
Fill in the circle of the correct answer.

My mom’s office looked more like a playroom than an office. There were weights, big beach balls, and gym mats. There was even an exercise bike. One by one, my mom met with her clients. She helped them do what she called “exercises.” I watched carefully as my mom directed activities like folding laundry, walking up and down stairs, and picking up blocks off the floor. I wasn’t sure how some of these activities were actually exercise, but I trusted her.

Then my mom asked, “Kenzo, do you want to give it a shot?”

What does the author mean by “do you want to give it a shot?”

- (A) Do you want to help the clients exercise?
- (B) Do you want to give the clients medicine?
- (C) Do you want to shoot a ball into a basket?
- (D) Do you want to work in a nursing home someday?

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "A Visit to My Mom's Work"** (continued)

**Question 4**

Read the sentences from the passage below and the question that follows.  
Fill in the circle of the correct answer.

I watched as she **massaged** and stretched Mr. Robinson's legs. Then she gently rubbed and stretched his arms and hands. Next she gave him a tennis ball to squeeze with his right hand.

Based on the passage, what does **massaged** mean?

- (A) stretched
- (B) bent into shape
- (C) rubbed in a gentle way
- (D) moved back

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "A Visit to My Mom's Work"** (continued)

**Question 5**

Read the sentences from the passage below and the question that follows.  
Write your answer on the lines below.

I am so glad I went to work with my mom and met people like Mr. Robinson. I see how she helps them get their movement and strength back after an illness or accident.

How does Kenzo's mom help people get their movement and strength back? Give two examples from the passage.

Example 1:

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Example 2:

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# Answer Key

Name \_\_\_\_\_ Date \_\_\_\_\_

## Questions: "A Visit to My Mom's Work"

### Question 1

Read the question. Fill in the circle of the correct answer.

Why did Kenzo go to work with his mom?

- He wanted to get some exercise.
- His mom needed help taking care of her clients.
- He wanted to know more about what his mom does.
- He wanted to visit his grandparents at the nursing home.

### Question 2

Read the question. Fill in the circle of the correct answer.

Which sentence from the passage best shows that the clients like Kenzo's mom?

- Mom said, "Kenzo, these are my clients."
- Each person I met was so happy to see my mom and pleased to meet me.
- As we headed down the hall, a gentleman in a wheelchair followed us and called out to my mom.
- My mom's office looked more like a playroom than an office.

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: “A Visit to My Mom’s Work”** (continued)

**Question 3**

Read the sentences from the passage below and the question that follows.  
Fill in the circle of the correct answer.

My mom’s office looked more like a playroom than an office.

There were weights, big beach balls, and gym mats. There was even an exercise bike. One by one, my mom met with her clients. She helped them do what she called “exercises.” I watched carefully as my mom directed activities like folding laundry, walking up and down stairs, and picking up blocks off the floor. I wasn’t sure how some of these activities were actually exercise, but I trusted her.

Then my mom asked, “Kenzo, do you want to give it a shot?”

What does the author mean by “do you want to give it a shot?”

- A Do you want to help the clients exercise?
- B Do you want to give the clients medicine?
- C Do you want to shoot a ball into a basket?
- D Do you want to work in a nursing home someday?

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "A Visit to My Mom's Work"** (continued)

**Question 4**

Read the sentences from the passage below and the question that follows.  
Fill in the circle of the correct answer.

I watched as she **massaged** and stretched Mr. Robinson's legs. Then she gently rubbed and stretched his arms and hands. Next she gave him a tennis ball to squeeze with his right hand.

Based on the passage, what does **massaged** mean?

- (A) stretched
- (B) bent into shape
- (C) rubbed in a gentle way
- (D) moved back

(continues)

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Questions: "A Visit to My Mom's Work"** (continued)

**Question 5**

Read the sentences from the passage below and the question that follows.  
Write your answer on the lines below.

I am so glad I went to work with my mom and met people like Mr. Robinson. I see how she helps them get their movement and strength back after an illness or accident.

How does Kenzo's mom help people get their movement and strength back? Give two examples from the passage.

Possible answer: Kenzo's mom helps people do special exercises to stay strong, such as going up stairs and throwing heavy balls. She helps Mr. Robinson get his movement back by rubbing his arms and legs and having him grip a tennis ball.



An isometric illustration of a school building in shades of green and grey. The building has multiple windows and doors. In the foreground, a car is parked on a street. Two students are sitting on a bench, reading books. A dog is sitting on the ground nearby. A tree with a circular canopy is also present. The overall scene is a stylized representation of a school environment.

# Assessments

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students monitoring their comprehension?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they using “fix-up” strategies to address comprehension problems?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are monitoring their comprehension and using “fix-up” strategies, proceed with the lesson and then continue on to Day 4.
- If **about half of the students** or **only a few students** are monitoring their comprehension and using “fix-up” strategies, model reading a part of the passage, thinking aloud about what you are doing to monitor your comprehension and address comprehension problems (see Day 1, Step 4). You might also consider teaching or reviewing IDR Mini-lesson 2, “Self-monitoring and Using ‘Fix-up’ Strategies” (found in Appendix A of the *Teacher’s Manual*).

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to write sentences about how dogs help people?</li> </ul>			
<ul style="list-style-type: none"> <li>Do the sentences include details from both passages?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they scanning the passages to find information?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are writing at least two sentences and the sentences include details from the passages, proceed with the lesson.
- If **about half of the students** or **only a few students** are writing two sentences or the sentences do not include details from the passages, model skimming the passages and adding a sentence to the paragraph. Have the students copy that sentence. Then have them skim the passages and add a sentence of their own.



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MM3-RPG3

Illustration by Michael Wertz

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Making Meaning®

STUDENT RESPONSE BOOK

Student Response Book

# Making Meaning®

THIRD EDITION

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Sample materials for review

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*Making*  
**Meaning**<sup>®</sup>  
THIRD EDITION

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Student Response Book

# *Making Meaning*<sup>®</sup>

THIRD EDITION



## How I Visualized

### *Cherries and Cherry Pits*

Name: \_\_\_\_\_

Draw your mental image of the woman on the train.

**Excerpt from *Cherries and  
Cherry Pits* by Vera B. Williams**

Name: \_\_\_\_\_

**Underline words or phrases that helped you create your mental image.**

THIS is the train seat. And THIS is a tiny white woman sitting on the train seat. She is almost as short as I am, but she is a grandmother. On her head is a black hat with a pink flower, like a rose flower. It has shiny green leaves, like the leaves in my uncle's florist shop. On her feet are old, old shoes. These are the buckles. And in her lap is a big black pocketbook. And in the pocketbook is a bag.

Excerpt from *Cherries and Cherry Pits* by Vera Williams. Text copyright © 1986 by Vera Williams. Used by permission of HarperCollins Publishers.

# How I Visualized

Name: \_\_\_\_\_

## *Aunt Flossie's Hats (and Crab Cakes Later)*

**Draw a part of the story you visualized clearly.  
Describe what you drew on the lines below.**

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Excerpt from *Julius, the Baby of the World* (1) by Kevin Henkes

Name: \_\_\_\_\_

Underline clues about how Lilly feels.

Before Julius was born, Lilly was the best big sister in the world.  
She gave him things.  
She told him secrets.  
And she sang lullabies to him every night.

After Julius was born, it was a different story.  
Lilly took her things back.  
She pinched his tail.  
And she yelled insulting comments into his crib.  
“I am the queen,” said Lilly. “And I hate Julius.”

Excerpt from *Julius, the Baby of the World* by Kevin Henkes. Copyright © 1990 by Kevin Henkes. Used by permission of HarperCollins Publishers.

Excerpt from *Julius, the Baby of the World (2)* by Kevin Henkes

Name: \_\_\_\_\_

**Underline clues about how Lilly feels.**

“You’re talking about my brother,” said Lilly. “And for your information, his nose is shiny, his eyes are sparkly, and his fur smells like perfume.”

Cousin Garland was speechless.

“He can blow bubbles,” continued Lilly. “He can babble and gurgle. And he can scream better than anyone.”

Cousin Garland tried to slink out of the room.

“Stop!” said Lilly. “I am the queen. Watch me closely.”

Lilly picked up Julius.

She kissed his wet pink nose.

She admired his small black eyes.

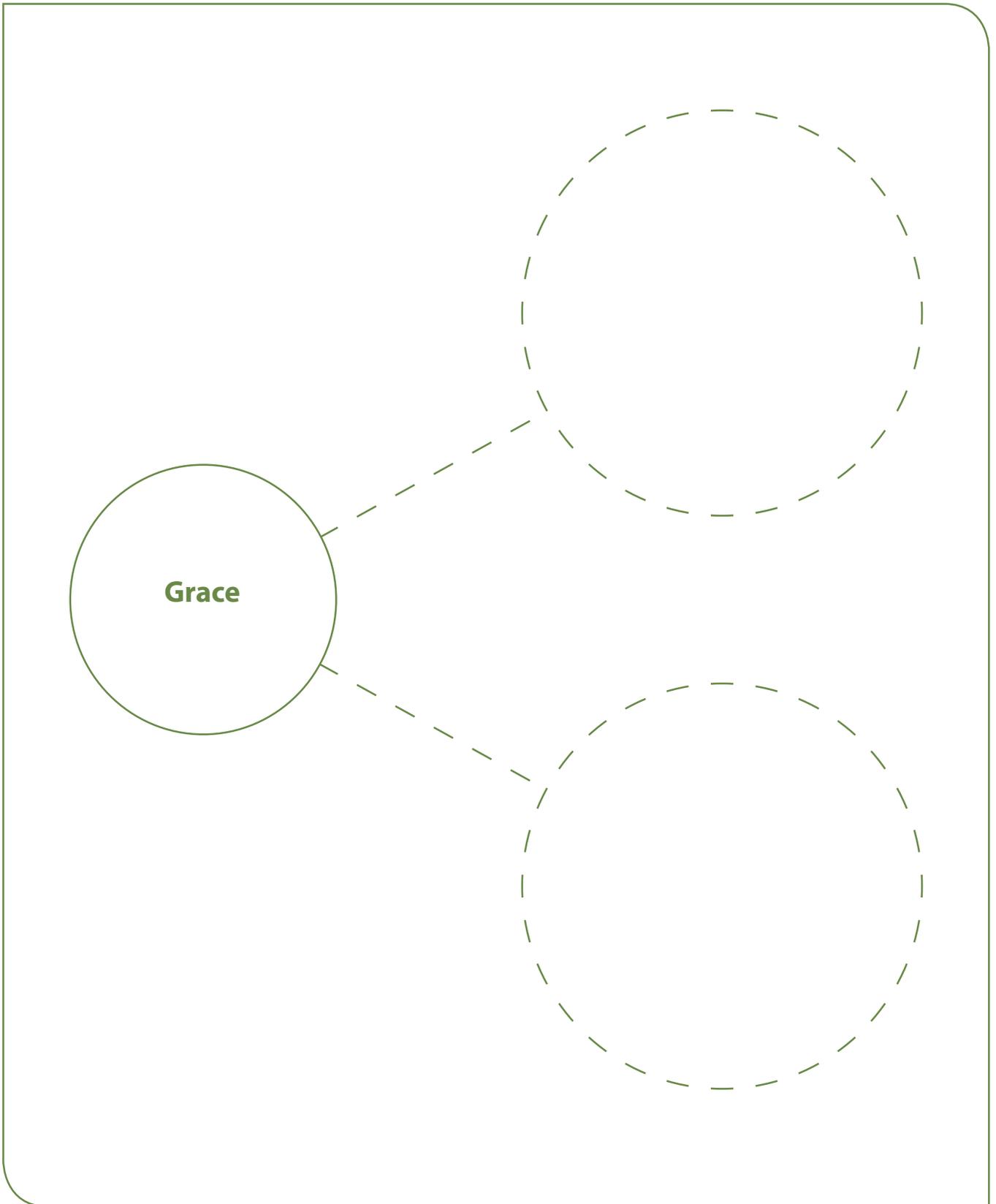
And she stroked his sweet white fur.

Excerpt from *Julius, the Baby of the World* by Kevin Henkes. Copyright © 1990 by Kevin Henkes. Used by permission of HarperCollins Publishers.

# Character Web

for Grace

Name: \_\_\_\_\_



# Double-entry Journal

About Nicky

Name:

Nicky at the beginning

Nicky at the end

# Double-entry Journal

About Alexander

Name: \_\_\_\_\_

Alexander at the end

Alexander at the beginning

# Stop and Ask Questions

## About A Day's Work

Name: \_\_\_\_\_

At each stop, write your questions in the box.

 STOP 1

 STOP 2

 STOP 3

 STOP 4



## Excerpt

### from *A Day's Work*

by Eve Bunting

“Look,” he said. “If you need money I’ll give you half now.” He began to pull his wallet from his pocket but Abuelo held up his hand.

“Tell him we take the pay tomorrow, when we finish.”

Francisco’s grandfather and Ben looked at each other and words seemed to pass between them, though there were no words. Ben slid his wallet back into his pocket.

Francisco sighed. The lie had taken the chorizos, too.

“Tomorrow then. Six A.M.,” Ben said. “And tell your grandfather I can always use a good man—for more than just one day’s work.”

Francisco gave a hop of excitement. More than just a day’s work!

Ben was still speaking. “The important things your grandfather knows already. And I can teach him gardening.”

Francisco nodded. He understood. He would tell his grandfather, and he would tell him something else. He, Francisco, had begun to learn the important things, too.

Francisco took his grandfather’s cold, rough hand in his. “Let’s go home, Abuelo,” he said.

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# Stop and Ask Questions

Name: \_\_\_\_\_

About \_\_\_\_\_

At each stop, write your questions in the box.

## Before Reading

 STOP 1

 STOP 2

 STOP 3

# Stop and Ask Questions

## About *Mailing May*

Name: \_\_\_\_\_

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**

**STOP 4**



## Excerpt

### from *Mailing May*

by Michael O. Tunnell

Whenever Leonard had a free minute, he'd take me to the door for a look. My, oh, my, what sights there were to see! Why, we hung on the edge of mountainsides and crawled through tunnels. We crossed deep valleys on top of tall, spidery trestles that Leonard called "steel on stilts."

Then long about Lapwai Canyon, where the train track twists back and forth down the mountain, I began to feel somewhat less adventuresome. Instead, I was feeling dizzy and weak in the stomach. I was about to run to get some fresh air when I heard an angry voice at the door.

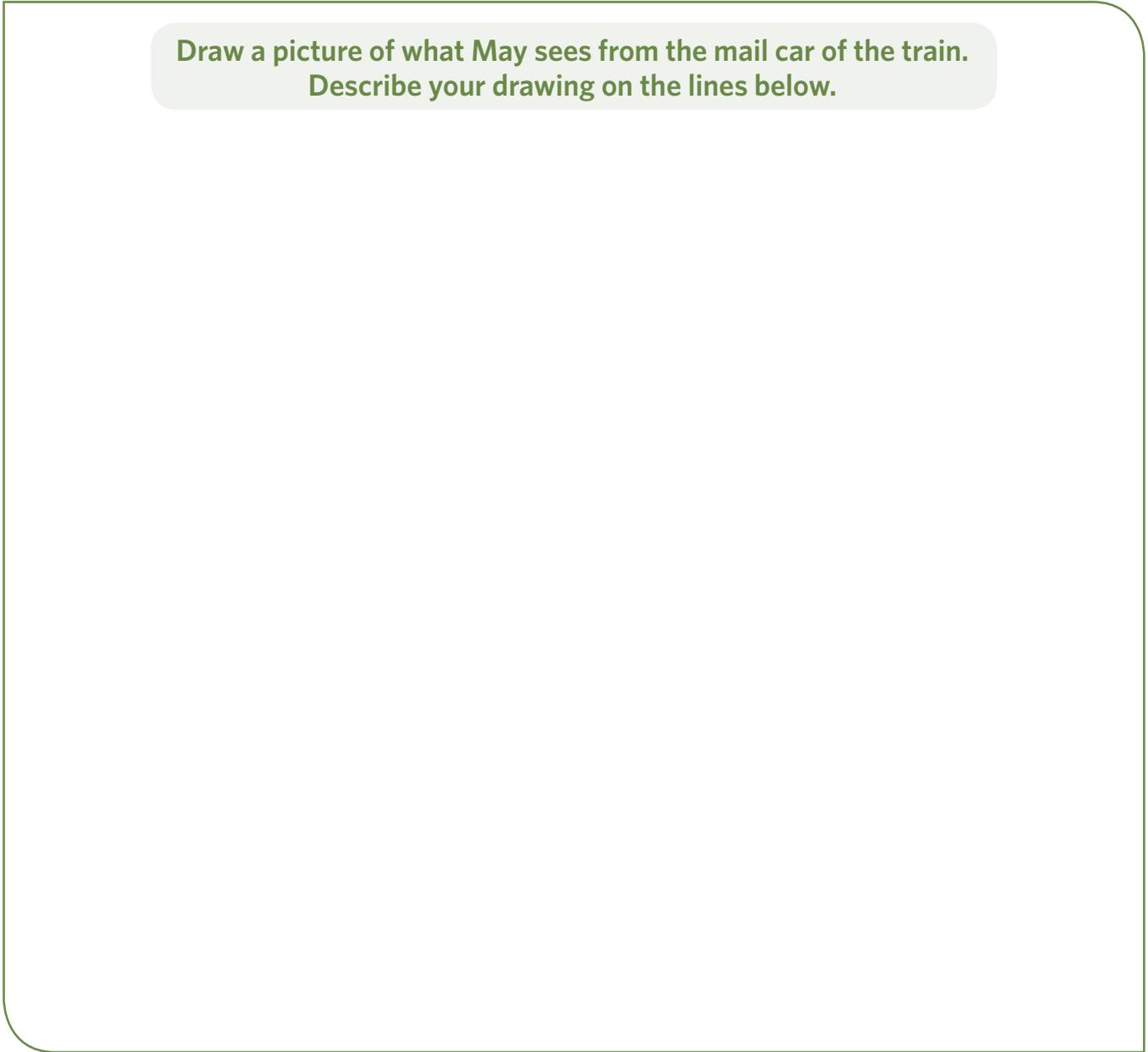
Excerpt from *Mailing May* by Michael O. Tunnell. Text copyright © 1997 by Michael O. Tunnell. Used with the permission of Greenwillow Books.

# How I Visualized

## Mailing May

Name: \_\_\_\_\_

Draw a picture of what May sees from the mail car of the train.  
Describe your drawing on the lines below.



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# Stop and Ask Questions

Name: \_\_\_\_\_

About \_\_\_\_\_

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**

# Stop and Ask Questions

About *Brave Irene*

Name: \_\_\_\_\_

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**

**STOP 4**



## Excerpts

### from *Brave Irene*

by William Steig

Cold snow sifted into her boots and chilled her feet. She pushed out her lip and hurried on. This was an important errand.

She laid the box down and climbed aboard. But it pressed into the snow and stuck. She tried again, and this time, instead of climbing on, she leaped. The box shot forward, like a sled.

Excerpts from *Brave Irene*. Copyright © 1986 by William Steig. Reprinted by permission of Farrar, Straus, and Giroux, LLC. All rights reserved.

# Stop and Ask Questions

Name: \_\_\_\_\_

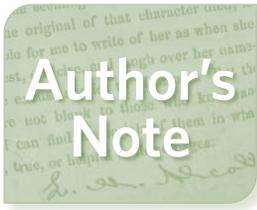
About \_\_\_\_\_

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**



## from *Brave Harriet*

by Marissa Moss

This story is based on the life of Harriet Quimby, the first American woman to receive a pilot's license and the first woman to fly solo across the English Channel. The descriptions of her flight are taken from the newspaper article she wrote about it as a reporter for the *New York Herald*. When Harriet made her flight in 1912, the "aeroplane" was still young as a machine, a wooden open-air contraption that looked about as strong as a good box kite. More than a decade would pass before planes would have the enclosed metal cockpits that we associate with Amelia Earhart and Charles Lindbergh. But there already existed a breed of daredevil pilots, and Harriet was among them. She made a name as an exhibition flier, performing for the inauguration of the president of Mexico in 1911, then setting her sights on crossing the English Channel.

Gustav Hamel, an early aviator who had already successfully crossed the Channel, did actually offer to trade places with Harriet, so convinced was he that the flight was beyond a woman's ability. Harriet proved him wrong, and she worked hard to promote commercial aviation and a place for women within it. She even foresaw a day when passengers would regularly be carried on flights of fifty or sixty miles!

Unfortunately for Harriet, her landing in France coincided with the news of the sinking of the *Titanic*. The newspapers were filled with news of the tragedy, and Harriet's feat didn't even make the back pages of the *New York Herald*. She was determined to keep flying, however, and died doing what she loved, soaring into the blue. The *Boston Post* wrote of her death: "Ambitious to be among the pathfinders, she took her chances like a man and died like one." Her gravestone expresses that daring as well: THERE IS NO REASON TO BE AFRAID.

Excerpt from *Brave Harriet* by Marissa Moss. Text copyright © 2001 by Marissa Moss. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

# Double-entry Journal

About *Brave Harriet*

Name: \_\_\_\_\_

What I Wonder

What I Learned

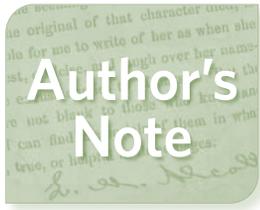
# Double-entry Journal

Name: \_\_\_\_\_

About \_\_\_\_\_

**What I Learned**

**What I Wonder**



## from *Wilma Unlimited*

by Kathleen Krull

Wilma Rudolph became, at age twenty, the first American woman to win three gold medals at a single Olympics. When she returned home from Rome, her family was waiting for her, and so was all of Clarksville, Tennessee. The huge parade and banquet held in her honor were the first events in the town's history to include both blacks and whites. . . .

After she retired from her career as a runner in 1962, Wilma became a second-grade teacher and a high school coach. She remained a much-admired celebrity, but to prove that there was more to her than just running, she started a company called Wilma Unlimited that gave her opportunities to travel, lecture, and support causes she believed in. Later she founded the nonprofit Wilma Rudolph Foundation to nurture young athletes and to teach them that they, too, can succeed despite all odds against them. The story of all she overcame in order to win at the Olympics has inspired thousands of young athletes, especially women.

Wilma Rudolph died in 1994.

Excerpt from *Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman* by Kathleen Krull.  
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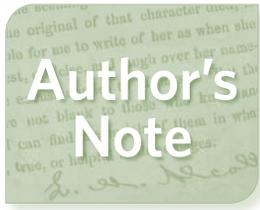
# Double-entry Journal

About *Wilma Unlimited*

Name: \_\_\_\_\_

**What I Learned**

**What I Wonder**



## Author's Note

### from *Sonia Sotomayor*

by Jonah Winter

In America, we like to believe that anyone—regardless of their background—can achieve great things. It's called the American Dream, and Sonia Sotomayor is a wonderful example of it, rising from humble beginnings to become the first Latin-American Supreme Court justice. Hers is a very inspiring—and very American—story, but not all of it could fit in this book. Here are a few extra details and explanations of her life, her struggle, and her success.

Sonia Maria Sotomayor was born on June 25, 1954 in a rough part of New York City called the South Bronx. When she was three years old, her family moved from a tenement building to the Bronxdale Houses. Like most project tenants, Sonia's family did not have a lot of money, but still she knew they were more fortunate than her cousins and aunts and uncles back in Puerto Rico, whom she visited every summer. Home in America, Sonia attended good schools, which her mother worked very hard to send her to, and enjoyed small indulgences, like going to see baseball games at Yankee Stadium.

Before being appointed to the Supreme Court, Justice Sotomayor was a lawyer and a judge and held many different positions. Her first job after law school was as the assistant district attorney in Manhattan (a district attorney is a lawyer who prosecutes criminals). She held this position from 1979 to 1984 and then decided to work as a lawyer for a law firm. There, she sometimes went with the police on dangerous raids. It's even been said that she once rode on the back of a motorcycle while chasing a criminal through Chinatown! Finally, in 1992, she fulfilled her lifelong dream of becoming a judge! She was appointed to the U.S. District Court for the Southern District of

*(continues)*

Text excerpt from *Sonia Sotomayor: A Judge Grows in the Bronx* by Jonah Winter. Text copyright © 2003 by Jonah Winter. Reprinted with the permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division.

## Author's Note from *Sonia Sotomayor* (continued)

New York by President George H. W. Bush, and she was the youngest judge (and the first Latin American) ever to be appointed to this court. As a district court judge, she was well known (and liked!) for ending a Major League Baseball strike that threatened to ruin the 1995 season for fans all over America. Some say she saved baseball!

In 1997, Justice Sotomayor was nominated to the U.S. Court of Appeals for the Second Circuit, and in 1998 she was confirmed by the Senate as a judge to this very important court. But of course, how she truly made history was by becoming a Supreme Court justice. Not only is she the first Latin American to have a seat in America's highest court, she also came to the position with more legal experience as a federal judge than any current Supreme Court justice at the time of their nominations. Pretty impressive!

Although Justice Sotomayor has become a very important and successful adult, some things haven't changed since her childhood in the South Bronx. She still takes shots for her diabetes every day, and she still goes to see her beloved New York Yankees. She still likes to listen to merengue music (which actually has Dominican rather than Puerto Rican roots), and she still loves her family more than anything in the world. Justice Sotomayor is a wonderful aunt, and she buys her nephews and nieces so many presents that she has little money left over for herself. Like mother, like daughter!

Text excerpt from *Sonia Sotomayor: A Judge Grows in the Bronx* by Jonah Winter. Text copyright © 2003 by Jonah Winter. Reprinted with the permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division.

# Double-entry Journal

Name: \_\_\_\_\_

About *Sonia Sotomayor*

What I Wonder

What I Learned

What I Wonder	
What I Learned	

# Table of Contents from *Morning Meals Around the World*

by Maryellen Gregoire



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# Table of Contents from *Morning Meals Around the World*



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# Index from *Morning Meals Around the World*

by Maryellen Gregoire

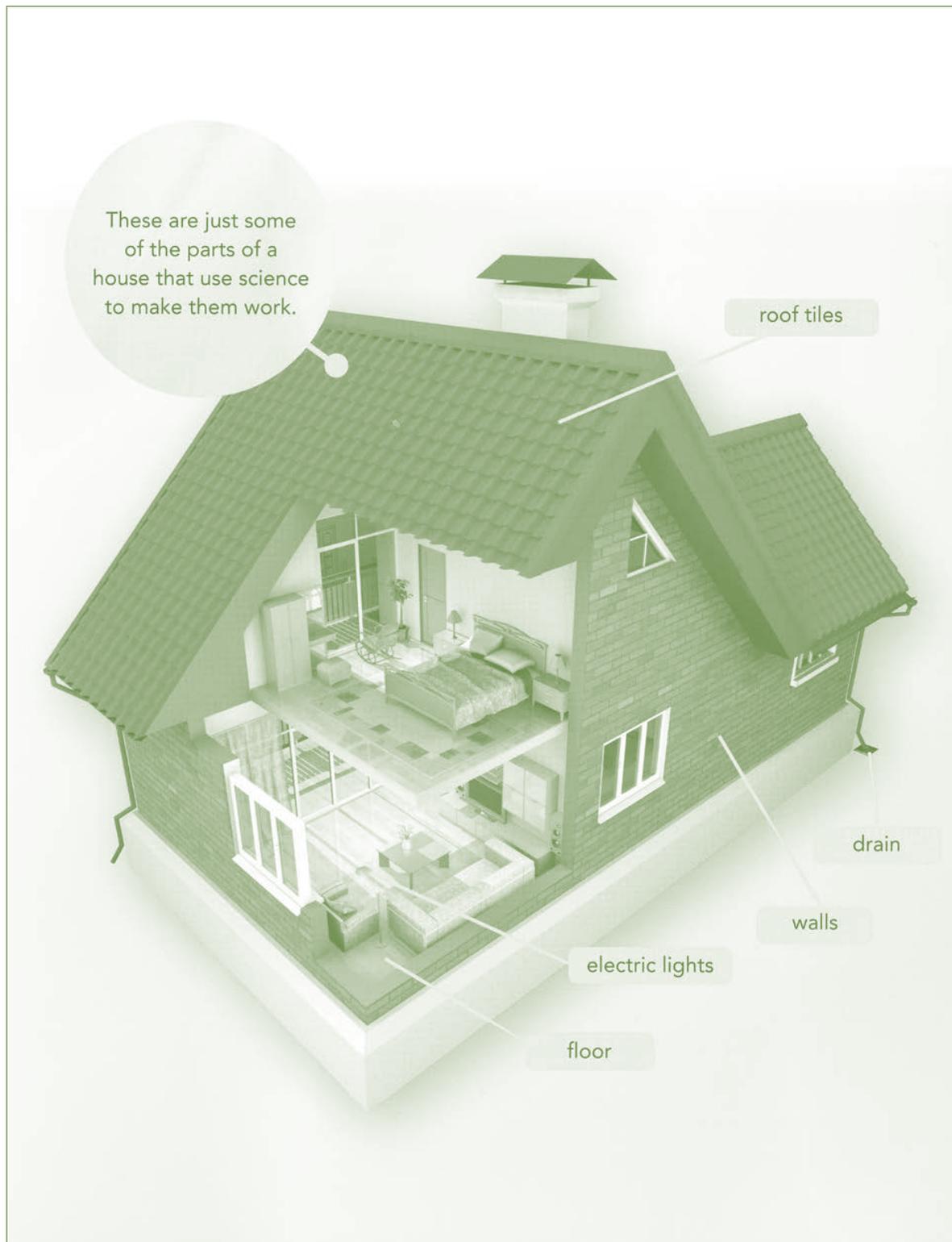
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# Diagram from *Homes*

by Chris Oxlade



Excerpt from the work entitled: *Homes* by Chris Oxlade. Copyright © 2012 by Capstone Press. All rights reserved.







# HOP TO IT: Fancy Footwork

Looking for a fun outdoor game? Grab a piece of chalk, a stone, and a friend. What can you play? Hopscotch!

The first hopscotch courts were made around 2,000 years ago. Imagine a hopscotch court 100 feet long—about the length of a professional basketball court. That’s how big the first courts were. They were not made for fun, either. Instead, they were used for a training exercise. Roman soldiers would dress in heavy armor and run from one end of the court to the other and back again. This exercise helped them stay quick on their feet.

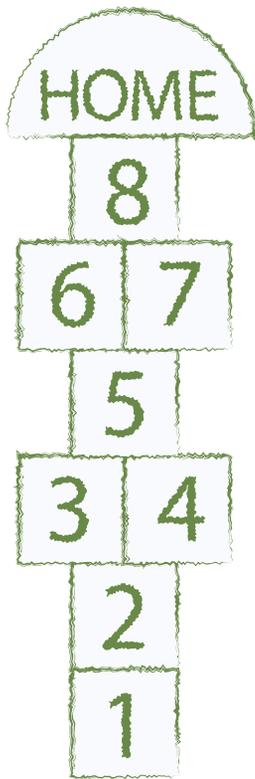
## Hopping Around the World

Roman children watched the soldiers and imitated them. They drew smaller courts on the ground with chalk and made their own rules. Hopscotch became a game! Their game was simple to learn yet challenging to play. It quickly became popular throughout Europe. Later, it spread to Asia and America.

In every country, children changed the game in their own way. In France, the court is drawn in the shape of a snail. In Bolivia, the squares in the court are named for the days of the week. In the United States, hopscotch is played in many ways. For example, in Alaska, the squares are not named or numbered.

Hopscotch is a simple game with a long history. Over the centuries, it has spread all over the world. Hopscotch proves that the simplest games are often the most popular.





**A traditional hopscotch court has eight or ten squares. Once you have learned how to play and how to hop on one leg, it's a lot of fun.**

## How to Play

To play a game of traditional hopscotch, all you need is one traditional hopscotch court (you can draw one with chalk), one stone, and two or more people. Make sure all the players know these rules:

- A player must toss the stone into every square in sequence.
- Players must land with only one foot in any square.
- Players can't land on a line.
- Players can't hop into any square that is holding the stone.
- A player's turn ends if he or she breaks any of the above rules or if the stone doesn't land in the right square when it is tossed.

When it's your turn, toss the stone into square 1 and then hop on one leg into square 2. Next, jump into squares 3 and 4 so that your left foot is in square 3 and your right foot is in square 4. Continue to hop and jump to the end of the court (making sure only one foot lands in each square!). Now, turn around in the "home" square and hop back to the beginning of the court, pausing to pick up the stone in square 1 before you hop out.

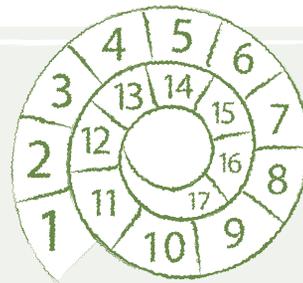
Once you've completed the first pass through the court, toss the stone into square 2 and hop through the court again, hopping over the square that has your stone in it and picking up the stone on your way back. Continue throwing your stone into the next square and hopping through the court again until you step on a line or fall. Then it's the next player's turn! When it's your turn again, continue by tossing the stone into the last square you aimed for. The first player who is able to hop through the course with his or her stone in the last square is the winner!

## Hopping in France

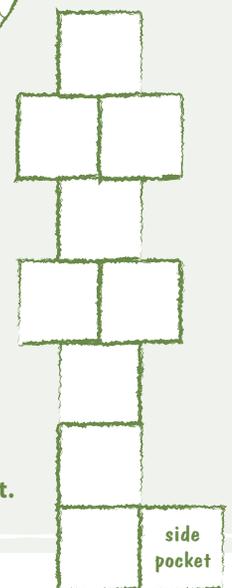
In the French hopscotch game, no stone is used. The player hops through the spiral shape, from square 1 to square 17. Then the player hops back to the beginning, chooses a square, and writes his or her initials inside it. The other players must hop over this square. The game is over when it becomes too hard for anyone to hop to the center. The player whose initials are written inside the most squares is the winner.

## An Alaskan Pastime

In the Alaskan version of hopscotch, the court has a "side pocket." The player stands inside the side pocket and tosses the stone into the first square. The player then hops diagonally into the second square (skipping the square holding the stone) and hops to the end of the court. The player hops back to the second square, picks up the stone, hops out, and gives the stone to the next player. That player tosses the stone into the second square and repeats the pattern. If a player tosses the stone and it does not land in a square, that player is out. The players repeat the pattern until one person is left—the winner!



**In France, hopscotch courts are shaped like snail shells.**



**An Alaskan hopscotch court has a side pocket.**



# Origami

## The Art of Japanese Paper Folding

Could you fold a square of paper into a graceful fish or a long-stemmed flower? Origami, or Japanese paper folding, is an art form practiced by many people. In origami, a simple sheet of paper can become a spectacular piece of art.



Japan is an island country that lies near the east coasts of Russia, Korea, and China. It is made up of four major islands.

### Ancient Art Form, Modern Appeal

Paper was invented in China and brought to Japan around the year 500. Because paper was rare back then, paper decorations were reserved for special ceremonies. As paper became more common, people started to make paper models for fun. By the 1800s, children in Japan and Europe were learning the art of folding paper into interesting shapes.

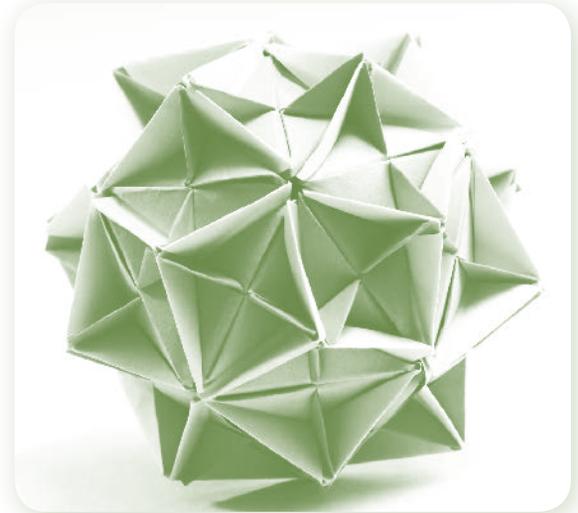
Traditionally, origami objects are created using square pieces of paper that range in size from 1 to 15 inches wide. Six inches is one of the most common sizes. The paper is usually colored or patterned on one or both sides. The paper square is not usually cut or glued but is shaped by making a series of creases and folds. Some artists use wet paper to achieve a more rounded look; others experiment with unusual materials, such as cloth, wire, sheet metal, and even toilet paper.

## A Worldwide Craze

Today, there are fans of origami worldwide. The most popular shapes are still traditional Japanese models, such as flowers and birds, but many people are inspired by more unusual-looking life-forms, such as scorpions, armadillos, and horned beetles.

Some people submit their paper creations to origami contests. Some origami contests have a theme such as plants or prehistoric animals. In other contests, there are categories such as best original design, best technical folding, and best miniature model. Winners of the Massachusetts Institute of Technology origami contest have included precise models of a butterfly, a sailboat, and a gold-colored beaver.

Origami is a tradition that has been passed on through many generations. Artists fold origami to express themselves. Scientists and engineers use it to explore shapes and angles to invent new technology. Teachers sometimes use origami as a tool to help kids learn math. And many people fold paper just because it's fun.



Folding origami can be a fun challenge. Some complicated origami figures are constructed using several sheets of paper.

## One Thousand Paper Cranes

In the city of Hiroshima, Japan, people bring thousands of paper cranes to a memorial park every year. They do this to remember a girl



A 1,000-crane chain takes a long time for one person to make, but it can be completed quickly if many people join in.

named Sadako Sasaki. After World War II (1939–1945), Sadako became ill with leukemia, a form of cancer. She had heard the legend that if a person folds 1,000 paper cranes, he or she will be granted one wish. Her wish was to become healthy again.

Sadako decided to fold 1,000 paper cranes. For months, she kept folding and folding, but on October 25, 1955, she died, with 350 cranes left to make. Her friends completed the remaining cranes for her. Sadako's determination to finish her project has come to stand for a wish for peace. Today, people across the world fold paper cranes and string them into chains. They send them to the memorial park to remember Sadako's dream.

# Jump Rope

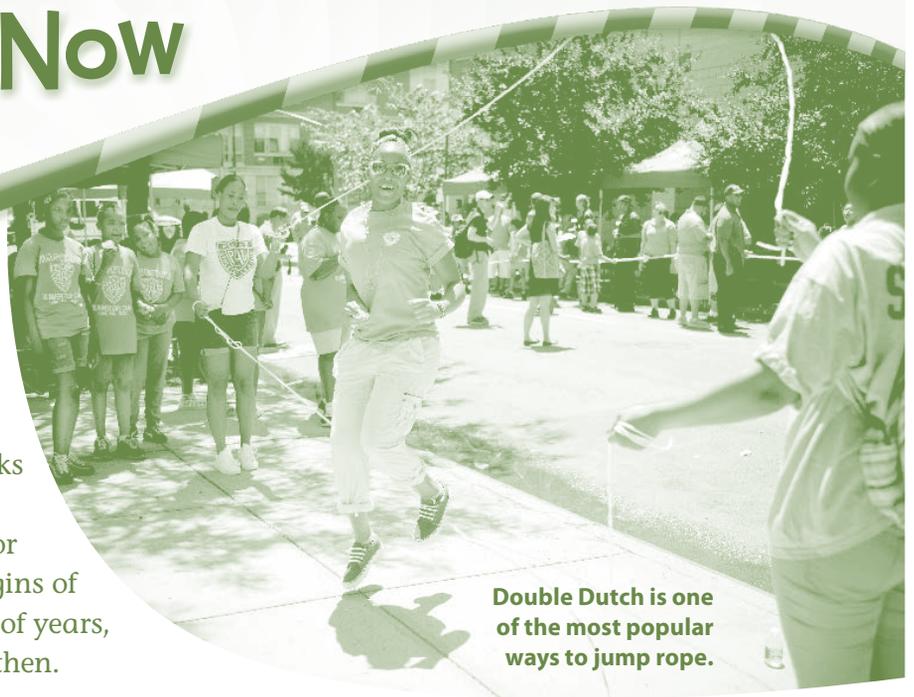
## Then and Now

**H**ave you ever jumped rope? It's a fun activity that kids do in schoolyards and on sidewalks everywhere! Did you know that people have been jumping rope for a long, long time? In fact, the origins of jumping rope go back thousands of years, but it has come a long way since then.

No one knows for sure when and how jumping rope started. Some say the game originated in Egypt more than 3,000 years ago, when the Egyptians jumped over vines as a form of play. What we do know is that jumping rope began in ancient times and has traveled around the world.

### Coming to America

It is believed that Dutch settlers brought jumping rope to the American colonies in the 1600s. Some say it was the Dutch who developed a new way to jump called "double Dutch," which is one of the more popular—and difficult—jumping games today. In this game, two people hold two ropes, one end of each rope in each hand, and turn them in opposite directions as jumpers jump over both ropes.



**Double Dutch is one of the most popular ways to jump rope.**

Three hundred years later, in the 1940s and 1950s, jumping rope became popular with kids in America's cities. At that time, young jumpers used jump rope as a form of play because it required only a rope and almost anyone could learn how to do it.

Later, in the 1970s, Americans became more and more concerned with being fit and healthy. This led to an increased interest in jumping rope as a form of physical fitness. During this time, two New York City police officers, David A. Walker and Ulysses Williams, turned double Dutch into a world-class sport. On February 14, 1974, nearly 600 fifth-, sixth-, seventh-, and eighth-grade students participated in the first double Dutch tournament ever held.

## Jumping Today

Today, jumping rope is seen as a fun way for both kids and grown-ups to play and exercise, which has resulted in the formation of many jump rope organizations and clubs. There are also special jump rope events, including some that raise money for charities. In 1978, Jean Barkow, a high school physical education teacher, held a “Jump-Rope-A-Thon,” which raised \$2,032 for the American Heart Association. Since then, Barkow’s annual event, now called Jump Rope for Heart, has raised more than \$750 million!

People jump rope competitively, as well. Competitive jumpers work on their speed and fancy jumping moves. In 2012, Jolien Kempeneer set a world record by jumping 204 times in 30 seconds.

Interested in having some fun with your friends, getting some exercise, or enjoying some serious competition? Grab a rope and get jumping!

## Jump Rope Songs

Jump rope can include singing songs in rhythm with the jumping and rope turning. Often, the words of these songs include instructions to the jumpers on how to jump and when to jump into and out of the turning rope.

Teddy Bear, teddy bear,  
Turn around. [*Jumper turns in a circle.*]  
Teddy Bear, teddy bear,  
Touch the ground. [*Jumper touches the ground.*]  
Teddy Bear, teddy bear,  
Tie your shoe. [*Jumper touches his or her shoe.*]  
Teddy Bear, teddy bear,  
How old are you?  
1, 2, 3, 4, 5 . . . [*Continue counting out loud.*]  
*The jumper jumps out when their age is called.*

## Important Dates in Modern Jump Rope History

**February 1974:**  
The first double Dutch tournament is held.

**September 1979:**  
The American Heart Association turns Barkow’s idea into a national school event, Jump Rope for Heart.

1970

**March 1978:**  
Jean Barkow holds a Jump-Rope-A-Thon at Riverside High School in Milwaukee, Wisconsin.

1980

**October 1995:**  
The organization USA Jump Rope is formed to promote jumping rope as a form of exercise and a competitive sport.

1990

**July 2006:**  
The FISAC-IRSF World Rope Skipping Championships event is held in Toronto, Canada.

2000

**February 2007:**  
The fourth Asian Rope Skipping Championships event is held in New Delhi, India.

**March 2014:**  
Jump Rope for Heart celebrates raising more than \$750 million since it was started 35 years ago.

2010

**June 2014:**  
The U.S. National Jump Rope Championship is held in Long Beach, California.

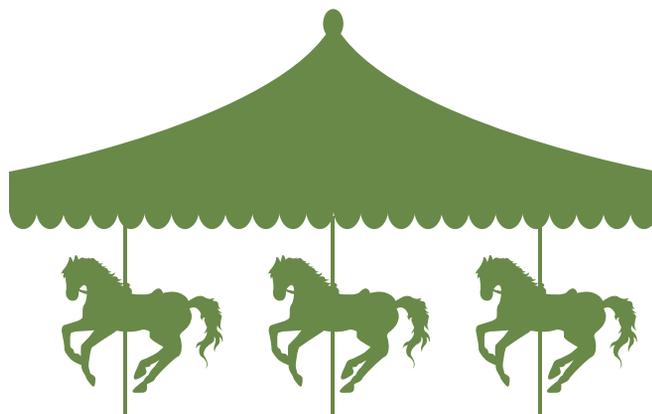
# Examples of Functional Texts

## Open Hours

Monday–Friday: 9 A.M.–7 P.M.

Saturday: 9 A.M.–6 P.M.

Sunday: 10 A.M.–5 P.M.



## CAROUSEL

**1 ride = 3 tickets**

**2 rides = 5 tickets**

**3 rides = 7 tickets**



 **PLEASE**

**PICK UP AFTER  
YOUR DOG**

## Thank You!

*Dear Michael,  
Thank you for coming  
to my party!  
From, Cheri*





CORNER MARKET	
APPLES	\$4.08
BREAD	\$3.99
WATER	\$1.99
BROCCOLI	\$4.27
RICE	\$2.19
<hr/>	
Subtotal	\$16.52
Tax	\$1.32
<hr/>	
Total	\$17.84
January 11 5:42 pm	

**YOU'RE INVITED!**

**BRADY IS 8!**

**PICNIC BIRTHDAY PARTY**

DATE: Saturday, June 8th  
 TIME: 11:00 A.M.  
 PLACE: Central Park  
 RSVP by May 31st

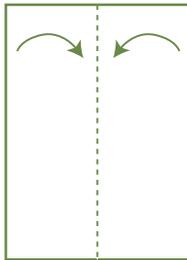
<i>This Week's Helpers</i>	
Feed Fish	<u>David</u>
Pass Out Paper	<u>Emma</u>
Water Plants	<u>Molly</u>
Wipe Tables	<u>Chris</u>

7-day Weather Forecast						
High: <b>71</b> Low: <b>59</b>	High: <b>69</b> Low: <b>57</b>	High: <b>71</b> Low: <b>61</b>	High: <b>70</b> Low: <b>59</b>	High: <b>68</b> Low: <b>56</b>	High: <b>68</b> Low: <b>58</b>	High: <b>69</b> Low: <b>57</b>
<b>MON</b>	<b>TUES</b>	<b>WED</b>	<b>THURS</b>	<b>FRI</b>	<b>SAT</b>	<b>SUN</b>
SUNNY	SUNNY	PARTIAL CLOUDS	PARTIAL CLOUDS	RAIN	PARTIAL CLOUDS	SUNNY

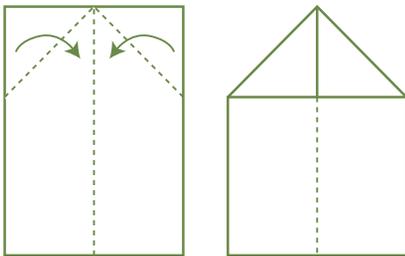


# How to Make A PAPER AIRPLANE

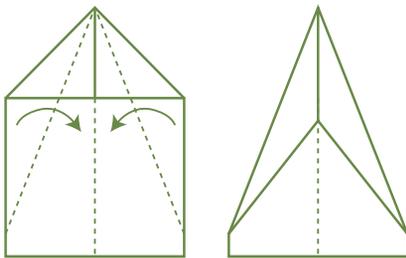
1. Fold the sheet of paper in half vertically. Open the paper.



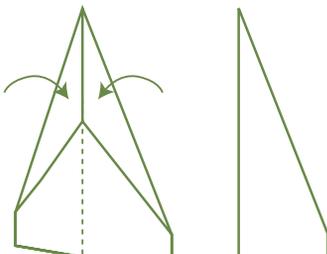
2. Fold the top left and right corners down so that they align with the center fold and form triangles.



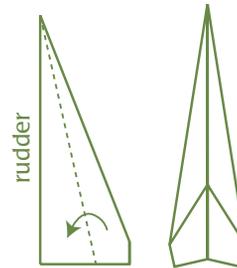
3. Fold the left and right corners in so that they align at the center fold and again form triangles.



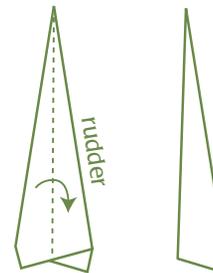
4. Fold the paper in half, keeping the folds from steps 1, 2, and 3 on the inside.



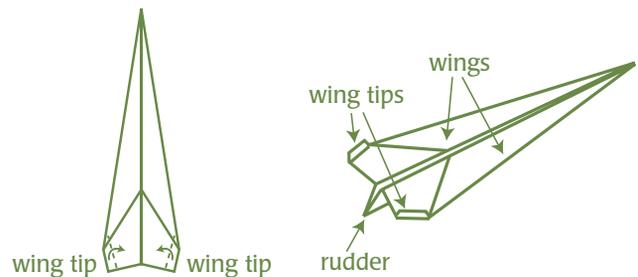
5. Fold the top wing in half so that the edge of the wing aligns with the rudder.



6. Flip the plane over and fold the other wing in half so that the edge of the wing aligns with the rudder.



7. Open the plane and fold up the tips at the back of the wings to help the plane fly better.



## Flying Tips:

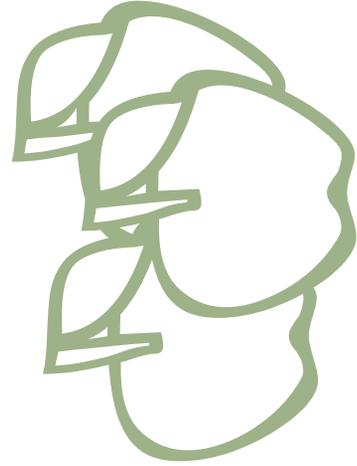
- If your plane dives and crashes, fold the back edges of the wings up a little.
- If your plane flies too far to the right, bend the rudder a little to the left.
- If your plane flies too far to the left, bend the rudder a little to the right.

# Lincoln School Lunch Calendar

for the week of May 21–25

Monday	Tuesday	Wednesday	Thursday	Friday
<b>May 21</b> <ul style="list-style-type: none"> <li>• Deli ham and cheese sandwich with lettuce and tomato*</li> <li>or</li> <li>• Vegetarian sandwich**</li> <li>• Snack mix</li> <li>• Fruit cup</li> </ul>	<b>May 22</b> <ul style="list-style-type: none"> <li>• Homemade turkey with mashed potatoes and gravy</li> <li>or</li> <li>• Veggie burger with lettuce and tomato**</li> <li>• Mixed green salad with veggie sticks on top</li> <li>• Fresh fruit</li> </ul>	<b>May 23</b> <ul style="list-style-type: none"> <li>• Fish nuggets with dip</li> <li>or</li> <li>• Veggie sticks with hummus**</li> <li>• Dinner roll</li> <li>• Low-fat ice cream</li> <li>or</li> <li>• Strawberries with yogurt dip</li> </ul>	<b>May 24</b> <ul style="list-style-type: none"> <li>• Homemade lasagna with meat sauce and vegetable</li> <li>or</li> <li>• Vegetarian lasagna**</li> <li>• Breadstick</li> <li>• Fresh fruit</li> </ul>	<b>May 25</b> <ul style="list-style-type: none"> <li>• Pepperoni pizza*</li> <li>or</li> <li>• Cheese pizza**</li> <li>• Veggie sticks with dip</li> <li>• Fruit cup</li> </ul>

\*contains pork \*\*vegetarian selection



# “You Can Make Tea With Milk”

## from *Morning Meals Around the World*

by Maryellen Gregoire

<b>You Can Make Tea with Milk</b>	Makes 1 serving
<b>What you need:</b> water, a tea bag, milk	
<b>What to do:</b>	
1. Boil the water. You can boil it in a pan on a stove, or you can place the	
water in a mug and boil it in a microwave.	
2. Place the tea bag in the mug of hot water. Let the tea bag steep in the	
water for 1 to 2 minutes, then remove the tea bag.	
3. Pour a little milk in your tea to make it creamy.	
4. When your tea has cooled, you can try this Russian morning treat.	



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# “You Can Make Breakfast Quesadillas” from *Morning Meals Around the World*

by Maryellen Gregoire

## You Can Make Mexican Breakfast Quesadillas

Makes 2 servings

### What you need:

- 2 flour tortillas
- 1 onion
- 1 jalapeño pepper (optional)
- 1/2 cup (120 grams) shredded cheddar cheese
- 2 thin slices of ham
- 1 cup (240 grams) sour cream
- 1 cup (240 grams) salsa

### What to do:

1. Place 1 tortilla on a microwave-safe plate.
2. Cut the onion into small pieces.
3. Cut the jalapeño pepper (if using) into small pieces.
4. Place the shredded cheese, the slices of ham, and the pieces of onion (and jalapeño pepper, if using), on the tortilla.
5. Cover with another tortilla.
6. Microwave on medium heat until the cheese has melted.
7. If you like, use any leftover ingredients to decorate your quesadilla.
8. Cut the quesadilla into wedges and serve with sour cream and salsa.



Make sure  
you have an  
adult to  
help you.

Excerpt from the work entitled: *Morning Meals Around the World* by Maryellen Gregoire. Copyright © 2004 by Capstone Press. All rights reserved.

# Recipe with Text Features

Name: \_\_\_\_\_

**Write a recipe for a simple food or drink. Include at least two text features in your recipe.**

**List the text features you included in your recipe.**

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## Excerpt

### from *Flashy Fantastic Rain Forest Frogs*

by Dorothy Hinshaw Patent

Frogs need homes to live in. When forests are cut down, frogs and other animals have no place to live, so they die out. Frogs that live in a limited area are especially threatened. The blue poison frog, for example, is found only in small parts of forest in the South American country of Suriname. If its home is destroyed by people harvesting wood, this frog will become extinct.

Frogs have been on Earth for more than 150 million years. But today, frogs are disappearing quickly from some parts of the planet. No one is sure why. Some fear that the increase in ultraviolet light reaching Earth may be to blame. Whatever is killing frogs could be a danger for other forms of life, too. Scientists are working hard to understand what is happening, so that the beauty and usefulness of frogs will always be with us.

Excerpt from *Flashy, Fantastic Rainforest Frogs* by Dorothy Hinshaw Patent. Copyright © 1997 by Dorothy Hinshaw Patent. Reprinted by arrangement with Walker & Co.





# Stop and Ask Questions

## About Deserts (1)

Name: \_\_\_\_\_

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

# Stop and Ask Questions

## About Deserts (2)

Name: \_\_\_\_\_

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**

# Stop and Ask Questions

## About Deserts (3)

Name: \_\_\_\_\_

At each stop, write your questions in the box.

**STOP 1**

**STOP 2**

**STOP 3**

# Double-entry Journal

About "Polar Bears in Peril"

Name: \_\_\_\_\_

**What I Learned**

**What I Wonder**

# POLAR BEARS IN PERIL

Arctic sea ice is melting, making it harder for polar bears to survive in the wild.

By Elizabeth Winchester

Polar bears' features help them survive in the Arctic. A thick layer of fat helps keep the bears warm.

The top of the world is a wintry wonderland. Icebergs float in the cold Arctic Ocean. In the deep of winter, the temperature often falls to  $-30$  degrees Fahrenheit and the sun never rises. The ocean is surrounded by frozen ground. There are few people or trees, but to polar bears, the Arctic is home.

Polar bears have thick fur, huge paws, and other features that make them well prepared for life in their harsh environment. In fact, they need the Arctic sea ice for survival. But climate change is causing larger and larger areas of summer sea ice to melt. Experts say that if warming patterns continue, the Arctic could be free of summer sea ice by 2050. That may cause two-thirds of the world's 20,000 polar bears to be gone by then, too.

"Global climate change may not be affecting you, but it is really affecting polar bears in the Arctic," Jeffrey Bonner, president of the St. Louis Zoo in Missouri, told TFK (*TIME for Kids*). Bonner is working with zoo and aquarium officials across the country to prevent the bears from dying out.

## The Importance of the Ice

Polar bears can't survive for long on land. Seals are their main source of food. The bears hunt for seals in openings in the sea ice. Polar bears need the ice to get to their prey. In summer, the polar bears that live on land eat very little and wait for the sea ice to return.



Polar bears rely on sea ice as their base for hunting, eating, and breeding.

With the sea ice forming later in the year and melting earlier, polar bears do not have enough opportunity to hunt and eat. Less sea ice makes it harder for the bears to catch the seals. The bears must swim longer distances between ice packs, and they can't always make it. The ice is also getting thinner. These conditions can cause polar bear cubs to become separated from their mothers, who provide them with food.

### What Zoos—and You—Can Do

Less ice and snow in the far north is also making the entire planet warmer. Steven Amstrup is the chief scientist of Polar Bears International, a group that is dedicated to saving the bears and their habitat. "The more people who see polar bears and understand their plight, the better the chance we'll alter our warming path in time to save them," he says.

Few people have the chance to see polar bears in the wild. That's where zoos come in. The St. Louis Zoo in Missouri and the North Carolina Zoo in Asheboro both recently opened new polar bear exhibits. "If you save the polar bears, you are doing something dramatic to help the environment," says Bonner.

While there are obstacles to bringing polar bears into the country, Bonner and others are working to show how rescuing orphaned cubs could help the species survive. Zoos would provide the cubs with a safe home. Experts would work to breed the bears and keep polar-bear populations healthy.

You can do your part, too, by protecting the environment and helping efforts to save the bears' habitat. Turn off lights and appliances, and save energy in other ways. "If everybody does small things, that adds up," says Bonner.

"Polar Bears in Peril" by Elizabeth Winchester, November 2, 2012, from the pages of **TIME for Kids**. Copyright © 2012 by Time Inc. All rights reserved. Reprinted/translated from **TIME for Kids** and published with permission of Time Inc. Reproduction in any manner in any language in whole or in part without written permission is prohibited.



# Banning TAG

Imagine that you are being chased. You run as fast as you can, but you are not quick enough. You feel hands on your back, touching you. You trip, fall down, skinning your knee. Not again! You are tired of always being “it.”

Has this ever happened to you? If it has, you know that it does not feel very good. Some principals, teachers, and parents are worried that playing tag at recess is too dangerous. They argue that kids run into one another, fall down, and get hurt playing tag. They say that sometimes tag leads to hitting, pushing, and bullying. In response to these concerns, schools all over the country are banning the game of tag during recess.

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## The Other Side

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Some parents and kids think schools should not ban tag. A third-grader from the state of Washington even started a petition to get his principal to change the ban and let the kids play tag again at recess. There are a lot of good things about the game. It is easy to get started because you do not need anything to play except some friends. Also, while you run around, you are getting exercise and having fun at the same time. Many people are upset that recess has to be ruined for everyone just because a few children play too rough. After all, the game of tag has been around for hundreds of years.

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## Different Types of Tag

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There are many different versions of tag. You probably know how to play some of them. One of the most popular versions of tag is “freeze tag,” where instead of being “it” when you are caught, you have to stand still until another player touches you. There is also “tunnel tag,” which is like freeze tag except that your teammate must crawl through your legs before you can play again.

“Monster tag” starts with one person chasing all the others. As each player is tagged, he or she joins hands with “it” to help chase the others. In the end, there is a long chain of players who are all “it,” working together. With all the hands and feet, the chain reminds some people of a monster! That is how this kind of tag got its name.

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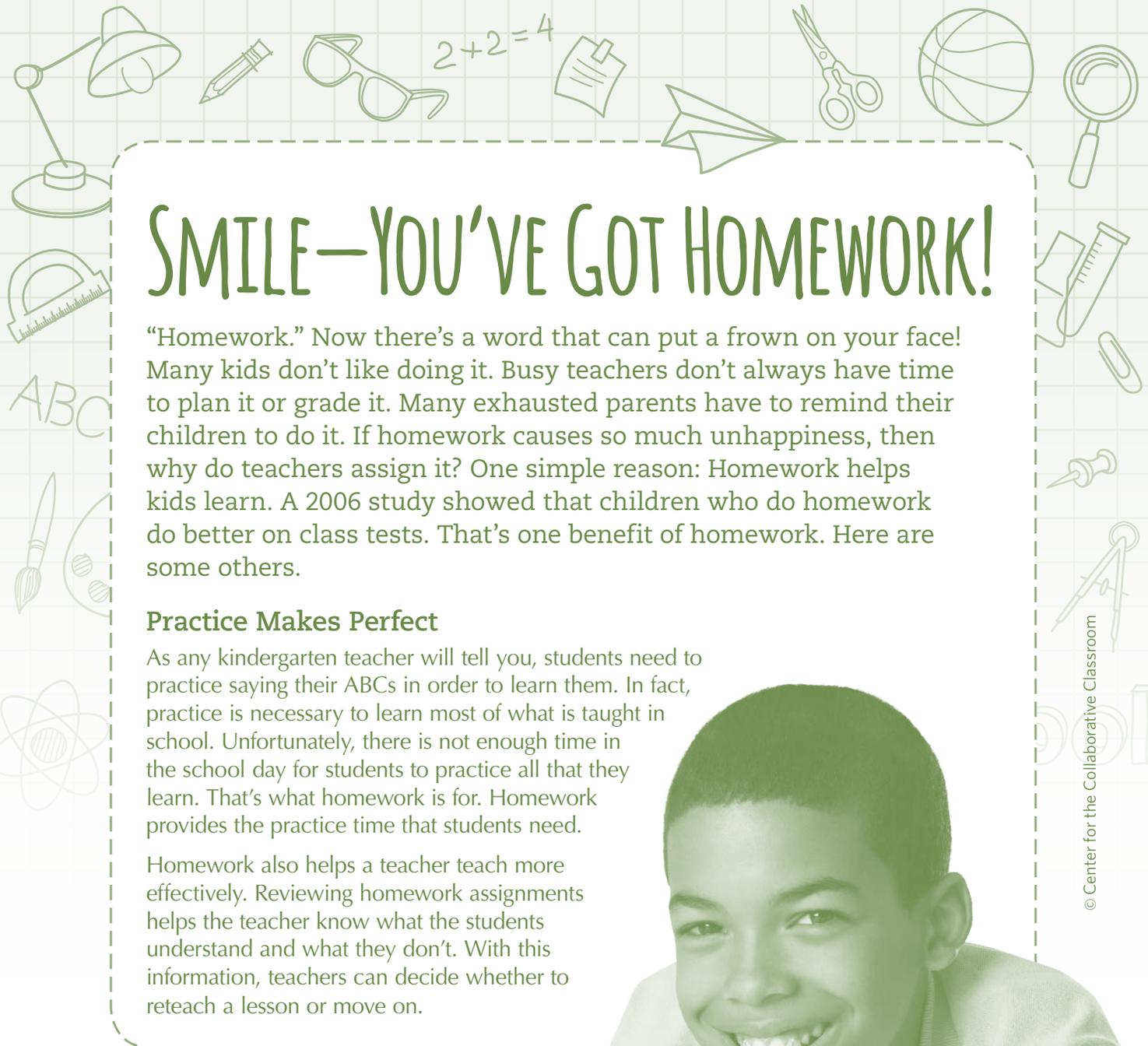
## Other Games

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If your school does not allow tag at recess, there are lots of other games you can play instead! If you have a ball, you can organize a game of kickball or four square. With a piece of chalk and a few pebbles, you can play hopscotch. You can probably think of many more fun things to do during recess.

Whatever you are allowed to do at recess, it is important that you play fair and are gentle with others. When everyone feels safe, everyone can have fun!





# SMILE—YOU'VE GOT HOMEWORK!

“Homework.” Now there’s a word that can put a frown on your face! Many kids don’t like doing it. Busy teachers don’t always have time to plan it or grade it. Many exhausted parents have to remind their children to do it. If homework causes so much unhappiness, then why do teachers assign it? One simple reason: Homework helps kids learn. A 2006 study showed that children who do homework do better on class tests. That’s one benefit of homework. Here are some others.

## Practice Makes Perfect

As any kindergarten teacher will tell you, students need to practice saying their ABCs in order to learn them. In fact, practice is necessary to learn most of what is taught in school. Unfortunately, there is not enough time in the school day for students to practice all that they learn. That’s what homework is for. Homework provides the practice time that students need.

Homework also helps a teacher teach more effectively. Reviewing homework assignments helps the teacher know what the students understand and what they don’t. With this information, teachers can decide whether to reteach a lesson or move on.

**Homework helps students practice what they are learning in school.**

© Center for the Collaborative Classroom



## Memorizing Facts

Like it or not, memorization is an important part of learning in school. Students need to memorize math facts, how words are spelled, historical dates, and other information. But memorizing information—like practicing skills—takes up valuable class time. Having students memorize facts for homework gives teachers more time during the school day for actual teaching. In addition, students don't always need a teacher's help to memorize information. Why waste the teacher's time with this type of schoolwork?

## Organization and Planning

Homework can help kids learn how to organize and plan their time. Students with homework must set aside time to get it done. Other activities, like spending time with friends or watching TV, may have to wait until homework is done.

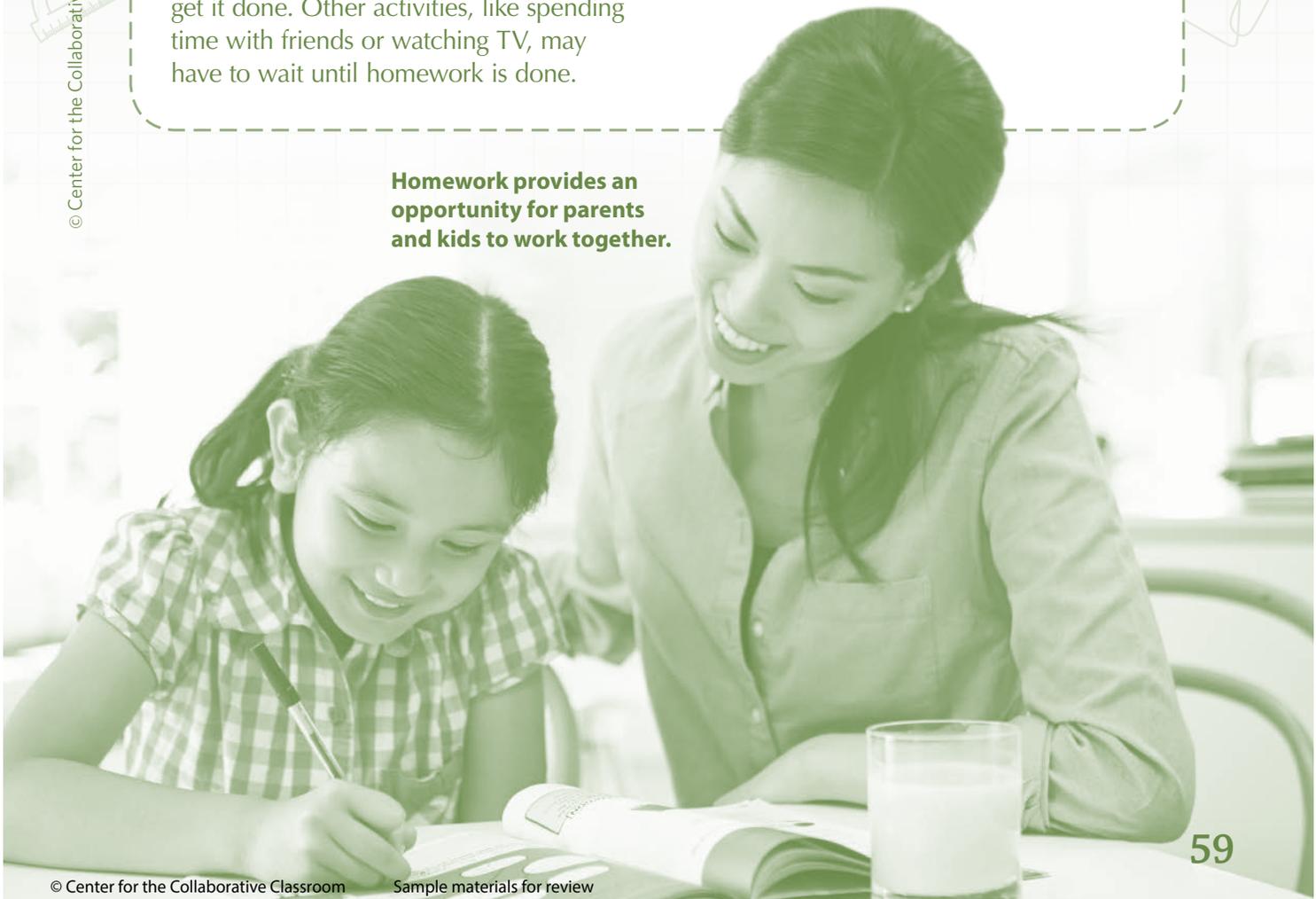
Homework also helps kids learn how to prioritize tasks—or decide which tasks must be done and in what order—and how to plan for how long each task should take. Skills like these are very important to academic success.

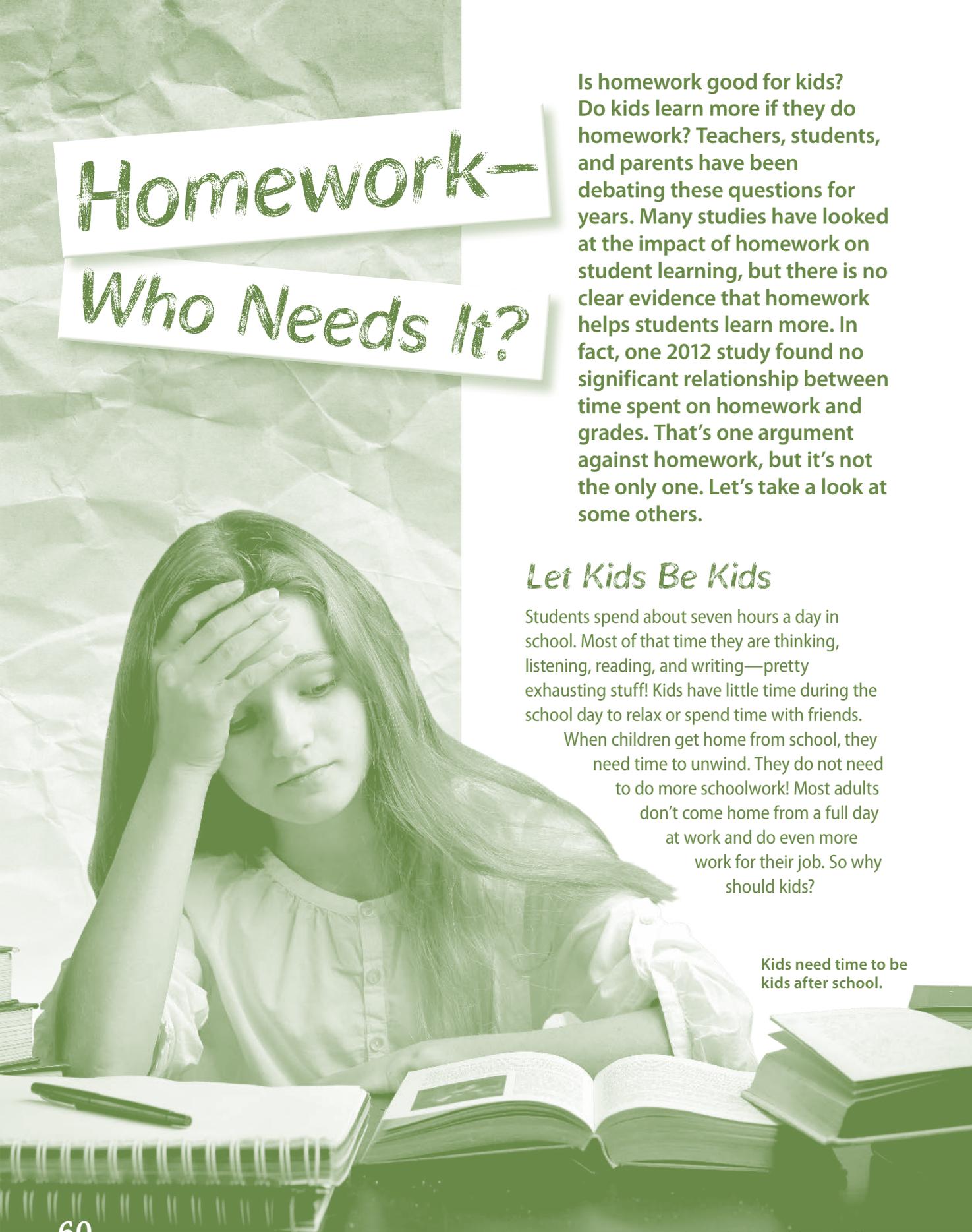
## School and Home

Homework gives parents a chance to become more involved in their children's school lives. Parents can help with homework while talking with their kids about what they are learning. Parents can also make homework more fun and interesting, and they can help their children see the importance of the work they are doing.

So smile when you hear the word "homework." It's good for you!

**Homework provides an opportunity for parents and kids to work together.**





# Homework—

# Who Needs It?

Is homework good for kids? Do kids learn more if they do homework? Teachers, students, and parents have been debating these questions for years. Many studies have looked at the impact of homework on student learning, but there is no clear evidence that homework helps students learn more. In fact, one 2012 study found no significant relationship between time spent on homework and grades. That's one argument against homework, but it's not the only one. Let's take a look at some others.

## *Let Kids Be Kids*

Students spend about seven hours a day in school. Most of that time they are thinking, listening, reading, and writing—pretty exhausting stuff! Kids have little time during the school day to relax or spend time with friends.

When children get home from school, they need time to unwind. They do not need to do more schoolwork! Most adults don't come home from a full day at work and do even more work for their job. So why should kids?

Kids need time to be kids after school.

## Let Families Be Families

Homework is a burden for kids, but it can be a burden for moms and dads, too. After a long day, parents are tired. The last thing they want to do is to keep reminding their reluctant children, "Do your homework!" Homework can be confusing or difficult, and parents don't always have time to help. This means that kids must sometimes struggle through hard homework assignments on their own—and moms and dads are left feeling guilty for not helping. This is stress that busy families don't need.

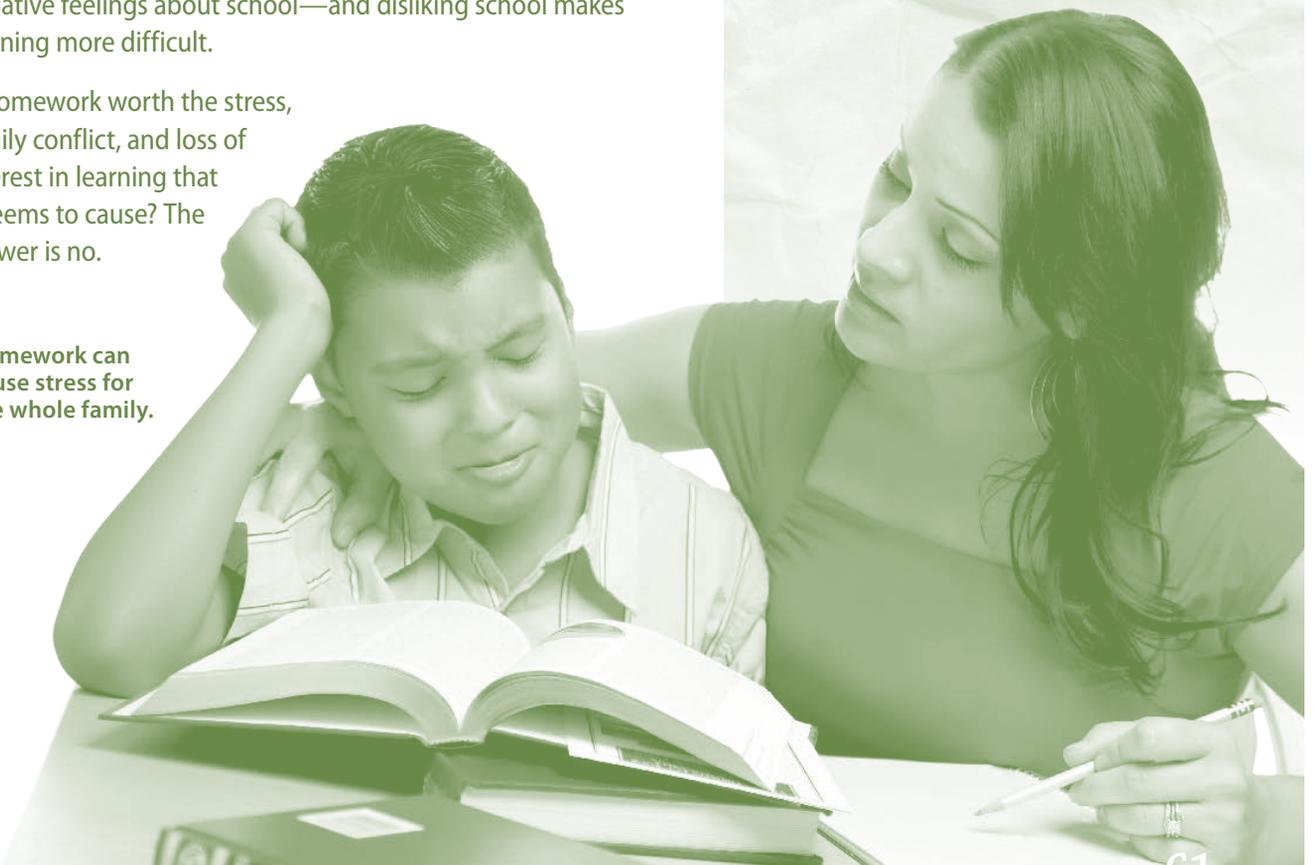
Families need time to do enjoyable things together. Many children and their parents say goodbye in the morning and often don't see each other again until after five o'clock. That leaves only a few hours for family time before going to bed. It's important for families to spend the little time they have together talking, reading, and doing things they all enjoy.

## Who Likes Homework?

If you ask students if they like homework, many will probably say they do not. Because students associate homework with school, negative feelings about homework can turn into negative feelings about school—and disliking school makes learning more difficult.

Is homework worth the stress, family conflict, and loss of interest in learning that it seems to cause? The answer is no.

**Homework can cause stress for the whole family.**



A green rounded rectangle with a faint background of text. The word "Excerpt" is written in white, bold, sans-serif font in the center.

## Excerpt

### from *Lifetimes* (1)

by David L. Rice

#### **A lifetime for an army ant is about three years.**

Army ants are famous for their ability to work together to accomplish amazing things. They march along like soldiers, sometimes a million at a time. Nothing can stop them. When they come to a river, they make an “ant bridge” of themselves to get across. If the river is very wide, they form large “ant balls” and float to the other side. Army ants eat mostly insects, spiders and small animals, although they have been known to eat horses, cows and even tigers that are tied up or caged. People who live in areas with army ants have to leave their homes for a day or two when the ants come marching through. When they return their houses are completely free of rats, cockroaches, or other pests.

Excerpt from *Lifetimes* by David L. Rice, illustrated by Michael Maydak. Text copyright © 1997 by David L. Rice. Used by permission of Dawn Publications.



## Excerpt

### from *Lifetimes* (2)

by David L. Rice

#### **A lifetime for an elephant is about 65 years.**

Elephants have feelings much like those you have. They make loud, joyful trumpeting sounds when they meet other elephants. They care for other elephants that are sick or injured. If a baby or friend dies, they show their sadness by refusing to eat or by moaning and crying. Elephants are among the few animals that weep tears when they are very, very sad. Although elephants are the largest animals on land, they don't kill or bother other animals. When ponds and streams dry up, elephants use their trunks to dig down to water. When they finish drinking, they let other animals drink. Without water these animals would die.

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## Excerpt

### from *Lifetimes* (3)

by David L. Rice

#### **A lifetime for a saguaro cactus is about 100 years.**

If water were money, the saguaro (sa-WAR-o) would be rich. The saguaro grows in the desert where it doesn't rain for eight or nine months at a time. The temperature can get as hot as 120° F. Most plants can't live in such a hot, dry place. But when it does rain, the saguaro saves as much as it can. It stores up to 250 gallons of water in its thick stem to keep it alive until the next rain. Where most plants can't grow at all, the saguaro thrives and grows up to 60 feet tall. The saguaro shares its wealth. Many desert animals depend on the saguaro for food and moisture. Native Americans who live in the desert use its juicy red fruit to make jam or syrup.

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## Excerpt

### from *Lifetimes* (4)

by David L. Rice

#### **A lifetime for a hermit crab is about five years.**

Hermit crabs are very good at taking action to make their lives better. Nature doesn't give them a shell for protection, so they find shells that are empty and recycle them. They use these shells like "motor homes" until the crabs get too big for them. Then they move into larger shells. Another neat trick of the hermit crab is to put a sea anemone on top of its shell. The poisonous arms of the anemone keep the octopus or squid from eating the crab for dinner. Since sea anemones can't move around very well by themselves, "piggy-backing" on the crab is a special treat that allows them to find food as the crab moves along.

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## Fable

# The Young Rooster

by Arnold Lobel

A young Rooster was summoned to his Father's bedside.

"Son, my time has come to an end," said the aged bird. "Now it is your turn to crow up the morning sun each day."

The young Rooster watched sadly as his Father's life slipped away.

Early the next morning, the young Rooster flew up to the roof of the barn. He stood there, facing the east.

"I have never done this before," said the Rooster. "I must try my best." He lifted his head and crowed. A weak and scratchy croak was the only sound he was able to make.

The sun did not come up. Clouds covered the sky, and a damp drizzle fell all day. All of the animals of the farm came to the Rooster.

"This is a disaster!" cried a Pig.

"We need our sunshine!" shouted a Sheep.

"Rooster, you must crow much louder," said a Bull. "The sun is ninety-three million miles away. How do you expect it to hear you?"

Very early the next morning, the young Rooster flew up to the roof of the barn again. He took a deep breath, he threw back his head and CROWED. It was the loudest crow that was ever crowed since the beginning of roosters.

The animals on the farm were awakened from their sleep with a start.

"What a noise!" cried the Pig.

"My ears hurt!" shouted the Sheep.

"My head is splitting!" said the Bull.

"I am sorry," said the Rooster, "but I was only doing my job."

He said this with a great deal of pride, for he saw, far to the east, the tip of the morning sun coming up over the trees.

Excerpt from *Fables* by Arnold Lobel. Copyright © 1980 by Arnold Lobel. Used by permission of HarperCollins Publishers.



A green square icon with a white border. Inside, there is a faint illustration of a mouse and some text from a fable, including the words 'here once was an', 'He thought', 'of the French', 'princess, and she would love to', and 'he realized the'. The word 'Fable' is written in a large, white, serif font over the illustration.

## Fable

# The Mouse at the Seashore

by Arnold Lobel

A Mouse told his mother and father that he was going on a trip to the seashore.

“We are very alarmed!” they cried. “The world is full of terrors. You must not go!”

“I have made my decision,” said the Mouse firmly. “I have never seen the ocean, and it is high time that I did. Nothing can make me change my mind.”

“Then we cannot stop you,” said Mother and Father Mouse, “but do be careful!”

The next day, in the first light of dawn, the Mouse began his journey. Even before the morning had ended, the Mouse came to know trouble and fear.

A Cat jumped out from behind a tree.

“I will eat you for lunch,” he said.

It was a narrow escape for the Mouse. He ran for his life, but he left a part of his tail in the mouth of the Cat.

By afternoon the Mouse had been attacked by birds and dogs. He had lost his way several times. He was bruised and bloodied. He was tired and frightened.

At evening the Mouse slowly climbed the last hill and saw the seashore spreading out before him. He watched the waves rolling onto the beach, one after another. All the colors of the sunset filled the sky.

“How beautiful!” cried the Mouse. “I wish that Mother and Father were here to see this with me.”

The moon and the stars began to appear over the ocean. The Mouse sat silently on the top of the hill. He was overwhelmed by a feeling of deep peace and contentment.

Excerpt from *Fables* by Arnold Lobel. Copyright © 1980 by Arnold Lobel. Used by permission of HarperCollins Publishers.

## The Camel Dances

by Arnold Lobel

The Camel had her heart set on becoming a ballet dancer.

“To make every movement a thing of grace and beauty,” said the Camel. “That is my one and only desire.”

Again and again she practiced her pirouettes, her relevés, and her arabesques. She repeated the five basic positions a hundred times each day. She worked for long months under the hot desert sun. Her feet were blistered, and her body ached with fatigue, but not once did she think of stopping.

At last the Camel said, “Now I am a dancer.” She announced a recital and danced before an invited group of camel friends and critics. When her dance was over, she made a deep bow.

There was no applause.

“I must tell you frankly,” said a member of the audience, “as a critic and a spokesman for this group, that you are lumpy and humpy. You are baggy and bumpy. You are, like the rest of us, simply a camel. You are *not* and never will be a ballet dancer!”

Chuckling and laughing, the audience moved away across the sand.

“How very wrong they are!” said the Camel. “I have worked hard. There can be no doubt that I am a splendid dancer. I will dance and dance just for myself.”

That is what she did. It gave her many years of pleasure.

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## ***Possum's Tail***

from *Pushing Up the Sky* by Joseph Bruchac

### *Possum's Tail*

#### *Cherokee*

The Cherokee people originally lived in the area now known as the states of Georgia, Tennessee, and North Carolina. Because they adapted so quickly to the European way of life, they became known as one of the “civilized tribes.” However, long before the coming of Europeans they had a sophisticated form of government and lived in large, well-organized villages.

In the early 1800’s many Cherokee people were forced to leave their homes and move to Indian Territory by traveling the infamous Trail of Tears. Today Cherokee people live all over the United States, but their two contemporary tribal governments are in Oklahoma and North Carolina. Wily, wise Rabbit is still their favorite trickster character.

*(continues)*

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## *Possum's Tail* (continued)

### *Characters*

**NARRATOR**  
**BEAR**  
**RABBIT**  
**TURTLE**  
**RACCOON**  
**POSSUM**  
**OTTER**  
**CRICKET**

Note: If more children wish to take part in the play, other animals, such as Deer, Owl, Chipmunk, Squirrel, Beaver, or Fox, can be represented as non-speaking parts.

### *Props/Scenery*

**The forest** can be suggested by a painted backdrop or potted plants.

**A bandage** is needed for Possum's tail.

**A medicine bottle** or **bowl** is also needed for Possum's tail.

**The oak tree** for Scene III can be painted on a backdrop.

### *Costumes*

**Narrator** wears a turban made of patterned cloth.

**Animal roles** can be represented by masks made from paper plates decorated with markers, yarn, cotton balls, beads, etc. The mask can be held by hand in front of the wearer's face or mounted on a handle like a fan.

**Possum's furry tail** can be made of dark socks stuffed with cotton and stitched together.

**Possum's rattail** for Scene III can be a long piece of rope.

(continues)

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## Possum's Tail (continued)

### Scene I: The Forest

*A group of animals stands together.*

**NARRATOR:** Long ago Possum had the most beautiful tail of all the animals. Everyone knew that was true. And if anyone didn't know, then Possum would tell him so.

**BEAR:** Tomorrow we will have a big meeting. Rabbit, you be the messenger. Go tell all the animals. We will meet at the big oak tree when Grandmother Sun rises up into the sky.

**RABBIT:** What will the meeting be about?

**BEAR:** We will decide that tomorrow.

**TURTLE:** Oh no, here comes Possum!

**RACCOON:** He is going to brag about his tail again. I can tell.

*Possum enters and walks over to the other animals, holding his long tail in front of him.*

**POSSUM:** *Siyo!* (see-yo) Hello! This day is beautiful. And so is my tail. Look at my beautiful tail.

**OTHER ANIMALS:** *Siyo*, Possum.

**POSSUM:** Did you say there would be a meeting tomorrow?

**BEAR:** Yes.

**POSSUM:** Then I should speak at the meeting.

**TURTLE:** Why?

**OTTER:** Turtle, don't ask him! He'll just talk about his—

**POSSUM:** Because of my beautiful tail. It is the most beautiful of all. It is not short like Bear's tail. It is long and silky. It is not stiff like Raccoon's tail. It is soft and lovely. It is not stubby like Rabbit's tail. It

(continues)

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## Possum's Tail (continued)

is fluffy and big. It is not ugly like Turtle's tail. It is pretty and nice.  
(Possum can continue to improvise while Bear and Rabbit speak, saying "Isn't it beautiful?" etc.)

As Possum goes on talking, the other animals yawn and roll their eyes. One by one they fall to the ground and pretend to sleep. During this activity Rabbit taps Bear on the shoulder, and Rabbit and Bear step toward the audience. Possum does not notice, but keeps talking.

**RABBIT:** I have an idea about Possum.



**BEAR:** We should stuff moss into our ears so we cannot hear him?

**RABBIT:** No, I have a better idea than that. Let me whisper it to you.

(continues)

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## Possum's Tail (continued)

*Rabbit whispers into Bear's ear. Bear smiles and nods.*

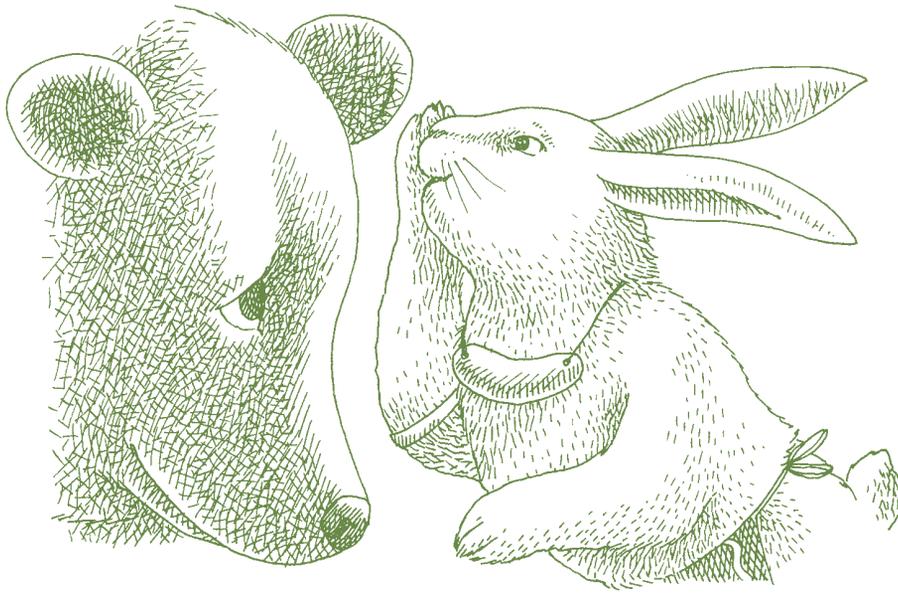
**BEAR:** That is a good idea.

*Bear and Rabbit turn back toward Possum, who is still talking. The other animals are still pretending to sleep, but Possum doesn't notice.*

**RABBIT:** Possum, you *do* have a beautiful tail.

**POSSUM:** Yes. That is true. Shall I tell you about it?

**BEAR:** No! I mean, not now.



**RABBIT:** We have decided that you should be the first speaker at the big meeting tomorrow.

**POSSUM:** Of course. That is true. The one with the most beautiful tail

(continues)

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## Possum's Tail (continued)

should always speak first.

**RABBIT:** Possum, your tail should look its best for the meeting.

**POSSUM:** Of course. That is true. My tail should look its best.

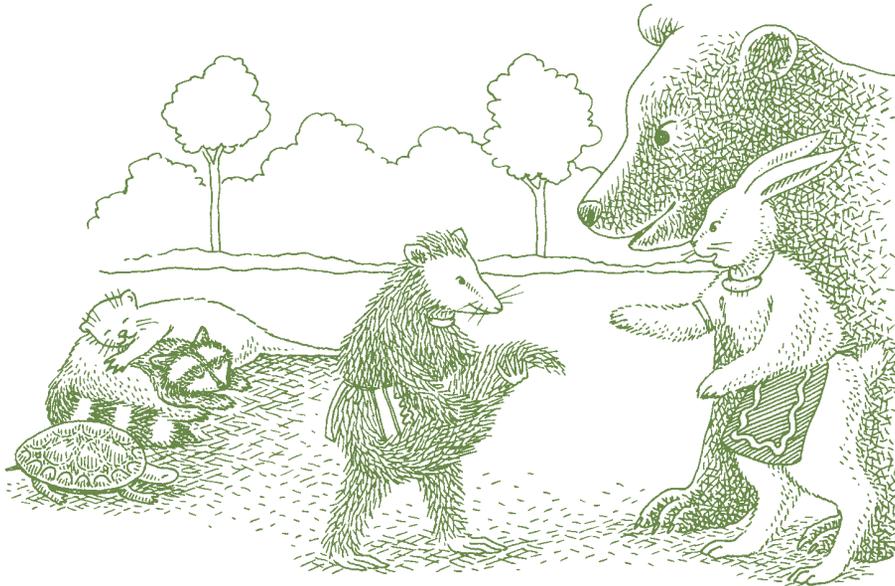
**RABBIT:** I will take you to Cricket. He will put some special medicine on your tail. Then your tail will be ready for the meeting.

**POSSUM:** Of course. That is true. Let us go to Cricket.

*Possum and Rabbit go offstage together. The other animals open their eyes and sit up.*

**RACCOON:** Oh, no!

**OTTER:** If Possum's tail is made more beautiful, he'll never stop talking.



(continues)

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## Possum's Tail (continued)

**TURTLE:** Otter is right. We'll all have to move away to escape his bragging.

**BEAR:** Don't worry. Rabbit has a plan.

### Scene II: Another Part of the Forest

*Cricket crouches on the ground.*

**RABBIT:** Cricket, I want you to put some of your *special* medicine on Possum's tail.

**POSSUM:** Yes. That is true. I want my tail to look even more beautiful.

**CRICKET:** Rabbit, do you mean my *special* medicine?

**RABBIT:** Yes, I mean your *special* medicine.

**POSSUM:** Hurry up. I want you to fix my tail.

**CRICKET:** I will fix it. (*Cricket pretends to apply medicine to Possum's tail from either a bottle or a bowl.*) This medicine will make your tail look as it has never looked before.

**POSSUM:** Will everyone notice it?

**CRICKET:** Oh yes, everyone will notice it. (*Cricket wraps a bandage around Possum's tail.*) Now you must keep this old snakeskin wrapped around your tail all night. Do not take it off until you are at the meeting.

(continues)

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## Possum's Tail (continued)



(continues)

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## Possum's Tail (continued)

### Scene III: The Forest, Near the Big Oak Tree

*All the animals are gathered in a semicircle. Possum's tail is still wrapped in the snakeskin.*

**BEAR:** Possum will open our meeting.

**RABBIT:** Everyone, pay attention.

**POSSUM:** *Siyo*, everyone. I have been asked to speak today because of my tail. It is the most beautiful of all. Here, let me show you how beautiful it is.

*Possum unwraps his tail. It now looks like a big rat's tail, but Possum does not notice.*

**RACCOON:** Look at Possum's tail!

**POSSUM** (*still showing off the tail without looking at it*): Yes. Look at my tail. Look at how beautiful it is.

**TURTLE:** It has no hair at all!



(continues)

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## Possum's Tail (continued)

**OTTER:** It is really ugly.

**RACCOON:** It is funny looking.

*The animals begin to laugh. Possum looks at his tail and sees that it has no hair.*

**POSSUM:** My tail! Cricket has ruined it!

*Possum sits down on the ground, closes his eyes, and then rolls onto his back with his feet up in the air. He stays there until all the other animals have gone. Then he gets up and runs away.*

**NARRATOR:** So it is that Possum now has the ugliest tail of all the animals. Ever since that time, whenever Possum meets another animal, he closes his eyes, rolls over on his back, and pretends to be dead until the other animal goes away. And Possum no longer brags about his tail!

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# Thoughts About My Reading Life

Name: \_\_\_\_\_

What are some of your favorite kinds of books now? Why?

---

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---

Where is your favorite place to read?

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What does the word *reading* mean to you?

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---

When you don't understand something you are reading, what do you do?

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---

What kinds of books did you read for the first time this year? What topics did you read about for the first time?

---

---

# Book Recommendation

Name: \_\_\_\_\_

**Book title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

What the book is about: \_\_\_\_\_

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Why I like this book: \_\_\_\_\_

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An exciting or interesting part to read aloud (include page numbers):

---

---

# Summer Reading List

Name: \_\_\_\_\_

Book Title	Author	Reminder
<p>List the books you would like to read this summer. For each book, write the title, the author's name, and a few words to remind you what the book is about.</p>		

# Reading Log



# Reading Log

Date	Title	Author



# Reading Log

Date	Title	Author

Name:

## Comment

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# Reading Log

Date	Title	Author



# Reading Log

Date	Title	Author



# Reading Log

Date	Title	Author



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# Reading Journal























































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CCC Collaborative Literacy

Making Meaning®

# Making Meaning®

THIRD EDITION

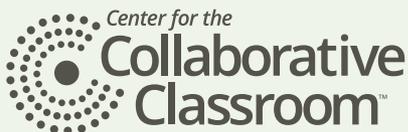
ASSESSMENT RESOURCE BOOK



GRADE

3

CCC



CCC Collaborative Literacy

# Making Meaning<sup>®</sup>

THIRD EDITION



GRADE

3



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# Assessment Overview

The assessments that accompany the *Making Meaning® Teacher’s Manual* and *Vocabulary Teaching Guide* lessons are designed to help you (1) make informed instructional decisions as you teach the *Making Meaning* program, and (2) track and evaluate your students’ reading comprehension, social development, and vocabulary knowledge over time. For descriptions of these assessments, see “About Comprehension and Social Skills Assessments” on the next page and “About Vocabulary Assessments” on page xix.

As you teach the lessons in the *Teacher’s Manual* and the *Vocabulary Teaching Guide*, an assessment icon (📄) will alert you whenever an assessment is suggested. If you are using the *Digital Teacher’s Set*, you can tap the assessment icon to open the CCC ClassView™ assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or can be accessed through the CCC ClassView app ([classview.org](http://classview.org)). Printable forms are also available on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

You may choose to record your students’ progress using forms copied from this book or printed from the CCC Learning Hub, or you may choose to enter the information electronically using the CCC ClassView app (for more information, see “CCC ClassView App” below).

---

## CCC ClassView App

CCC ClassView is an online application that contains all of the same assessment forms and instructions that are included in this *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole.

You can access the CCC ClassView app by tapping the assessment icons or links in the *Digital Teacher’s Set*, by going directly to the app ([classview.org](http://classview.org)), or by clicking the CCC ClassView button on the grade-level program resources page on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information about this assessment tool, view the “Using the CCC ClassView App” tutorial (AV41).



## About Comprehension and Social Skills Assessments

The assessments that accompany the *Making Meaning Teacher’s Manual* include both formative and summative assessments. These assessments enable you to track and evaluate your students’ progress and needs, unit by unit and across the year.

### FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students’ academic and social growth over time, through class observation and individual conferences. Formative assessments in the program include class assessments and IDR conferences.

#### Class Assessment

Unit 1 • Week 1 • Day 3  
The Reading Community

Class Assessment Record • CA1

Ask yourself:	All or most students	About half of the students	Only a few students
• Are the students taking turns sharing ideas?			
• Are the students able to recall details from the story?			
Other observations:			

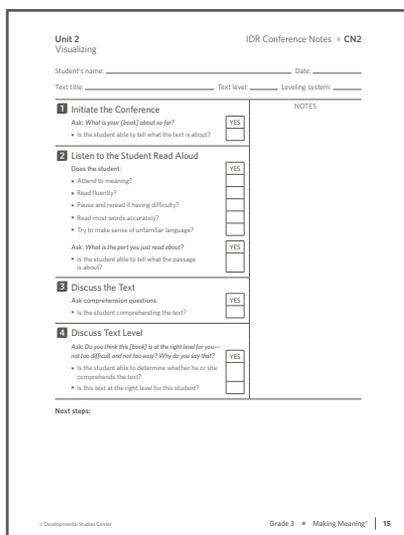
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The Class Assessment is designed to help you assess the performance and needs of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher’s Manual* will alert you when an assessment is suggested. These notes occur about once per week, during a time in the lesson when the students are demonstrating their use of the strategies they have learned to make sense of text.

During the class assessment, you have the opportunity to randomly observe students working in pairs or individually (select strong, average, and struggling readers) as you ask yourself questions that focus your observations. Each Class Assessment Note in the

*Teacher’s Manual* has a corresponding “Class Assessment Record” sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher’s Manual* for how to proceed with the instruction based on your observations.

## IDR Conferences



The form is titled "Unit 2 Visualizing IDR Conference Notes - CN2". It includes fields for "Student's name", "Date", "Text title", "Text level", and "Leveling system". The form is divided into four numbered sections, each with a "YES" checkbox and a "NOTES" column:

- 1 Initiate the Conference**: Ask: What is your (book) about so far? • Is the student able to tell what the text is about?
- 2 Listen to the Student Read Aloud**: Does the student: • Attend to meaning? • Read fluently? • Pause and reread if having difficulty? • Read most words accurately? • Try to make sense of unfamiliar language? Ask: What is the part you just read about? • Is the student able to tell what the passage is about?
- 3 Discuss the Text**: Ask comprehension questions. • Is the student comprehending the text?
- 4 Discuss Text Level**: Ask: Do you think this (book) is at the right level for you—not too difficult and not too easy? Why do you say that? • Is the student able to determine whether he or she comprehends the text? • Is this text at the right level for this student?

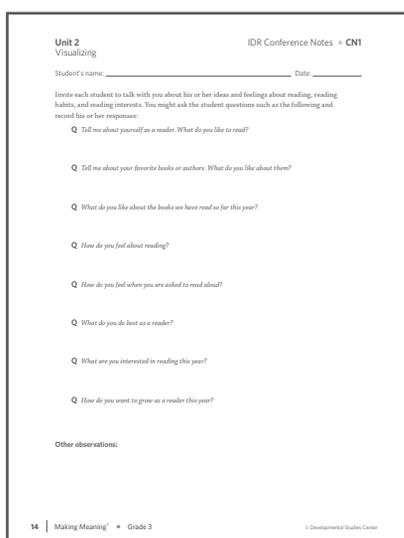
At the bottom, there is a "Next steps" section. The footer includes "© Developmental Studies Center" and "Grade 3 • Making Meaning | 15".

IDR conferences provide you with the opportunity to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support. As you teach the lessons, an IDR Conference Note in the *Teacher's Manual* will alert you when a conference is suggested. Initially, your individual student conferences will focus on getting to know the students as readers and on ensuring that they are reading appropriately leveled texts (for more information, see “Student Reading Goals and Interests Survey” below). As the year progresses, the IDR conferences focus more on assessing the students’ comprehension, supporting students’ reading growth, and encouraging self-monitoring (for more information,

see “Resource Sheet for IDR Conferences” on the next page).

You can document your observations and suggestions that result from each conference on an “IDR Conference Notes” record sheet (CN). We recommend that you document at least one IDR conference per student per unit. The “IDR Conference Class Record” sheet (CR1) is provided for you to record the dates you confer with each student over the course of the year (see page 145).

You will refer to the “IDR Conference Notes” record sheets to help you evaluate each student’s comprehension development in the Individual Comprehension Assessment that occurs at the end of Units 2–8. For more information, see “Individual Comprehension Assessment” on page ix.



The form is titled "Unit 2 Visualizing IDR Conference Notes - CN1". It includes fields for "Student's name" and "Date". The instructions state: "Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:"

- Q Tell me about yourself as a reader. What do you like to read?
- Q Tell me about your favorite books or authors. What do you like about them?
- Q What do you like about the books we have read so far this year?
- Q How do you feel about reading?
- Q How do you feel when you are asked to read aloud?
- Q What do you do best as a reader?
- Q What are you interested in reading this year?
- Q How do you want to grow as a reader this year?

There is a section for "Other observations:". The footer includes "14 | Making Meaning • Grade 3" and "© Developmental Studies Center".

### Student Reading Goals and Interests Survey

The questions provided in the first “IDR Conference Notes” record sheet can be used as a beginning-of-year survey of your students’ reading goals and interests. After you have conferred with all of your students, we recommend that you review the students’ responses to the questions and look both for patterns across the class and for individual comments that stand out to you. For example, you might note authors, book series, and genres the students are interested in reading and whether the students enjoy reading. The information you gather can help you plan instruction in the coming months.

After analyzing your students’ responses, you might share with the class what you have learned about them as readers and how you plan to help them build their love of reading over the course of the year. For ideas on how to facilitate a class discussion about the survey, see the extension “Discuss the Students’ Reading Goals and Interests” on page 61 of the *Teacher’s Manual*.

The questions in the final IDR Conference Note of the year can serve as an end-of-year survey of your students’ perceptions of their growth as readers, a measure of their attitudes toward reading, and a summary of their goals for summer reading. After you have conferred with your students, you might share the information from the end-of-year survey with them, compare it with the information from the beginning-of-year survey, and discuss how the students’ attitudes toward reading have changed.

**Resource Sheet for IDR Conferences** In Units 2–8, you will use a unit-specific “Resource Sheet for IDR Conferences” to guide you as you confer (see pages 11–13). This resource sheet outlines a process you can use when conferring with your students about their independent reading. It includes questions you can ask to help you probe the students’ thinking about what they are reading and to assess the students’ comprehension of their texts. It also includes suggestions for supporting the students’ reading growth. Each section of the resource sheet has a corresponding section in the “IDR Conference Notes” record sheet (CN), where you can record notes and observations as you confer.

Unit 2  
Visualizing

IDR Conference Notes  
(continued)

**Resource Sheet for IDR Conferences**

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit’s “IDR Conference Notes” record sheet (CN2), see page 15.

**1 Initiate the Conference**

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q What is your book about so far?  
If necessary, ask questions like those that follow to probe the student’s thinking:

Q Why did you choose this book?  
Q Do you like this book? Why or why not?  
Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the “Notes” column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

**2 Listen to the Student Read Aloud**

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q What is the part you just read about?  
Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the “Notes” column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3. If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continued)

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Unit 2  
Visualizing

IDR Conference Notes  
(continued)

**3 Discuss the Text**

Notice where the student is in the text and ask the student comprehension questions related to the content and to the text’s genre. You might ask questions such as:

Q What do you visualize (picture in your mind) as you read these words?  
Q What has happened in the story so far?  
Q What part have you found interesting or surprising?  
Q What do you think will happen next?  
Q What have you learned about a character/topic?  
Q What are you wondering about?  
Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

**4 Discuss Text Level**

Have the student evaluate the level of the text by asking:

Q Do you think this book is at the right level for you—not too difficult and not too easy? Why do you say that?  
Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continued)

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Unit 2  
Visualizing

IDR Conference Notes  
(continued)

**SUGGESTIONS FOR SUPPORTING READERS**

- If a student is reading a text that is not at the right level (there are many reasons and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

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## SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and measure the comprehension and social development of each student. Summative assessments include the Social Skills Assessment and the Individual Comprehension Assessment.

### Social Skills Assessment

**Social Skills Assessment Record (SS1)**

Use the following rubric to score each student.

1 = does not implement  
2 = implements with support  
3 = implements independently

	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10	UNIT 11	UNIT 12
Participates in partner work and class discussions											
Follows classroom procedures (e.g., gathers responsibility, follows classroom literacy and independent reading procedures)											
Uses "Turn to Your Partner" and "Think, Pair, Share" (e.g., poses partner, listens attentively, contributes ideas about the reading, questions, or topic)											
Explains thinking											
Listens respectfully to others											
Reflects on own behavior											
Takes responsibility for learning and behavior (e.g., during peer-teach, partner work, and IDR)											
Shares partner's thinking with the class											
Takes turns talking and listening											
Uses discussion prompts (e.g., to build on one another's thinking)											
Contributes ideas that are different from other people's ideas											
Agrees and disagrees respectfully											
Gives reasons to support thinking											
Asks clarifying questions											
Uses "Think, Pair, Write" (e.g., thinks publicly, shares with a partner, individually writes own thoughts)											

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The Social Skills Assessment enables you to assess how well each student is learning and applying the social skills taught in the program and how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note in the *Teacher's Manual* will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times: at the beginning, middle, and end of the year. The "Social Skills Assessment Record" sheet (SS1) allows you to track how individual students are doing with specific skills during the course of the year (see page 144).

### Individual Comprehension Assessment

The Individual Comprehension Assessment is designed to help you assess the strategy use and comprehension development of individual students. It is administered once per unit in Units 2–8. The "Individual Comprehension Assessment" record sheet (IA) consists of two sections—Part A: Strategy Assessment and Part B: IDR Assessment—and reflection questions to help guide your assessment of each student's growth.

Unit 2  
Visualizing

Individual Comprehension Assessment • IA1

Student's name \_\_\_\_\_ Date \_\_\_\_\_

**Part A: Strategy Assessment**

Student response activities	Evidence of instruction is demonstrated			
	Almost all of the time	Most of the time	Some of the time	Almost none of the time
"How I Visualized <i>Cherise and Cherry Plo</i> " and "Excerpt from <i>Cherise and Cherry Plo</i> " The student is able to visualize part of the story and identify the words in the text that he or she used to create the visualization.	4	3	2	1
"How I Visualized Aunt Flossie's Hats (and Crab Cakes Later)" The student is able to visualize part of the text and write about the visualization.	4	3	2	1
<b>Reading journal entries</b>				
Entry 1: The student is able to visualize part of the text and describe the visualization.	4	3	2	1
Entry 2: The student is able to visualize part of the text and describe the visualization.	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals/4): \_\_\_\_\_

(continues)

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**Part A: Strategy Assessment** The Strategy Assessment section helps you analyze each student's independent strategy work on four activities completed during the unit. The four activities include two student response activities (usually focusing on strategy work with a read-aloud text) and two reading journal activities (asking the students to apply the unit's strategy work to their independent reading). Teacher Notes in the *Teacher's Manual* identify which activities will be assessed in that unit's Individual Comprehension Assessment. Examples of a student response activity, a journal entry, and an annotated Strategy Assessment rubric are provided for each unit as models to help you score your students' work using the rubric.

**Part B: IDR Assessment** The IDR Assessment section helps you assess each student's comprehension using a rubric that identifies various behaviors the students exhibit when reading and thinking about texts. During the assessment, you will review the information you have collected on the student's "IDR Conference Notes" record sheets and think about the student's participation during class discussions and IDR. To complete the assessment, you will use the information to determine whether the student shows evidence of actively engaging with and making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time.

Unit 2  
Visualizing

Individual Comprehension Assessment • IA1  
(continued)

**Part B: IDR Assessment**

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Most of the time	Some of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student passes and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/4): \_\_\_\_\_

**Totals:**  
Part A score: \_\_\_\_\_  
Part B score: \_\_\_\_\_  
Overall unit score: (Part A score + Part B score) / 2 = \_\_\_\_\_ + \_\_\_\_\_ / 2 = \_\_\_\_\_

(continues)

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Unit 2  
Visualizing

Individual Comprehension Assessment • IA1  
(continued)

**Reflection:**

- What did you work on with this student during this unit's IDR conferences?
- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?
- What might you focus on during the next unit's IDR conferences?

**Other observations:**

**Next steps:**

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Analyzing the information in the IDR Assessment rubric will help you determine whether a student is able to comprehend what he or she is reading and will help you evaluate the student’s attitude toward reading. The assessment will also help you to identify areas in which you can focus your instruction to support the student’s reading growth (for example, fluency practice and word-analysis strategies). For information about supporting your students’ reading growth, see “Reading Development” on page xiii.

Examples of an annotated “IDR Conference Notes” record sheet and an annotated IDR Assessment rubric are provided for each unit as models to help you analyze your students’ reading comprehension using the rubric.

**Reflection** The Reflection section of the IDR Assessment provides questions that help you reflect on the instructional support you provided to the student during the unit, the student’s ability to read and comprehend text, and what you would like to focus on during the next unit’s IDR conferences. Space is provided for recording observations and suggestions for future instruction.

The information from the “Individual Comprehension Assessment” and “IDR Conference Notes” record sheets constitutes a record of each student’s development over the unit. If you wish to use the Individual Comprehension Assessment as a basis for assigning a grade, the “Individual Comprehension Assessment” record sheet includes instructions for calculating an overall unit score. We recommend that progress in the *Making Meaning* program be determined by an increase in scores over time, rather than by each unit’s score. The assumption is that each student is growing into a strong reader at his or her own pace.

You can use the “Individual Comprehension Assessment Student Record” sheet (SR2) to create a cumulative record of each student’s scores on the assessment during the year. Space is provided on the record sheet for you to write comments about the student’s performance and suggestions for additional support. You can use the “Individual Comprehension Assessment Class Record” sheet (CR2) to record and track your students’ progress as a class.

To learn more about using the Individual Comprehension Assessment, view “Using the Individual Comprehension Assessment” (AV31).



## Student Reading Level Summary

In addition to the Individual Comprehension Assessment, you may wish to use other informal and formal tools to assess your students’ comprehension of text (for example, running records and benchmark assessments). Regardless of which assessment tool(s) you use, it is important to monitor and record the students’ progress across the year. The “Student Reading Level Summary” record sheet (SR1) can be used to record individual students’ reading assessment data. You might wish to use the information recorded to discuss your students’ reading growth with their families, to inform your instruction, and to help support individual students in their growth as readers.

## Overview of Grade 3 Assessments

The table below provides an overview of the comprehension and social skills assessments in grade 3 of the *Making Meaning* program. The squares indicate the units in which a particular assessment can be found.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Class Assessment	■	■	■	■	■	■	■	■	■
IDR Conferences		■	■	■	■	■	■	■	■
Social Skills Assessment		■			■				■
Individual Comprehension Assessment		■	■	■	■	■	■	■	

## Individual Assessment Folders

We recommend that you create a folder for each student in which to store the “Individual Comprehension Assessment” and “IDR Conference Notes” record sheets. You may also want to make copies of each student’s assessed student response activities and reading journal entries and file these in the student’s assessment folder. Periodically, you can use the materials in the folder to discuss the student’s progress with the student, as well as with parents and other adults in the school. The folders can travel to the next grade with the students.

---

## Reading Development

Young students learn to read by being read to, by acquiring letter–sound and sight–word knowledge, and by exploring text—lots of text. They love to reread their favorite books and engage in rhyming activities, and it is through these and other activities that they begin to understand that print carries meaning. Young students read books in a variety of ways, such as by retelling familiar stories in their own words and by telling stories as they refer to the pictures. As the students’ knowledge of letter–sound correspondence develops and they grow a sight–word base, they begin to read the words on the page. With much practice, their reading starts to become more automatic. They focus less on decoding individual words and more on the meaning of the text.

The “Stages of Reading Development” chart starting on the next page shows the stages through which students commonly progress on their way to becoming independent and critical readers. Note that because reading development is a continuum, students may display behaviors from multiple stages at any given time as they encounter new and more complex texts. For each stage, the chart gives approximate Guided Reading Levels and lists behaviors students may display at each stage of development. The chart also lists ways you can support students at each stage.

Some of the characteristics identified in the chart appear at multiple stages (for example, “understands that print carries a message,” “reads with expression,” and “recognizes letters and letter–sound relationships”). This ongoing development of skills is to be expected as students begin to make connections between the spoken and written word and the many nuances of the English language.

You might use the information in the “Stages of Reading Development” chart in conjunction with the information you gather from the Individual Comprehension Assessment to discuss your students’ reading growth with their families, to inform your instruction, and to help support individual students as they become independent readers. Keep in mind that each student will progress through these stages at his or her own pace.

# Stages of Reading Development

Stage 1	<b>Awareness and Exploration</b>
	<p><b>Approximate Guided Reading Level*</b></p> <ul style="list-style-type: none"><li>▪ A</li></ul> <p><b>Characteristics</b></p> <ul style="list-style-type: none"><li>▪ Enjoys listening to and discussing storybooks</li><li>▪ Understands that print carries a message</li><li>▪ Engages in reading and writing attempts</li><li>▪ Identifies labels and signs in his or her environment</li><li>▪ Participates in rhyming games</li><li>▪ Recognizes some letters and is beginning to attend to letter-sound relationships</li></ul> <p><b>Support</b></p> <ul style="list-style-type: none"><li>▪ Reread favorite stories and nursery rhymes to the student.</li><li>▪ Read books that are predictable and have repetition, and encourage the student to join in with you.</li><li>▪ Talk about stories and pictures in the stories.</li><li>▪ Ask the student questions about stories before, during, and after reading.</li><li>▪ Create a print-rich environment (labels, signs, bulletin boards) to expose the student to a variety of print.</li><li>▪ Engage the student in activities that develop concepts of print (e.g., word boundaries, directionality, and one-to-one correspondence between the written and spoken word).</li><li>▪ Direct the student's attention to where to begin reading and point to individual words as you read books aloud.</li><li>▪ Help the student recognize letters and letter-sound relationships (e.g., encourage the student to explore alphabet books and puzzles).</li><li>▪ Engage the student in language games and rhythmic activities.</li><li>▪ Provide the student with time every day to read self-selected texts independently or with peers.</li><li>▪ Encourage the student to experiment with writing.</li><li>▪ Encourage parents or other family members to read aloud to the student every day.</li></ul>

\*Guided Reading Levels are based on Fountas and Pinnell's "Instructional Level Expectations for Reading" dated 8/07/2014, found on the Heinemann website (Heinemann.com).

(continues)

## Stages of Reading Development *(continued)*

### Stage 2

#### Emergent Reader

##### Approximate Guided Reading Levels

- A-B

##### Characteristics

- Relies on the pictures to gather information about a story's meaning
- Understands that print carries a message
- Understands directionality and other familiar concepts of print
- Tracks words on the page by pointing to words as he or she develops one-to-one matching
- Is developing a larger sight-word vocabulary
- Recognizes letters and attends to letter-sound relationships
- Shows familiarity with rhyming and beginning sounds

##### Support

- Read and reread books from a variety of genres.
- Read books that are predictable and have repetition, and encourage the student to join in with you.
- Read rhyming books.
- Point to each word as you read books aloud to the student.
- Talk about stories and pictures in the stories.
- Ask the student questions about stories before, during, and after reading.
- Reinforce concepts of print (e.g., word boundaries, directionality, and one-to-one correspondence between the written and spoken word).
- Work on phonics and phonological awareness.
- Help the student segment spoken words into individual sounds and blend the sounds into whole words.
- Expand vocabulary by talking about words.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to write every day (independently or through dictation).
- Encourage parents or other family members to read aloud to the student every day.

*(continues)*

## Stages of Reading Development *(continued)*

### Stage 3

#### Early Reader

##### Approximate Guided Reading Levels

- B-J/K

##### Characteristics

- May still rely on pictures to gather information about a story's meaning
- Points to words only when a problem is encountered
- Is continuing to develop his or her sight-word vocabulary
- Is beginning to notice errors and attempts to correct them
- Is beginning to use more than one strategy to problem-solve unknown words (e.g., decoding, using context clues and/or picture clues, rereading)
- Is beginning to attend to punctuation and use expression while reading familiar texts
- Is beginning to self-monitor reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

##### Support

- Read and reread books from a variety of genres.
- Ask the student questions about stories before, during, and after reading.
- Talk about stories and pictures in the stories.
- Work on phonics and phonological awareness.
- Listen to the student read books that he or she can read successfully.
- Encourage the student to read familiar texts with expression.
- Help the student locate words that he or she knows.
- Expand vocabulary by talking about words before reading the text.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to write every day (independently or through dictation).
- Encourage parents or other family members to read aloud to the student every day.

*(continues)*

## Stages of Reading Development *(continued)*

Stage 4	<b>Transitional Reader</b>
	<b>Approximate Guided Reading Levels</b>
	<b>Characteristics</b>
	<b>Support</b>

- J/K–M/N

### Characteristics

- Relies less on pictures to gather information about a story’s meaning and more on the text
- Uses more than one strategy to problem-solve unknown words (e.g., decoding, analyzing word parts, using context clues and/or picture clues, rereading)
- Consistently notices and then self-corrects errors
- Is continuing to expand vocabulary, which allows him or her to focus more on meaning
- Attends to punctuation and reads familiar text with phrasing and expression
- Begins to engage in silent reading
- Consistently self-monitors reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

### Support

- Encourage the student to choose books that he or she can read successfully.
- Encourage the student to read silently for longer periods of time.
- Engage the student in conversations about what he or she has read.
- Work with the student on deciphering longer words by analyzing word parts.
- Work on developing fluency.
- Define unfamiliar vocabulary words.
- Provide the student with time every day to read self-selected texts independently.
- Encourage the student to write every day.
- Encourage parents or other family members to read aloud to the student every day and engage in discussion as they read.

*(continues)*

## Stages of Reading Development *(continued)*

### Fluent/Independent Reader

#### Approximate Guided Reading Levels

- M/N-V/W

#### Characteristics

- Selects a variety of “just-right” texts for varying purposes
- Uses multiple strategies to problem-solve unknown words quickly
- Self-corrects all significant errors quickly (e.g., using strategies such as decoding, analyzing word parts, using context clues and/or picture clues, rereading)
- Reads a variety of genres such as fiction, nonfiction, fantasy, mystery, poetry, etc.
- Reads orally with expression and at an appropriate rate
- Reads silently most of the time
- Consistently self-monitors reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

#### Support

- Make sure the student has access to a wide variety of reading materials that he or she can read successfully and that will challenge him or her to think critically.
- Engage the student in conversation about what he or she has read.
- Ask the student questions that encourage him or her to analyze the text or generate questions about the text.
- Read the first few chapters of a book with the student; discuss characters, plot, and setting.
- Define unfamiliar vocabulary words.
- Provide the student with time every day to read self-selected texts independently.
- Encourage the student to write about what he or she has read.

Stage 5

# About Vocabulary Assessments

The assessments that accompany the *Vocabulary Teaching Guide* lessons help you evaluate your students' knowledge of the words they are learning and track your students' progress throughout the year. In grade 3, both formative and summative assessments are included.

## FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' vocabulary growth through class observation and support you in differentiating instruction, as necessary.

### Class Vocabulary Assessment

Week 2 Vocabulary		Class Vocabulary Assessment Record - CA1		
Observe the students and ask yourself:	All or most students	About half of the students	Only a few students	
• Are the students able to act out the words and choose the appropriate word to complete each sentence?				
buttle				
lounge				
ruckus				
squim				
unkily				
• Does their discussion of the words indicate that they understand the words' meanings?				
• Do they enjoy learning and using new words?				
Other observations:				
<b>Suggestions</b> Use the following suggestions to support struggling students: • If <b>only a few students</b> understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model. • If <b>about half of the students</b> understand a word's meaning, provide further practice by asking a question that requires the student to talk about the word in terms of her own experiences.				

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The Class Vocabulary Assessment is designed to help you evaluate the performance and needs of the whole class. This assessment occurs every two weeks, beginning in Week 2, during the ongoing review activity. A Class Vocabulary Assessment Note in the *Vocabulary Teaching Guide* will alert you when an assessment is suggested. During the assessment, you will have the opportunity to observe the students and ask yourself questions about their understanding of the words, as well as note their use of words outside of vocabulary time and their enthusiasm for learning words. Each Class Vocabulary Assessment Note has a corresponding "Class Vocabulary Assessment Record" sheet (CA1) on which you can record

your observations. The record sheet includes the questions from the assessment note and provides suggestions for students who are struggling with words.

## SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and score each student’s knowledge of the words taught during the vocabulary lessons.

### Individual Vocabulary Assessment

Week 4 Vocabulary		Individual Vocabulary Assessment • IA1	
Name: _____	Date: _____		
<b>Word Check 1: I'm Thinking of a Word</b> Listen to the clue. Then circle the word that fits the clue.			
1.	heartbreaking	speedy	bewildered
2.	plop	bustle	volunteer
3.	debris	speedy	unlikely
4.	snap	squirm	clutch
5.	flutter	fury	whoop
6.	flick	whiz	ruckus
7.	devastate	lounge	swerve
8.	rap	dodge	utter

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The Individual Vocabulary Assessment is designed to help you assess individual students’ knowledge of the words. This assessment occurs after weeks 4, 8, 12, 16, 20, 24, 28, and 30 and focuses on words taught during the previous four weeks (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). An Individual Vocabulary Assessment Note in the *Vocabulary Teaching Guide* will alert you when the assessment is suggested.

The Individual Vocabulary Assessment is a multiple-choice assessment that uses activity formats such as “Which Word Am I?” and “I’m Thinking of a Word” that are familiar to the students from the weekly lessons.

Each assessment includes a teacher instruction sheet and an answer key. The students record their answers on the corresponding “Individual Vocabulary Assessment: Word Check” answer sheet (IA1). We recommend that you discuss each item with the students after they have completed the assessment. Suggested follow-up questions that require the students to explain their thinking are provided on each instruction sheet. The instruction sheet also includes suggestions for scoring and assigning grades to the assessment.

You can use the “Individual Vocabulary Assessment Student Record” sheet (SR1) to create a cumulative record of each student’s scores on the assessment throughout the year. Space is provided on the record sheet for you to write comments about the student’s performance and suggestions for additional support. You can use the “Individual Vocabulary Assessment Class Record” sheet (CR1) to record and track your students’ progress as a class.

To learn more about using the Individual Vocabulary Assessment, view “Using the Individual Vocabulary Assessment” (AV51).



## Student Self-assessment

Week 4 Vocabulary Student Self-assessment = SA1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Which Words Do I Know?

Word	yes	maybe	no

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The Student Self-assessment empowers the students to become partners in their own assessment by giving them the opportunity to evaluate their understanding of the words they are learning. The assessment can also be used to identify which words the students need to practice and review further. We recommend that the Student Self-assessment be administered in place of or in addition to the Individual Vocabulary Assessment, with the students assessing their knowledge of a set of words you select. A Student Self-assessment Note during Ongoing Review will alert you when the assessment is recommended.

The Student Self-assessment includes a “Student Self-assessment” response sheet (SA1), on which the students record whether they know what a word means (“yes”), whether they *think* they know what a word means (“maybe”), or whether they do not know what a word means or cannot remember (“no”). The assessment also includes instructions for preparing and conducting the assessment, as well as suggestions for how to use the results to help students identify which words they are struggling with and to support the students in reviewing those words.

## Overview of Grade 3 Assessments

The table below provides an overview of the assessments that accompany the *Vocabulary Teaching Guide* in grade 3 of the *Making Meaning* program. The squares indicate the weeks in which a particular assessment can be found.

Assessment	Week of Instruction														
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
Class Vocabulary Assessment	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Individual Vocabulary Assessment		■		■		■		■		■		■		■	■
Student Self-assessment		■		■		■		■		■		■		■	■

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# Comprehension and Social Skills Assessments

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# Unit 1

# The Reading Community

FICTION AND NARRATIVE  
NONFICTION

Class Assessment Records (CA1-CA2)..... 4

<b>Ask yourself:</b>	All or most students	About half of the students	Only a few students
▪ Are the students taking turns sharing ideas?			
▪ Are the students able to recall details from the story?			
Other observations:			

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students taking time to think before talking to their partners?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they contributing ideas to class discussions?</li> </ul>			
<p>Other observations:</p>			

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# Unit 2

## Visualizing

### POETRY AND FICTION

Class Assessment Records (CA1-CA3).....	8
Resource Sheet for IDR Conferences .....	11
IDR Conference Notes (CN1-CN2).....	14
Individual Comprehension Assessment (IA1) .....	22

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to describe and draw their mental images?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are their mental images connected to the description in the story?</li> </ul>			
<p>Other observations:</p>          			

**Suggestions:**

- If **all or most students** are able to describe and draw mental images that connect to the story, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to describe and draw mental images that connect to the story, reread the passage again and ask questions such as:
  - Q *How big is the woman?*
  - Q *Where is she?*
  - Q *What is she wearing?*
- If **only a few students** are able to describe and draw mental images that connect to the story, proceed with the lesson but consider giving the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to visualize what they are reading?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using their background knowledge and/or making inferences to help them visualize?</li> </ul>			
<p>Other observations:</p>			

**Suggestions:**

- If **all or most students** are able to visualize, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to visualize, check in with students who are struggling. You might ask them to reread descriptive words or phrases and then close the book and describe what they see in their minds, or you might ask them to act out part of the story briefly.
- If **only a few students** are able to visualize, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to visualize what they are reading?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they using their background knowledge and/or making inferences to help them visualize?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to visualize, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to visualize, check in with students who are struggling. You might ask them to reread descriptive words or phrases and then close the book and describe what they see in their minds, or you might ask them to act out part of the story briefly.
- If **only a few students** are able to visualize, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN2); see page 15.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

Q *What do you visualize (picture in your mind) as you read these words?*

Q *What has happened in the story so far?*

Q *What part have you found interesting or surprising?*

Q *What do you think will happen next?*

Q *What have you learned about a [character/topic]?*

Q *What are you wondering about?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

**Q** *Tell me about yourself as a reader. What do you like to read?*

**Q** *Tell me about your favorite books or authors. What do you like about them?*

**Q** *What do you like about the books we have read so far this year?*

**Q** *How do you feel about reading?*

**Q** *How do you feel when you are asked to read aloud?*

**Q** *What do you do best as a reader?*

**Q** *What are you interested in reading this year?*

**Q** *How do you want to grow as a reader this year?*

**Other observations:**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

**1 Initiate the Conference**

Ask: *What is your [book] about so far?*

YES

- Is the student able to tell what the text is about?

**2 Listen to the Student Read Aloud**

Does the student:

YES

- Attend to meaning?
- Read fluently?
- Pause and reread if having difficulty?
- Read most words accurately?
- Try to make sense of unfamiliar language?






Ask: *What is the part you just read about?*

YES

- Is the student able to tell what the passage is about?

**3 Discuss the Text**

Ask comprehension questions.

YES

- Is the student comprehending the text?

**4 Discuss Text Level**

Ask: *Do you think this [book] is at the right level for you— not too difficult and not too easy? Why do you say that?*

YES

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?



NOTES

TEKS 4.A.ii  
Student/Teacher  
Activity  
Step 2

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 22–24. If you would like to record your assessment data electronically, go to [classview.org](http://classview.org) to learn how you can access the *Making Meaning* assessments using the CCC ClassView app.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “How I Visualized *Cherries and Cherry Pits*” and “Excerpt from *Cherries and Cherry Pits*” on pages 2–3
- “How I Visualized *Aunt Flossie's Hats (and Crab Cakes Later)*” on page 4

#### Reading journal entries

- Prompt: *Write about the passage in the book that you visualized. Describe what you pictured in your mind when you read that passage. Include the title of the book and the author's name in your entry.*
  - Prompt: *Write about the passage in the book that you visualized. Describe what you pictured in your mind when you read that passage. Include the title of the book and the author's name in your entry.*
- ✓ Locate the “IDR Conference Notes” record sheet (CN2) you completed for each student during this unit. In Part B, you will use the record sheet, along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet (CN2) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:

“How I Visualized Aunt Flossie’s Hats (and Crab Cakes Later)”

**How I Visualized** Name: Sarah

*Aunt Flossie’s Hats (and Crab Cakes Later)*

Draw a part of the story you visualized clearly.  
Describe what you drew on the lines below.



The dog just rescued the hat and I drew the river going all around him. The hat has yellow and pink flowers. They were going to get crab cakes when the hat was lost so I drew crab cakes leading to more crab cakes.

4 | Making Meaning®

Reading journal entry 1

### Reading Journal

Name: Sarah Date: 9/17

I am reading *Here We All Are* by Tomie dePaola. I pictured the part when they were getting the baby’s room ready. I pictured the boy making pictures to put on the wall. I also pictured his dad and brother painting the walls yellow.

(continues)

## Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<p><i>"How I Visualized Cherries and Cherry Pits"</i> and <i>"Excerpt from Cherries and Cherry Pits"</i></p> <p>The student is able to visualize part of the story and identify the words in the text that he or she used to create the visualization.</p>	4	③	2	1
<p><i>"How I Visualized Aunt Flossie's Hats (and Crab Cakes Later)"</i></p> <p>The student is able to visualize part of the text and write about the visualization.</p>	④	3	2	1
<b>Reading journal entries</b>				
<p><b>Entry 1:</b> The student is able to visualize part of the text and describe the visualization.</p>	④	3	2	1
<p><b>Entry 2:</b> The student is able to visualize part of the text and describe the visualization.</p>	4	③	2	1
<b>Subtotal</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 3.5

**Commentary:** Sarah's *Student Response Book* work and journal entries indicate that she is able to visualize part of a text that is read aloud as well as texts read independently. She included details from the book *Aunt Flossie's Hats (and Crab Cakes Later)* in her drawing, such as pink and yellow flowers on the hat. The student was also able to write about what her drawing showed (the dog rescuing the hat from the river and the idea that the family was on their way to get crab cakes). Sarah's journal entry indicates that she was able to visualize part of her IDR book. She included a description of the part of the book she pictured.

(continues)

## Example of “IDR Conference Notes” Record Sheet for Part B: IDR Assessment

Student’s name: Sarah Date: 9/18

Text title: Here We All Are Text level: N Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>▪ Is the student able to tell what the text is about?</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/></p>	<p>“Tomie moves to a new house and he’s waiting for the new baby to come.”</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <p>▪ Attend to meaning? <input checked="" type="checkbox"/></p> <p>▪ Read fluently? <input checked="" type="checkbox"/></p> <p>▪ Pause and reread if having difficulty? <input checked="" type="checkbox"/></p> <p>▪ Read most words accurately? <input checked="" type="checkbox"/></p> <p>▪ Try to make sense of unfamiliar language? <input checked="" type="checkbox"/></p> <p>Ask: <i>What is the part you just read about?</i></p> <p>▪ Is the student able to tell what the passage is about? <input checked="" type="checkbox"/></p>	<p>Reads with expression, whispered “I whispered, ‘Hello. . . .’”</p> <p>Trouble with <u>Connecticut</u> and <u>Meriden</u>, asked for help.</p> <p>“It is about his Italian grandmother and a lot of other family.”</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <p>▪ Is the student comprehending the text? <input type="checkbox"/></p>	<p>Pictured Nana Fall-River bringing all of the food to the kitchen. Had a hard time following events after Nana cooked dinner.</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p>▪ Is the student able to determine whether he or she comprehends the text? <input type="checkbox"/></p> <p>▪ Is this text at the right level for this student? <input checked="" type="checkbox"/></p>	

**Next steps:**

Sarah did a good job reading the text but became confused at a certain point. Suggested that she use self-monitoring strategies when reading and that she go back and reread if she doesn’t understand.

(continues)

### Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	③	2	1
The student attends to meaning when reading.	4	③	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	4	③	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	4	③	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	4	③	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>20</b>	<b>15</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals /10): 3.5

**Commentary:** Analysis of Sarah’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicates that she comprehends text much of the time. She is reading most words fluently but struggled with uncommon words (*Connecticut*, *Meriden*). She asked for help rather than trying to figure out the words using word-analysis strategies. She was able to tell about her book and answer some comprehension questions about it. She visualized a section of the book (when Nana brought a car full of food to their house). This book is at the right level for Sarah, but she should be reminded to use self-monitoring strategies as she reads to check her comprehension of the book.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<p><i>"How I Visualized Cherries and Cherry Pits"</i> and <i>"Excerpt from Cherries and Cherry Pits"</i></p> <p>The student is able to visualize part of the story and identify the words in the text that he or she used to create the visualization.</p>	4	3	2	1
<p><i>"How I Visualized Aunt Flossie's Hats (and Crab Cakes Later)"</i></p> <p>The student is able to visualize part of the text and write about the visualization.</p>	4	3	2	1
<b>Reading journal entries</b>				
<p><b>Entry 1:</b> The student is able to visualize part of the text and describe the visualization.</p>	4	3	2	1
<p><b>Entry 2:</b> The student is able to visualize part of the text and describe the visualization.</p>	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 3

## Making Inferences

### FICTION

Class Assessment Records (CA1-CA5).....	27
Resource Sheet for IDR Conferences .....	32
IDR Conference Notes (CN1) .....	35
Individual Comprehension Assessment (IA1) .....	42

© Center for the Collaborative Classroom      Sample materials for review

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to make inferences about characters?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Can they identify clues that support their inferences?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to make inferences about characters, continue on to Week 2.
- If **about half of the students** are able to make inferences about characters, continue on to Week 2 and plan to check in with students who are struggling during IDR. You might ask those students to tell you about what they just read and follow up with questions such as:
  - Q *How do you think the main character is feeling in this part of the story?*
  - Q *What clues in the story make you think [he] feels [sad]?*
  - Q *What clues in the pictures make you think [he] feels [sad]?*
- If **only a few students** are able to make inferences about characters, you might give the class additional instruction by repeating the week 1 lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to make inferences about how Lilly feels?</li> </ul>			
<ul style="list-style-type: none"> <li>Can they identify clues that support their inferences?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to make inferences about how Lilly feels, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to make inferences about how Lilly feels, reread the excerpt aloud and ask:
 

**Q** *How does Lilly treat Julius after he's born? What does this tell you about how she feels about him?*
- If **only a few students** are able to make inferences about how Lilly feels, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 3 Alternative Texts" list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to infer how Grace feels at different points in the story?</li> </ul>			
<ul style="list-style-type: none"> <li>Can they describe how her feelings change over the course of the story?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to make inferences about how Grace feels, continue on to Day 4.
- If **about half of the students** are able to make inferences about how Grace feels, continue on to Day 4 and plan to check in with students who are having trouble making inferences during IDR. You might ask those students to tell you about the characters in the books they are reading and follow up with questions such as:
  - Q *What kind of person is [Ramona]?*
  - Q *What clues in the story helped you figure that out?*
  - Q *How is [Ramona] different at the end of the story than she was at the beginning? What happened that caused her to change?*
- If **only a few students** are able to make inferences about how Grace feels, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to infer how Nicky feels at different points in the story?</li> </ul>			
<ul style="list-style-type: none"> <li>Can they identify the clues in the text that they used to make their inferences?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to describe how Nicky changes?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to make inferences about how Nicky feels, continue on to Day 4.
- If **about half of the students** are able to make inferences about how Nicky feels, continue on to Day 4 and plan to check in with students who are having trouble making inferences during IDR. You might ask those students to tell you about the characters in the books they are reading and follow up with questions such as:
  - Q *What kind of person is [Greg]?*
  - Q *What clues in the story helped you figure that out?*
  - Q *How is [Greg] different at the end of the story than he was at the beginning? Why do you think that is?*
- If **only a few students** are able to infer how Nicky feels at different points in the story, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to identify the problems their main characters face?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they refer to the text to support their thinking?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to identify the problems their main characters face, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to identify the problems their main characters face, you might bring the students together and review the other main characters and problems the students discussed in this unit: Lilly and her angry feelings toward her brother Julius in *Julius, the Baby of the World* and Grace and her feelings about her family in *Boundless Grace*.
- If **only a few students** are able to identify the problems their main characters face, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 3 Alternative Texts" list.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 35.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

*(continues)*

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *What has happened in the story so far?*
- Q *What do you think will happen next?*
- Q *What part have you found interesting or surprising?*
- Q *What have you learned about the characters so far? What clues in the story helped you?*
- Q *What are you wondering about the characters?*
- Q *What is the problem the main character is having in this story? What has happened so far with this character and this problem? How does the problem get solved?*
- Q *What is the setting of the story?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

	NOTES
<p><b>1 Initiate the Conference</b></p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>■ Is the student able to tell what the text is about?</p>	<p>YES <input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p><b>2 Listen to the Student Read Aloud</b></p> <p>Does the student:</p> <p>■ Attend to meaning?</p> <p>■ Read fluently?</p> <p>■ Pause and reread if having difficulty?</p> <p>■ Read most words accurately?</p> <p>■ Try to make sense of unfamiliar language?</p> <p>Ask: <i>What is the part you just read about?</i></p> <p>■ Is the student able to tell what the passage is about?</p>	<p>YES <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>YES <input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p><b>3 Discuss the Text</b></p> <p>Ask comprehension questions.</p> <p>■ Is the student comprehending the text?</p>	<p>YES <input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p><b>4 Discuss Text Level</b></p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p>■ Is the student able to determine whether he or she comprehends the text?</p> <p>■ Is this text at the right level for this student?</p>	<p>YES <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 42–44.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “Character Web for Grace” on page 7
- “Double-entry Journal About Nicky” on page 8

#### Reading journal entries

- Prompt: *Write about an inference you made about the main character in your book and at least one clue in the story that helped you make the inference. Include the title of the book and the author's name in your entry.*
  - Prompt: *Write about the main character's problem in the book you are reading and at least one clue in the story that helped you learn about the problem. Include the title of the book and the author's name in your entry.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:  
"Double-entry Journal About Nicky"

Name: Caleb	<b>Nicky at the beginning</b> Grumpy because he doesn't want to spend the summer with his grandma Sad because he can't go with his dad	<b>Nicky at the end</b> Excited that he helped the fawn Happy that he could be just like his grandmother
	<b>Double-entry Journal</b> About Nicky	Unit 3 • Week 4 • Day 3 8   Making Meaning®

### Reading journal entry 1

**Reading Journal**

Name: Caleb Date: 11/7

I am reading the book More Stories Julian Tells by Ann Cameron. I think that Gloria is clever. She made the sun move. She used a mirror to shine the sun's light into Julian's window. She won the bet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(continues)

## Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"Character Web for Grace"</b> The student is able to make inferences about Grace.	4	③	2	1
<b>"Double-entry Journal About Nicky"</b> The student is able to make inferences about Nicky at the beginning of the story and at the end.	④	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to describe an inference he or she made about the main character in the story and identify at least one clue that helped him or her make that inference.	④	3	2	1
<b>Entry 2:</b> The student is able to describe the main character's problem in the story and identify at least one clue that helped him or her learn about the problem.	4	③	2	1
<b>Subtotal</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 3.5

**Commentary:** Caleb's *Student Response Book* work and journal entries indicate that he is able to make inferences about characters in stories read aloud and independently almost all of the time. He was able to infer that at the beginning of the story *The Raft*, the main character, Nicky, was not happy about going to stay with his grandmother. Caleb noted that by the end of the book Nicky was happy that he was just like his grandmother. Caleb's journal entry indicates that he is able to make an inference about a main character in a book read independently. He named the character (Gloria) and stated that he thought she was clever. He included a reason why he thought she was clever (she used a mirror to shine the light of the sun into Julian's window).

(continues)

## Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Caleb Date: 11/10

Text title: More Stories Julian Tells Text level: N Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>Is the student able to tell what the text is about?</p>	<p>"It's about a boy named Julian. He tells stories about things he does with his brother and his best friend."</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <p>Is the student able to tell what the passage is about?</p>	<p>Asked who Smokey the Bear was.</p> <p>Told him the words <u>Arcturus</u>, <u>parachuting</u>, <u>inconvenient</u>.</p> <p>"He called his brother a scaredy-cat. Huey didn't play with him for three days."</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <p>Is the student comprehending the text?</p>	<p>"I've jumped out of a swing like that before. I think Huey will jump and get hurt."</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	

**Next steps:**

This text is a bit too easy for Caleb. There are a few unknown words, but they didn't affect his comprehension. Suggest choosing a more challenging book.

(continues)

### Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals /10): 4.0

**Commentary:** Analysis of Caleb’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that he is able to understand text almost all of the time. He is asking questions about unknown words (*Smokey the Bear*) and pausing and rereading when he comes across words he cannot decode (*inconvenient*). He is able to answer comprehension questions about the text and make a prediction about what he thinks will happen next (Huey will jump out of the swing and get hurt). This book seems too easy for Caleb. He might benefit from reading a slightly more challenging text.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"Character Web for Grace"</b> The student is able to make inferences about Grace.	4	3	2	1
<b>"Double-entry Journal About Nicky"</b> The student is able to make inferences about Nicky at the beginning of the story and at the end.	4	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to describe an inference he or she made about the main character in the story and identify at least one clue that helped him or her make that inference.	4	3	2	1
<b>Entry 2:</b> The student is able to describe the main character's problem in the story and identify at least one clue that helped him or her learn about the problem.	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 4

## Wondering/ Questioning

### FICTION

Class Assessment Records (CA1-CA4).....	46
Resource Sheet for IDR Conferences .....	50
IDR Conference Notes (CN1) .....	53
Individual Comprehension Assessment (IA1) .....	60

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to generate questions about the story?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are their questions relevant to the characters or the plot of the story?</li> </ul>			
Other observations:          			

**Suggestions:**

- If **all or most students** are able to generate questions that are relevant to the story, proceed with the lesson and then continue on to Day 4.
- If **about half of the students** are able to generate questions that are relevant to the story, reread parts of the story and ask questions such as:
  - Q *What are you wondering about Djeow Seow?*
  - Q *What questions do you have about the part you just heard?*
  - Q *What questions do you have about what is going to happen next?*
- If **only a few students** are able to generate questions that are relevant to the story, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to generate questions about their reading?</li> </ul>			
<ul style="list-style-type: none"> <li>Are their questions relevant to the characters or the plots of their stories?</li> </ul>			
Other observations:          			

**Suggestions:**

- If **all or most students** are able to generate questions about their reading, proceed with the lesson and then continue on to Week 3.
- If **about half the students** or **only a few students** are able to generate questions about their reading, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students generating questions as they read?</li> </ul>			
<ul style="list-style-type: none"> <li>Are their questions relevant to the books they are reading?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are generating questions as they read, proceed with the lesson and then continue on to Week 4.
- If **about half of the students** are generating questions as they read, support students who are struggling by asking them questions such as:
  - Q *What is happening in your book right now?*
  - Q *What questions do you have about what is happening?*
  - Q *What questions do you have about what is going to happen next?*
- If **only a few students** are generating questions as they read, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students generating questions as they read?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are their questions relevant to the books they are reading?</li> </ul>			
Other observations:          			

**Suggestions:**

- If **all or most students** are generating questions as they read, proceed with the lesson and then continue on to Unit 5.
- If **about half of the students** are generating questions as they read, support students who are struggling by asking them questions such as:
  - Q *What is happening in your book right now?*
  - Q *What questions do you have about what is happening?*
  - Q *What questions do you have about what is going to happen next?*
- If **only a few students** are generating questions as they read, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Unit 5. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 53.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *What do you know about the characters?*
- Q *What is the setting of the story?*
- Q *What is the problem the main character is having in this story? What has happened so far with this character and this problem? How does the problem get solved?*
- Q *What part have you found interesting or surprising?*
- Q *What are you wondering about?*
- Q *What questions did you have as you were reading? Were these questions answered by the story?*
- Q *What do you visualize (see, hear, and feel) as you read these words?*
- Q *What do you think will happen next?*
- Q *What is something you have learned about [a character/a topic]?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

	NOTES
<p><b>1</b> <b>Initiate the Conference</b></p> <p>Ask: <i>What is your [book] about so far?</i></p> <p> <input type="checkbox"/> YES  <input type="checkbox"/> </p> <p>▪ Is the student able to tell what the text is about?</p>	
<p><b>2</b> <b>Listen to the Student Read Aloud</b></p> <p>Does the student:</p> <p> <input type="checkbox"/> YES  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </p> <p>▪ Attend to meaning?</p> <p>▪ Read fluently?</p> <p>▪ Pause and reread if having difficulty?</p> <p>▪ Read most words accurately?</p> <p>▪ Try to make sense of unfamiliar language?</p> <p>Ask: <i>What is the part you just read about?</i></p> <p> <input type="checkbox"/> YES  <input type="checkbox"/> </p> <p>▪ Is the student able to tell what the passage is about?</p>	
<p><b>3</b> <b>Discuss the Text</b></p> <p>Ask comprehension questions.</p> <p> <input type="checkbox"/> YES  <input type="checkbox"/> </p> <p>▪ Is the student comprehending the text?</p>	
<p><b>4</b> <b>Discuss Text Level</b></p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p> <input type="checkbox"/> YES  <input type="checkbox"/>  <input type="checkbox"/> </p> <p>▪ Is the student able to determine whether he or she comprehends the text?</p> <p>▪ Is this text at the right level for this student?</p>	

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 60–62.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “Stop and Ask Questions About \_\_\_\_\_” on page 16
- “Stop and Ask Questions About *Brave Irene*” on page 17

#### Reading journal entries

- Prompt: *Write about a question you had about your book as you were reading. Include the title and the author's name, what the story is about, the question you had, and what you found out about that question. If you did not find out anything about the question, write how you would answer the question right now and what in the story makes you think that.*
  - Prompt: *Write about a question you had about your book as you were reading. Include the title and the author's name, what the story is about, the question you had, and what you found out about that question. If you did not find out anything about the question, write how you would answer the question right now and what in the story makes you think that.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "Stop and Ask Questions About *Brave Irene*"

**Stop and Ask Questions** Name: Marisol  
About *Brave Irene*

At each stop, write your questions in the box.

**STOP 1** Will Irene give up and go home?  
Will the dress fall out of the box and get ruined?

**STOP 2** Can she make it to the ball?  
Is she scared?

**STOP 3** Will the duchess be mad that Irene doesn't have her dress?  
Is Irene's mom worried about her?

**STOP 4** Isn't the dress wet?  
Will her mom come and get her?

Unit 4 • Week 4 • Day 1

Reading journal entry 1

**Reading Journal**

Name: Marisol Date: 12/2

I am reading Flat Stanley by Jeff Brown. It's about a boy named Stanley. A bulletin board falls on him and makes him flat. Before I started reading, I wondered if Stanley was always flat. I learned that he was not. The bulletin board falls on him and that is what makes him flat.

(continues)

## Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<p>“Stop and Ask Questions About _____”</p> <p>The student is able to write a relevant question prior to reading and three relevant questions while reading independently.</p>	4	③	2	1
<p>“Stop and Ask Questions About <i>Brave Irene</i>”</p> <p>The student is able to write at least one question about the story at each of four stops.</p>	④	3	2	1
<b>Reading journal entries</b>				
<p><b>Entry 1:</b> The student is able to explain what the story is about, write a question about the story, and write what he or she found out about that question (or write how he or she would answer the question and why).</p>	④	3	2	1
<p><b>Entry 2:</b> The student is able to explain what the story is about, write a question he or she had about the story, and write what he or she found out about that question (or write how he or she would answer the question and why).</p>	④	3	2	1
<b>Subtotal</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 3.75

**Commentary:** Marisol’s *Student Response Book* work and journal entries indicate that she is able to use wondering/questioning to help her better understand a text almost all of the time. She was able to write questions that were pertinent to the reading at each stop of a text read aloud. Marisol’s journal entry includes a sentence that explains that the book is about a boy named Stanley who is flattened by a bulletin board. She also included something she wondered about the story (*I wondered if Stanley was always flat*). She found out through her reading that Stanley was not always flat.

(continues)

## Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Marisol Date: 12/4

Text title: Flat Stanley Text level: M Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>Is the student able to tell what the text is about?</p> <p>YES <input checked="" type="checkbox"/></p>	<p>"It's about a boy named Stanley. A bulletin board smashes him."</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning? <input checked="" type="checkbox"/></li> <li>Read fluently? <input checked="" type="checkbox"/></li> <li>Pause and reread if having difficulty? <input checked="" type="checkbox"/></li> <li>Read most words accurately? <input checked="" type="checkbox"/></li> <li>Try to make sense of unfamiliar language? <input checked="" type="checkbox"/></li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <p>Is the student able to tell what the passage is about? YES <input checked="" type="checkbox"/></p>	<p>Unsure of the word <u>jostled</u>. Reread the passage and decided it means "bumped."</p> <p>Misread the word <u>apologize</u>. Went back to reread. Read it slower, sounding it out by parts. Made self-correction.</p> <p>Asked what a parcel is.</p> <p>"Stanley likes being flat because he can do a lot of things other kids can't. He can fly like a kite. He can also be sent places in an envelope."</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <p>Is the student comprehending the text? YES <input checked="" type="checkbox"/></p>	<p>Wondered what Stanley's friends thought about him being flat.</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text? <input checked="" type="checkbox"/></li> <li>Is this text at the right level for this student? <input checked="" type="checkbox"/></li> </ul>	

**Next steps:**

Marisol is enjoying this book, although she could probably read a more challenging text. Introduce her to a new series of books once she completes this story.

(continues)

### Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals /10): 4.0

**Commentary:** Analysis of Marisol’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that she is able to understand text almost all of the time. She is using strategies such as rereading and asking herself questions when she doesn’t understand what she read (asked about the meaning of *parcel* and reread to understand the word *jostled*). She is also noticing when she makes an error when reading aloud (misread the word *apologize* and self-corrected). Marisol is also using other strategies such as sounding out words by breaking them into syllables to help her read unfamiliar words (*apologize*). She was able to tell about her book and answer comprehension questions about it. While Marisol is enjoying this book, she should be encouraged to read more challenging texts.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<p><b>"Stop and Ask Questions About _____"</b> The student is able to write a relevant question prior to reading and three relevant questions while reading independently.</p>	4	3	2	1
<p><b>"Stop and Ask Questions About <i>Brave Irene</i>"</b> The student is able to write at least one question about the story at each of four stops.</p>	4	3	2	1
<b>Reading journal entries</b>				
<p><b>Entry 1:</b> The student is able to explain what the story is about, write a question about the story, and write what he or she found out about that question (or write how he or she would answer the question and why).</p>	4	3	2	1
<p><b>Entry 2:</b> The student is able to explain what the story is about, write a question he or she had about the story, and write what he or she found out about that question (or write how he or she would answer the question and why).</p>	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 5

## Wondering/ Questioning

### NARRATIVE NONFICTION (BIOGRAPHY)

Class Assessment Records (CA1-CA3) .....	65
Resource Sheet for IDR Conferences .....	68
IDR Conference Notes (CN1) .....	71
Individual Comprehension Assessment (IA1) .....	78

© Center for the Collaborative Classroom      Sample materials for review

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to use information in the book to wonder about Harriet Quimby?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they referring to the text to determine whether the things they wondered on Day 1 have been explained?</li> </ul>			
Other observations:          			

**Suggestions:**

- If **all or most students** are able to wonder about Harriet Quimby, proceed with the lesson and continue on to Day 3.
- If **about half of the students** are able to wonder about Harriet Quimby, proceed with the lesson and continue on to Day 3 but plan to monitor and support students who are having difficulty with the strategy during independent reading. You might have each student read a short passage from her book aloud to you and then ask her questions such as:
  - Q *What questions do you have about this part?*
  - Q *What does it make you wonder?*
- If **only a few students** are able to wonder about Harriet Quimby, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to identify what they learned from their reading?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to wonder about their reading?</li> </ul>			
<p>Other observations:</p>          			

**Suggestions:**

- If **all or most students** are able to identify what they learned and what they wonder, proceed with the lesson and then continue on to Week 3.
- If **about half of the students** are able to identify what they learned and what they wonder, proceed with the lesson and continue on to Week 3 but plan to monitor and support students who are having difficulty during their independent reading. You might have each student read a short passage from his book aloud to you and then ask him questions such as:
  - Q *What is one thing that is interesting or surprising about what you just read?*
  - Q *What is one thing you read that you didn't know before?*
  - Q *What does it make you wonder?*
- If **only a few students** are able to identify what they learned and what they wonder, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the "Grade 3 Alternative Texts" list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to identify what they learned from their reading?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to wonder about their reading?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to identify what they learned and what they wonder, proceed with the lesson and continue on to Unit 6.
- If **about half of the students** are able to identify what they learned and what they wonder, proceed with the lesson and continue on to Unit 6 but plan to monitor and support students who are having difficulty during their independent reading. You might have each student read a short passage from her book aloud to you and then ask her questions such as:
  - Q *What is one thing that is interesting or surprising about what you just read?*
  - Q *What questions do you have about what you just read?*
- If **only a few students** are able to identify what they learned and what they wonder, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Unit 6. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 71.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *What do you know about the characters?*
- Q *What is the setting of the story?*
- Q *What is the problem the main character is having in this story? What has happened so far with this character and this problem? How does the problem get solved?*
- Q *What part have you found interesting or surprising?*
- Q *What are you wondering about?*
- Q *What questions did you have as you were reading? Were these questions answered in the story?*
- Q *What do you visualize (see, hear, and feel) as you read these words?*
- Q *What do you think will happen next?*
- Q *What is something you have learned about [a character/a topic]?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

	NOTES
<p><b>1 Initiate the Conference</b></p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>Is the student able to tell what the text is about?</p>	
<p><b>2 Listen to the Student Read Aloud</b></p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <p>Is the student able to tell what the passage is about?</p>	
<p><b>3 Discuss the Text</b></p> <p>Ask comprehension questions.</p> <p>Is the student comprehending the text?</p>	
<p><b>4 Discuss Text Level</b></p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 78–80.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “Double-entry Journal About *Wilma Unlimited*” on page 24
- “Double-entry Journal About *Sonia Sotomayor*” on page 27

#### Reading journal entries

- Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, something you learned from the text, and something the text made you wonder.*
  - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, something you learned from the text, and something the text made you wonder.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:  
"Double-entry Journal About *Wilma Unlimited*"

Name: Ahmed	<b>What I Learned</b> Wilma won three gold medals. People in her town had a parade for her. She became a teacher. Women wanted to be like Wilma.	<b>What I Wonder</b> Did she win any more races after the Olympics? Where was she a teacher? I wonder if she died because she got a disease.
	<b>Double-entry Journal</b> About <i>Wilma Unlimited</i>	Unit 5 • Week 2 • Day 3 24   Making Meaning®

### Reading journal entry 2

**Reading Journal**

Name: Ahmed Date: 1/9

I am reading a book called *Nothing but Trouble: The Story of Althea Gibson* by Sue Stauffacher. This book is about Althea Gibson. I learned that she liked to play sports. I wonder why everyone thinks she's "nothing but trouble."

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(continues)

## Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"Double-entry Journal About <i>Wilma Unlimited</i>"</b> The student is able to write at least one thing learned about Wilma Rudolph in the first column and at least one thing wondered about her in the second.	④	3	2	1
<b>"Double-entry Journal About <i>Sonia Sotomayor</i>"</b> The student is able to write at least one thing learned about Sonia Sotomayor in the first column and at least one thing wondered about her in the second.	④	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to explain what the text is about, write something learned from the text, and write something the text made him or her wonder.	④	3	2	1
<b>Entry 2:</b> The student is able to explain what the text is about, write something learned from the text, and write something the text made him or her wonder.	④	3	2	1
<b>Subtotal</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 4.0

**Commentary:** Ahmed's *Student Response Book* work and journal entries indicate that he is able to use the comprehension strategy of wondering/questioning with texts he heard read aloud and texts he read independently almost all of the time. He was able to explain something he learned from a text he heard read aloud and a text he read independently and write about what he wondered about each topic (*Did she win any more races after the Olympics?; I wonder why everyone thinks she's "nothing but trouble."*).

(continues)

## Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Ahmed Date: 1/10

Text title: Nothing but Trouble Text level: L Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <ul style="list-style-type: none"> <li>Is the student able to tell what the text is about?</li> </ul>	<p>YES <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <ul style="list-style-type: none"> <li>Is the student able to tell what the passage is about?</li> </ul>	<p>YES <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p>YES <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p>"Althea gets into trouble because she has a bad temper and she doesn't like being told what to do. A man named Buddy sees her one day and thinks she'd be good at playing tennis." Struggled with the word <u>scrounged</u> but read it by identifying the base word and sounding it out. Reread the sentence to figure out what it meant. Asked if the word <u>ritziest</u> meant "fancy."</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <ul style="list-style-type: none"> <li>Is the student comprehending the text?</li> </ul>	<p>YES <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p>"Many people try to help Althea be a better tennis player. She still doesn't like being told what to do. After a while, she starts being nicer to people."</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	<p>YES <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p>"I think that Althea will end up being a really good tennis player and a better person."</p>

**Next steps:**

This text is at the right level for Ahmed. There is some challenging vocabulary, but he is using learned strategies to help figure out the words and their meanings.

(continues)

## Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	4	③	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	4	③	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>32</b>	<b>6</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals/10): 3.8

**Commentary:** Analysis of Ahmed’s “IDR Conference Notes” record sheet along with observations made during IDR and class discussions indicate that he is able to understand text almost all of the time. He rereads and asks for help when he doesn’t understand what he read (asked about the meaning of *ritziest* and reread to understand the word *scrounged*). Ahmed is also reading unfamiliar words by identifying base words and sounding them out (*scrounged*). He was able to tell about his book, answer comprehension questions about it, and predict what he thinks will happen next. This book is at the right level for Ahmed, and he should be encouraged to read more books like it.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<p><i>"Double-entry Journal About Wilma Unlimited"</i></p> <p>The student is able to write at least one thing learned about Wilma Rudolph in the first column and at least one thing wondered about her in the second.</p>	4	3	2	1
<p><i>"Double-entry Journal About Sonia Sotomayor"</i></p> <p>The student is able to write at least one thing learned about Sonia Sotomayor in the first column and at least one thing wondered about her in the second.</p>	4	3	2	1
<b>Reading journal entries</b>				
<p><b>Entry 1:</b> The student is able to explain what the text is about, write something learned from the text, and write something the text made him or her wonder.</p>	4	3	2	1
<p><b>Entry 2:</b> The student is able to explain what the text is about, write something learned from the text, and write something the text made him or her wonder.</p>	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 6

## Using Text Features

### EXPOSITORY NONFICTION

Class Assessment Records (CA1-CA4).....	82
Resource Sheet for IDR Conferences .....	86
IDR Conference Notes (CN1) .....	89
Individual Comprehension Assessment (IA1) .....	96



Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students recognizing text features?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to say what the features contribute to the text?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are recognizing text features, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are recognizing text features, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to identify text features in the articles?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to say what they learned from the text features?</li> </ul>			
<p>Other observations:</p>          			

**Suggestions:**

- If **all or most students** are able to identify text features and say what they learned from them, proceed with the lesson and continue on to Week 4.
- If **about half of the students** or **only a few students** are able to identify text features and say what they learned from them, you might give the class additional instruction by repeating this week’s lessons using alternative texts before continuing on to Week 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to make sense of functional texts?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Can they identify helpful features in the texts?</li> </ul>			
<p>Other observations:</p>          			

**Suggestions:**

- If **all or most students** are able to make sense of functional texts and identify helpful features in the texts, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to make sense of functional texts and identify helpful features in the texts, you might wish to repeat Days 1, 2, and 3 of this week using the examples of functional texts on *Student Response Book* pages 40–41 before continuing on to Day 4.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 89.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

*(continues)*

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *Based on the [title, subtitle, and headings], what information might you find in this [book]?*
- Q *What are you learning about the topic of this [book]?*
- Q *What is one text feature on this page that adds to your understanding? What information does this feature give you?*
- Q *Why do you think the author included [captions]?*
- Q *What questions do you have at this point about this topic?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

	NOTES
<p><b>1 Initiate the Conference</b></p> <p>Ask: <i>What is your [book] about so far?</i></p> <div style="float: right; border: 1px solid black; padding: 2px;">YES</div> <ul style="list-style-type: none"> <li>▪ Is the student able to tell what the text is about? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/></li> </ul>	
<p><b>2 Listen to the Student Read Aloud</b></p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>▪ Attend to meaning? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/></li> <li>▪ Read fluently? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/></li> <li>▪ Pause and reread if having difficulty? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/></li> <li>▪ Read most words accurately? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/></li> <li>▪ Try to make sense of unfamiliar language? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/></li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <div style="float: right; border: 1px solid black; padding: 2px;">YES</div> <ul style="list-style-type: none"> <li>▪ Is the student able to tell what the passage is about? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/></li> </ul>	
<p><b>3 Discuss the Text</b></p> <p>Ask comprehension questions.</p> <div style="float: right; border: 1px solid black; padding: 2px;">YES</div> <ul style="list-style-type: none"> <li>▪ Is the student comprehending the text? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/></li> </ul>	
<p><b>4 Discuss Text Level</b></p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <div style="float: right; border: 1px solid black; padding: 2px;">YES</div> <ul style="list-style-type: none"> <li>▪ Is the student able to determine whether he or she comprehends the text? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/></li> <li>▪ Is this text at the right level for this student? <input style="float: right; border: 1px solid black; width: 40px; height: 20px;" type="checkbox"/></li> </ul>	

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 96–98.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “Three Things I Learned from Text Features in the Articles” on page 33
- “Recipe with Text Features” on page 46

#### Reading journal entries

- Prompt: *Write a journal entry about the book you are reading. Include the title and the author's name, what the book is about, and what you learned from the part of the book you read today. Also include one text feature you used and describe what you learned from it.*
  - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name. Explain what the text is about and what you learned in the part of the text you read today. Also list the text features you noticed and describe one thing you learned from a text feature.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:  
“Three Things I Learned from Text Features in the Articles”

**Three Things I Learned** from Text Features in the Articles

Name: Shruthi

What information can you find in the text features in the articles on pages 34-39? Write three things you learned.

I learned that the first “Jump-Rope-A-thon” was held in March 1978. I learned that hopscotch courts in France are shaped like snails. I learned that Japan is made up of four big islands.

Unit 6 • Week 3 • Day 4

Reading journal entry 1

**Reading Journal**

Name: Shruthi Date: 2/16

I am reading Firefighters to the Rescue! by Bobbie Kalman. It is about firefighters. I learned that fire stations have many rooms. Some have kitchens, gyms, and offices. I read the captions under the photos. I learned that the room where the firefighters sleep is called the dormitory.

(continues)

## Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>“Three Things I Learned from Text Features in the Articles”</b> The student is able to write three things he or she learned from text features in the articles.	④	3	2	1
<b>“Recipe with Text Features”</b> The student is able to write a recipe that includes at least two text features.	4	③	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to say what the book is about, explain what he or she learned from the reading today, name one text feature used, and explain what he or she learned from the text feature.	④	3	2	1
<b>Entry 2:</b> The student is able to say what the text is about, explain what he or she learned from the reading today, name some text features in the text, and describe one thing learned from a text feature.	④	3	2	1
<b>Subtotal</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 3.75

**Commentary:** Shruthi’s *Student Response Book* work and journal entries indicate that she is using text features to help her understand texts she hears read aloud and texts she reads independently. She was able to explain three things she learned from text features in the articles discussed as a class. In her journal entry, Shruthi identified a text feature from her independent reading (captions) and told what she learned from it.

(continues)

## Example of “IDR Conference Notes” Record Sheet for Part B: IDR Assessment

Student’s name: Shruthi Date: 2/18

Text title: Firefighters to the Rescue! Text level: L Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <ul style="list-style-type: none"> <li>Is the student able to tell what the text is about?</li> </ul>	<p>“The pumper truck is the truck that carries the firefighters and their tools to a fire. It has hoses that the firefighters hook up to fire hydrants.”</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <ul style="list-style-type: none"> <li>Is the student able to tell what the passage is about?</li> </ul>	<p>Misread the word <u>hoses</u>, said <u>horses</u>. Stopped, reread, and self-corrected.</p> <p>Used the labeled illustration to verify what a nozzle is.</p> <p>“This chapter tells about how firefighters use the pumper truck to help put out fires.”</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <ul style="list-style-type: none"> <li>Is the student comprehending the text?</li> </ul>	<p>“I learned that it takes two or three firefighters to hold the hose and point the nozzle.”</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	

**Next steps:**

Shruthi is interested in the topic of the text. When she is finished with this book, help her find a more challenging text about the same topic.

(continues)

**Example of Part B: IDR Assessment**

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals/10): 4.0

**Commentary:** Analysis of Shruthi’s “IDR Conference Notes” record sheet and observations made during IDR and class discussions indicate that she comprehends text almost all of the time. When she misread the word *hoses*, she realized immediately that what she read did not make sense, went back to the beginning of the sentence to reread, and made the self-correction. She is also using text features to help her understand the text (used the labeled illustration to verify what a nozzle is). She was able to tell about what she has read about so far in her book, answer comprehension questions about it, and tell what she learned from reading the text. While Shruthi is interested in this topic, she would benefit from reading a slightly more challenging text.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"Three Things I Learned from Text Features in the Articles"</b> The student is able to write three things he or she learned from text features in the articles.	4	3	2	1
<b>"Recipe with Text Features"</b> The student is able to write a recipe that includes at least two text features.	4	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to say what the book is about, explain what he or she learned from the reading today, name one text feature used, and explain what he or she learned from the text feature.	4	3	2	1
<b>Entry 2:</b> The student is able to say what the text is about, explain what he or she learned from the reading today, name some text features in the text, and describe one thing learned from a text feature.	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 7

## Wondering/ Questioning

### EXPOSITORY NONFICTION

Class Assessment Records (CA1-CA3).....	101
Resource Sheet for IDR Conferences .....	104
IDR Conference Notes (CN1) .....	107
Individual Comprehension Assessment (IA1) .....	114

© Center for the Collaborative Classroom      Sample materials for review

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to articulate what they learned from the excerpt?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to generate questions about rain forest frogs based on the excerpt?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to articulate what they learned and generate questions, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to articulate what they learned and generate questions, proceed with the lesson and plan to monitor and support students who are having difficulty with the strategy during independent reading. You might have each student read a short passage from his book aloud to you and ask him questions such as:
  - Q *What information in the part you just read was new to you?*
  - Q *What questions do you have about this part?*
  - Q *What does it make you wonder?*
- If **only a few students** are able to articulate what they learned and generate questions, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to generate questions about the reading?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are their questions relevant to the book?</li> </ul>			
Other observations:          			

**Suggestions:**

- If **all or most students** are able to generate relevant questions, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to generate relevant questions, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to use the information in the book to wonder about polar bears?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they referring to the text to determine whether the things they wondered about earlier have been explained?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to use the information in the book to wonder about polar bears, proceed with the lesson and continue on to Day 3.
- If **about half of the students** or **only a few students** are able to use the information in the book to wonder about polar bears, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 107.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text's genre. You might ask questions such as:

- Q *What did you wonder about the topic of this [book] before you began reading?*
- Q *What have you learned about the topic so far?*
- Q *Have any of the things you wondered about the topic been explained in your reading? If so, what have you found out?*
- Q *What questions do you have about the topic at this point?*
- Q *What text features have you noticed? How have they helped you understand the information in the text?*
- Q *Why do you think the author included [captions]?*
- Q *What did you visualize, or see in your mind, as you read about [volcanoes]? How did visualizing help you make sense of the text?*
- Q *What did you infer, or figure out, about [volcanoes] from this part of the [book]? What clues helped you make that inference?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

	NOTES
<p><b>1 Initiate the Conference</b></p> <p>Ask: <i>What is your [book] about so far?</i></p> <p style="text-align: right;"><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> <li>▪ Is the student able to tell what the text is about? <input type="checkbox"/></li> </ul>	
<p><b>2 Listen to the Student Read Aloud</b></p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>▪ Attend to meaning? <input type="checkbox"/></li> <li>▪ Read fluently? <input type="checkbox"/></li> <li>▪ Pause and reread if having difficulty? <input type="checkbox"/></li> <li>▪ Read most words accurately? <input type="checkbox"/></li> <li>▪ Try to make sense of unfamiliar language? <input type="checkbox"/></li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <p style="text-align: right;"><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> <li>▪ Is the student able to tell what the passage is about? <input type="checkbox"/></li> </ul>	
<p><b>3 Discuss the Text</b></p> <p>Ask comprehension questions.</p> <p style="text-align: right;"><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> <li>▪ Is the student comprehending the text? <input type="checkbox"/></li> </ul>	
<p><b>4 Discuss Text Level</b></p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p style="text-align: right;"><input type="checkbox"/> YES</p> <ul style="list-style-type: none"> <li>▪ Is the student able to determine whether he or she comprehends the text? <input type="checkbox"/></li> <li>▪ Is this text at the right level for this student? <input type="checkbox"/></li> </ul>	

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 114–116.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “What I Wonder About My Text” on page 49
- “Double-entry Journal About ‘Polar Bears in Peril’” on page 53

#### Reading journal entries

- Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, one question you wrote on a self-stick note as you were reading, and what, if anything, you found out about that question. If the text does not discuss the question, write something else you learned.*
  - Prompt: *Write a journal entry about the text you are reading. Include the title and the author's name, what the text is about, one question you wrote on a self-stick note as you were reading, and what, if anything, you found out about that question. If the text does not discuss the question, write something else you learned.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:  
"Double-entry Journal About 'Polar Bears in Peril' "

Unit 7 • Week 3 • Day 3	<b>What I Wonder</b> I wonder why the ice is important.  What will happen to the polar bears if all of the sea ice melts?  How do they rescue the polar bears?	<b>What I Learned</b> I learned that the summer sea ice could all melt by 2050.  I learned that polar bears need the ice to find seals to eat.	Double-entry Journal About "Polar Bears in Peril"  Name: Wyatt
	Making Meaning   53		

### Reading journal entry 1

**Reading Journal**

Name: Wyatt Date: 4/1

The book I am reading is What Makes a Bird a Bird? by May Garelick. This book is about the different ways you can tell if an animal is a bird. On the page with the ostrich, I wondered if there are other birds that can't fly. On the next page, I found out that penguins are birds that can't fly.

\_\_\_\_\_

\_\_\_\_\_

(continues)

### Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
<b>Student response activities</b>				
<b>“What I Wonder About My Text”</b> The student is able to write at least two things he or she wonders about the topic of the text before reading.	④	3	2	1
<b>“Double-entry Journal About ‘Polar Bears in Peril’ ”</b> The student is able to write at least three things he or she wondered about the article in the first column and at least two things learned in the second.	④	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to write what the text is about, a question he or she had about the topic, and what he or she found out about that question (or something else learned from the text).	④	3	2	1
<b>Entry 2:</b> The student is able to write what the text is about, a question he or she had about the topic, and what he or she found out about that question (or something else learned from the text).	④	3	2	1
<b>Subtotal</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 4.0

**Commentary:** Wyatt’s *Student Response Book* work and journal entries indicate that he is using the comprehension strategy of wondering/questioning to help him understand texts he hears read aloud and texts he reads independently. He was able to write an “I wonder” statement after previewing the title and headings of an article. He was also able to write two additional questions about the article and two sentences explaining what he learned from the article.

(continues)

## Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Wyatt Date: 4/3

Text title: What Makes a Bird a Bird? Text level: 0 Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p> <input type="checkbox"/> YES  <input checked="" type="checkbox"/> </p> <ul style="list-style-type: none"> <li>Is the student able to tell what the text is about?</li> </ul>	<p>"It's about how you can tell if an animal is a bird."</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <p> <input type="checkbox"/> YES  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/> </p> <ul style="list-style-type: none"> <li>Attend to meaning?</li> <li>Read fluently?</li> <li>Pause and reread if having difficulty?</li> <li>Read most words accurately?</li> <li>Try to make sense of unfamiliar language?</li> </ul> <p>Ask: <i>What is the part you just read about?</i></p> <p> <input type="checkbox"/> YES  <input checked="" type="checkbox"/> </p> <ul style="list-style-type: none"> <li>Is the student able to tell what the passage is about?</li> </ul>	<p>Wasn't sure what <u>brittle</u> and <u>molt</u> meant. Figured out meanings by reading ahead.</p> <p>"The one thing that makes a bird a bird is feathers."</p>
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <p> <input type="checkbox"/> YES  <input checked="" type="checkbox"/> </p> <ul style="list-style-type: none"> <li>Is the student comprehending the text?</li> </ul>	<p>"I learned that just because an animal flies and lays eggs doesn't mean it's a bird."</p>
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p> <input type="checkbox"/> YES  <input checked="" type="checkbox"/>  <input type="checkbox"/> </p> <ul style="list-style-type: none"> <li>Is the student able to determine whether he or she comprehends the text?</li> <li>Is this text at the right level for this student?</li> </ul>	

**Next steps:**

This book was an informative book for Wyatt, but he could read more challenging texts. Help him find similar books at a higher level. Encourage him to continue to think about questions he has as he reads.

(continues)

### Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	4	③	2	1
<b>Subtotal</b>	<b>36</b>	<b>3</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals /10): 3.9

**Commentary:** Analysis of Wyatt’s “IDR Conference Notes” record sheet and observations made during IDR and class discussions indicate that he comprehends text almost all of the time. When he encountered the unfamiliar words *brittle* and *molt*, he paused because he didn’t know the meanings of the words. He continued to read and noted that the words were defined in the next sentence. He was able to tell what his book was about (“how you can tell if an animal is a bird”) and what the passage he read aloud was about (“The one thing that makes a bird a bird is feathers”). Wyatt was able to explain what he learned from the text (“just because an animal flies and lays eggs doesn’t mean it’s a bird”). While Wyatt enjoyed this text, he would benefit from reading a more challenging text. He can also continue to use text features to support his comprehension and think about questions he has when he reads.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"What I Wonder About My Text"</b> The student is able to write at least two things he or she wonders about the topic of the text before reading.	4	3	2	1
<b>"Double-entry Journal About 'Polar Bears in Peril' "</b> The student is able to write at least three things he or she wondered about the article in the first column and at least two things learned in the second.	4	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to write what the text is about, a question he or she had about the topic, and what he or she found out about that question (or something else learned from the text).	4	3	2	1
<b>Entry 2:</b> The student is able to write what the text is about, a question he or she had about the topic, and what he or she found out about that question (or something else learned from the text).	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 8

## Determining Important Ideas

**EXPOSITORY NONFICTION,  
FICTION, AND DRAMA**

Class Assessment Records (CA1-CA5).....	119
Resource Sheet for IDR Conferences .....	124
IDR Conference Notes (CN1) .....	127
Individual Comprehension Assessment (IA1) .....	134

© Center for the Collaborative Classroom      Sample materials for review

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to determine the author’s opinion?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to identify the reasons the author gives to support that opinion?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to determine the author’s opinion and the reasons the author gives to support it, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to determine the author’s opinion and the reasons the author gives to support it, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Resources for alternative texts are suggested in the “Grade 3 Alternative Texts” list. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to determine important ideas in the passage?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to explain why they think those ideas are important?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they using the prompt they learned to help them explain their thinking?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to determine important ideas in the passage and explain why they think those ideas are important, proceed with the lesson and continue on to Day 4.
- If **about half of the students** are able to determine important ideas in the passage and explain why they think those ideas are important, proceed with the lesson and continue on to Day 4, but closely observe students who are struggling. Many students will need repeated experiences to learn this complex skill.
- If **only a few students** are able to determine important ideas in the passage and explain why they think those ideas are important, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative text before continuing on to Day 4. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to identify themes in the fable?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they give reasons from the text to support their thinking?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** are able to identify themes in the fable and give reasons from the text to support their thinking, proceed with the lesson and continue on to Day 4.
- If **about half of the students** or **only a few students** are able to identify themes in the fable and give reasons from the text to support their thinking, proceed with the lesson but consider giving the class additional instruction by repeating Days 1, 2, and 3 of this week using other fables from the collection before continuing on to Day 4.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students referring to the play to explain their thinking?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** or **about half of the students** are referring to the play to explain their thinking, proceed with the lesson and continue on to Day 3. You may wish to check in during IDR with students who are having difficulty.
- If **only a few students** are referring to the play to explain their thinking, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative play before continuing on to Day 3. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

Ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to identify themes in the story?</li> </ul>			
<ul style="list-style-type: none"> <li>Can they connect those themes back to the text?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they give reasons for their thinking without being asked?</li> </ul>			
Other observations:			

**Suggestions:**

- If **all or most students** or **about half of the students** are able to identify themes in the story, proceed with the lesson and continue on to Unit 9. You may wish to check in during IDR with students who are having difficulty.
- If **only a few students** are able to identify themes in the story, you may wish to repeat this week using an alternative text before continuing on to Unit 9. Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to view the “Grade 3 Alternative Texts” list.

## Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 127.

### 1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

**Q** *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

**Q** *Why did you choose this [book]?*

**Q** *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

### 2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

**Q** *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

*(continues)*

### 3 Discuss the Text

Notice where the student is in the text and ask the student comprehension questions related to the context and to the text’s genre. You might ask questions such as:

- Q *What did you wonder about this [book] before you began reading?*
- Q *Have any of the things you wondered about been explained in your reading? If so, what have you found out?*
- Q *What is something you have learned about [a character/a topic]?*
- Q *What are you wondering now?*
- Q *What do you think is important to understand and remember from the part you just read? Why do you think that idea is important?*
- Q *What is the problem the main character is having in this story? How do you think the problem will be solved?*
- Q *What do you visualize (see, hear, and feel) as you read these words?*
- Q *What do you think will happen next?*
- Q *What do you think might be a theme in this story? What in the story makes you think so?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the “Notes” column next to Step 3 on the record sheet, and then proceed to Step 4.

### 4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- Q *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the “Notes” column next to Step 4 on the record sheet, and then note ways you might support the student’s reading growth in “Next steps.”

(continues)

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## SUGGESTIONS FOR SUPPORTING READERS

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the “Reading Comprehension Strategies” chart and have the student reread the text, applying the strategy.
  - Ask clarifying questions about the text.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student’s needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 4, “Reading with Expression,” and IDR Mini-lesson 5, “Reading in Meaningful Phrases.” The mini-lessons can be found in Appendix A of the *Teacher’s Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 6, “Using Word-analysis Strategies” (see Appendix A in the *Teacher’s Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students’ reading development, see “Reading Development” in the Assessment Overview.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Text title: \_\_\_\_\_ Text level: \_\_\_\_\_ Leveling system: \_\_\_\_\_

**1 Initiate the Conference**

Ask: *What is your [book] about so far?*

YES

- Is the student able to tell what the text is about?

**2 Listen to the Student Read Aloud**

Does the student:

YES

- Attend to meaning?
- Read fluently?
- Pause and reread if having difficulty?
- Read most words accurately?
- Try to make sense of unfamiliar language?






Ask: *What is the part you just read about?*

YES

- Is the student able to tell what the passage is about?

**3 Discuss the Text**

Ask comprehension questions.

YES

- Is the student comprehending the text?

**4 Discuss Text Level**

Ask: *Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?*

YES

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?




NOTES

**Next steps:**

## Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Comprehension Assessment” record sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from pages 134–136.
- ✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

#### Student response activities

- “Think and Write About Hermit Crabs” on page 68
- “Think and Write About a Theme in *Keepers*” on page 83

#### Reading journal entries

- Prompt: *Write a journal entry about the book you are reading. Include the title and the author's name, what the story is about; what you think is a theme, or lesson, in the story; and one example from the story that supports that theme. If you have not yet noticed a theme in the story, write about an important idea in the part you read today and include a sentence explaining why you think it is important.*
  - Prompt: *Write a journal entry about the book you are reading. Include the title and the author's name, what the book is about, an important idea in the part you read today, and a sentence explaining why you think it is important.*
- ✓ Locate the “IDR Conference Notes” record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
  - ✓ Review Parts A and B on the “Individual Comprehension Assessment” record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

(continues)

## CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit’s instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student’s most recent “IDR Conference Notes” record sheet(s) and think about the student’s participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student’s average performance across categories based on this rubric’s 4-point scale. Also note that the overall unit score will be based equally on the student’s strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school’s or district’s grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student’s “IDR Conference Notes” record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student’s work in the folder.

(continues)

## Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity:  
"Think and Write About a Theme in *Keepers*"

**Think and Write** Name: Madison  
About a Theme in *Keepers*

What do you think is a theme, or message or lesson, in this story? What in the story makes you think that? Write your ideas on the lines below.

I think a theme in the story is that you don't have to buy people gifts to make them feel special. I think that because Kenyon invited all of Dolly's friends to her house for a party and made her a book instead of buying her a present. After all of her friends left the house, Dolly said that was the best birthday she'd ever had.

Unit 8 • Week 5 • Day 4

Reading journal entry 2

**Reading Journal**

Name: Madison Date: 5/13

I am reading the book Starring Grace by Mary Hoffman. This book is about a girl named Grace and her friends. They play together at Grace's house every day during summer vacation. One important idea in the part I read today is that Nana finds an advertisement for the circus. I think it's important because seeing the advertisement is what makes Grace and her friends pretend to be circus performers.

(continues)

### Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
<b>Student response activities</b>				
<b>“Write About Hermit Crabs”</b> The student is able to write about an important idea in the passage about hermit crabs.	④	3	2	1
<b>“Write About a Theme in <i>Keepers</i>”</b> The student is able to write what he or she thinks is a theme in the story and provide evidence from the story that supports his or her thinking.	④	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to write what the book is about, identify a theme or lesson in the story, and provide an example from the story that supports that theme (or identify an important idea in the part he or she read today and include a sentence explaining why it seems important).	4	③	2	1
<b>Entry 2:</b> The student is able to write what the book is about, identify an important idea in the part he or she read today, and include a sentence explaining why it seems important.	④	3	2	1
<b>Subtotal</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>0</b>

Part A score (sum of 4 subtotals /4): 3.75

**Commentary:** Madison’s *Student Response Book* work and journal entries indicate that she is able to identify themes and important ideas in texts she hears read aloud and texts she reads independently. She was able to identify a theme in a story discussed as a class (*you don’t have to buy people gifts to make them feel special*) and provide evidence from the story to support her thinking (*Dolly said that was the best birthday she’d ever had*). In her journal entry, Madison wrote about an important idea from the part of the book she read (*Nana finds an advertisement for the circus*) and explained why she thought that was an important idea (*seeing the advertisement is what makes Grace and her friends pretend to be circus performers*).

(continues)

## Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Madison Date: 5/15

Text title: Starring Grace Text level: 0 Leveling system: F&P

	NOTES
<p><b>1</b> Initiate the Conference</p> <p>Ask: <i>What is your [book] about so far?</i></p> <p>Is the student able to tell what the text is about? <input type="checkbox"/> YES <input checked="" type="checkbox"/></p>	<p>"It's about a girl named Grace and her friends. They have lots of adventures during their summer vacation."</p> <p>Asked what <u>hesitant</u>, <u>soul in torment</u>, and <u>bloodcurdling</u> meant.</p> <p>Reads fluently and accurately.</p> <p>"The kids are playing ghostbusters. They go into the neighbor's backyard to see if the house is haunted."</p> <p>Explained what she learned about the character Grace. ("Grace is very creative. She comes up with lots of ideas for games to play.")</p>
<p><b>2</b> Listen to the Student Read Aloud</p> <p>Does the student:</p> <p>Attend to meaning? <input type="checkbox"/> YES <input checked="" type="checkbox"/></p> <p>Read fluently? <input type="checkbox"/> YES <input checked="" type="checkbox"/></p> <p>Pause and reread if having difficulty? <input type="checkbox"/> YES <input checked="" type="checkbox"/></p> <p>Read most words accurately? <input type="checkbox"/> YES <input checked="" type="checkbox"/></p> <p>Try to make sense of unfamiliar language? <input type="checkbox"/> YES <input checked="" type="checkbox"/></p> <p>Ask: <i>What is the part you just read about?</i></p> <p>Is the student able to tell what the passage is about? <input type="checkbox"/> YES <input checked="" type="checkbox"/></p>	
<p><b>3</b> Discuss the Text</p> <p>Ask comprehension questions.</p> <p>Is the student comprehending the text? <input type="checkbox"/> YES <input checked="" type="checkbox"/></p>	
<p><b>4</b> Discuss Text Level</p> <p>Ask: <i>Do you think this [book] is at the right level for you—not too difficult and not too easy? Why do you say that?</i></p> <p>Is the student able to determine whether he or she comprehends the text? <input type="checkbox"/> YES <input checked="" type="checkbox"/></p> <p>Is this text at the right level for this student? <input type="checkbox"/> YES <input checked="" type="checkbox"/></p>	

**Next steps:**

This is a good book for Madison. She likes the characters and wants to keep reading. Introduce her to other books about Grace.

(continues)

### Example of Part B: IDR Assessment

	Almost all of the time	Much (>50% of the time)	Some (<50% of the time)	Almost none of the time
The student is able to tell what a text is about.	④	3	2	1
The student attends to meaning when reading.	④	3	2	1
The student reads fluently.	④	3	2	1
The student pauses and rereads if having difficulty.	④	3	2	1
The student reads most words accurately.	④	3	2	1
The student tries to make sense of unfamiliar language when reading.	④	3	2	1
The student is able to tell what a passage read aloud is about.	④	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	④	3	2	1
The student is able to determine whether he or she comprehends a text.	④	3	2	1
The student is reading texts at the right level.	④	3	2	1
<b>Subtotal</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>

Part B score (sum of 4 subtotals/10): 4.0

**Commentary:** Analysis of Madison’s “IDR Conference Notes” record sheet and observations made during IDR and class discussions indicate that she comprehends text almost all of the time. When she encountered the unfamiliar words and phrase *hesitant*, *bloodcurdling*, and *soul in torment*, she stopped to ask what they meant. She was able to tell what her book is about so far (“It’s about a girl named Grace and her friends. They have lots of adventures during their summer vacation”). She was also able to explain what the passage she read aloud is about (“The kids are playing ghostbusters. They go into the neighbor’s backyard to see if the house is haunted”). Madison was able to answer comprehension questions about the text and explain what she learned about a character (“Grace is very creative. She comes up with lots of ideas for games to play”). Madison might enjoy other books about the same character.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
<b>Student response activities</b>				
<b>"Write About Hermit Crabs"</b> The student is able to write about an important idea in the passage about hermit crabs.	4	3	2	1
<b>"Write About a Theme in <i>Keepers</i>"</b> The student is able to write what he or she thinks is a theme in the story and provide evidence from the story that supports his or her thinking.	4	3	2	1
<b>Reading journal entries</b>				
<b>Entry 1:</b> The student is able to write what the book is about, identify a theme or lesson in the story, and provide an example from the story that supports that theme (or identify an important idea in the part he or she read today and include a sentence explaining why it seems important).	4	3	2	1
<b>Entry 2:</b> The student is able to write what the book is about, identify an important idea in the part he or she read today, and include a sentence explaining why it seems important.	4	3	2	1
<b>Subtotal</b>				

Part A score (sum of 4 subtotals /4): \_\_\_\_\_

(continues)

## Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student’s reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student’s attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
<b>Subtotal</b>				

Part B score (sum of 4 subtotals/10): \_\_\_\_\_

**Totals:**

Part A score: \_\_\_\_\_

Part B score: \_\_\_\_\_

Overall unit score: (Part A score + Part B score)/2: ( \_\_\_\_\_ + \_\_\_\_\_ )/2 = \_\_\_\_\_

(continues)



# Unit 9

## Revisiting the Reading Community

Class Assessment Record (CA1) .....	138
IDR Conference Notes (CN1) .....	139



Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

**Q** *What do you like to read?*

**Q** *Tell me about your favorite books or authors. What do you like about them?*

**Q** *What did you like best about the books we read this year?*

**Q** *How do you feel about reading?*

**Q** *How do you feel when you are asked to read aloud?*

**Q** *What do you do best as a reader?*

**Q** *What are you interested in reading this summer?*

**Q** *How do you think you have grown as a reader this year?*

**Other observations:**

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# Summary Record Sheets

Student Reading Level Summary (SR1) .....	143
Social Skills Assessment Record (SS1) .....	144
IDR Conference Class Record (CR1) .....	145
Individual Comprehension Assessment Student Record (SR2) .....	146
Individual Comprehension Assessment Class Record (CR2) .....	147

### Assessing Student Reading Level

Assessing individual students' reading levels throughout the year is critical for providing students with appropriate texts for independent reading and for grouping students for small-group instruction. The "Student Reading Level Summary" record sheet can be used to record individual students' reading assessment data that you have obtained using informal or formal assessments of your choice.

#### USING THE STUDENT READING LEVEL SUMMARY

- ✓ Make a class set of "Student Reading Level Summary" record sheets (SR1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 143. If you would like to record your assessment data electronically, go to [classview.org](http://classview.org) to learn how you can access the record sheet using the CCC ClassView app.
- ✓ Collect any reading assessment data that you have obtained for each student (e.g., observation notes, running records, or record sheets from formal assessments).
- ✓ For each student, record the data you have collected about his or her reading behavior in the appropriate boxes on the "Student Reading Level Summary" record sheet (SR1). We recommend entering the data in whatever way will be most helpful to you when analyzing the student's progress and instructional needs. In the "Comments" sections, you might enter notes about the text used for each assessment (e.g., whether it is fiction or nonfiction, how many lines of text are on a page, or how much support is provided by the illustrations), observations about the student's reading behavior, and notes about future instruction for the student.
- ✓ If you choose to enter this data directly into the CCC ClassView app, the information will appear in each student's Student Profile. From there, the data can be shared digitally with parents, colleagues, and administrators.

# Student Reading Level Summary (SR1)

Student's name: \_\_\_\_\_

			Accuracy	Fluency	Rate	Comprehension	Independent Reading Level	Instructional Reading Level
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								
Date:	Assessment:							
	Text title:	Text level:						
Comments:								

# Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

- 1 = does not implement
- 2 = implements with support
- 3 = implements independently

STUDENT NAMES

	Unit 2																		
Participates in partner work and class discussions	Unit 2																		
	Unit 5																		
	Unit 9																		
Follows classroom procedures (e.g., gathers responsibly, follows classroom library and independent reading procedures)	Unit 2																		
	Unit 5																		
	Unit 9																		
Uses "Turn to Your Partner" and "Think, Pair, Share" (e.g., faces partner; listens attentively; contributes ideas about the reading, question, or topic)	Unit 2																		
	Unit 5																		
	Unit 9																		
Explains thinking	Unit 2																		
	Unit 5																		
	Unit 9																		
Listens respectfully to others	Unit 2																		
	Unit 5																		
	Unit 9																		
Reflects on own behavior	Unit 2																		
	Unit 5																		
	Unit 9																		
Takes responsibility for learning and behavior (e.g., during read-alouds, partner work, and IDR)	Unit 2																		
	Unit 5																		
	Unit 9																		
Shares partner's thinking with the class	Unit 2																		
	Unit 5																		
	Unit 9																		
Takes turns talking and listening	Unit 2																		
	Unit 5																		
	Unit 9																		
Uses discussion prompts (e.g., to build on one another's thinking)	Unit 5																		
	Unit 9																		
Contributes ideas that are different from other people's ideas	Unit 5																		
	Unit 9																		
Agrees and disagrees respectfully	Unit 5																		
	Unit 9																		
Gives reasons to support thinking	Unit 9																		
Asks clarifying questions	Unit 9																		
Uses "Think, Pair, Write" (e.g., thinks quietly, shares with a partner, individually writes own thoughts)	Unit 9																		



# Individual Comprehension Assessment Student Record (SR2)

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit	Part A: Strategy Assessment	Part B: IDR Assessment	Overall Unit Score
<b>Unit 2</b> Visualizing: Poetry and Fiction			
Comments:			
<b>Unit 3</b> Making Inferences: Fiction			
Comments:			
<b>Unit 4</b> Wondering/Questioning: Fiction			
Comments:			
<b>Unit 5</b> Wondering/Questioning: Narrative Nonfiction (Biography)			
Comments:			
<b>Unit 6</b> Using Text Features: Expository Nonfiction			
Comments:			
<b>Unit 7</b> Wondering/Questioning: Expository Nonfiction			
Comments:			
<b>Unit 8</b> Determining Important Ideas: Expository Nonfiction, Fiction, and Drama			
Comments:			

# Individual Comprehension Assessment Class Record (CR2)

		<i>STUDENT NAMES</i>																	
Unit 2 scores	Part A																		
	Part B																		
	Total																		
Unit 3 scores	Part A																		
	Part B																		
	Total																		
Unit 4 scores	Part A																		
	Part B																		
	Total																		
Unit 5 scores	Part A																		
	Part B																		
	Total																		
Unit 6 scores	Part A																		
	Part B																		
	Total																		
Unit 7 scores	Part A																		
	Part B																		
	Total																		
Unit 8 scores	Part A																		
	Part B																		
	Total																		

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# Vocabulary Assessments

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Week 28 Assessments .....	206
Week 30 Assessments .....	214

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<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to act out the words and choose the appropriate word to complete each sentence?</li> </ul>			
bustle			
lounge			
ruckus			
squirm			
unlikely			
<ul style="list-style-type: none"> <li>Does their discussion of the words indicate that they understand the words' meanings?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they enjoy learning and using new words?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by asking a question that requires the student to talk about the word in terms of her own experiences.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students' responses show that they know what the words mean?</li> </ul>			
clutch			
debris			
dodge			
heartbreaking			
speedy			
<ul style="list-style-type: none"> <li>▪ Do the students experience difficulty using or explaining any of the words?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are the students using the words they are learning in their writing?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice through an activity modeled on "Act Out the Words" (see Week 2, Day 5, Step 2).

## Completing the Individual Vocabulary Assessment: Word Check 1

Before continuing with the week 5 lesson, use the Individual Vocabulary Assessment: Word Check 1 to assess each student’s understanding of words taught in Weeks 1–4.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 1” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 156. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ Make a class set of the “Individual Vocabulary Assessment Student Record” sheets (SR1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 224. Use this sheet to record each student’s scores from Word Checks 1–8 over the course of the year.
- ✓ Make a copy of the “Individual Vocabulary Assessment Class Record” sheet (CR1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 226. Use this sheet to record the scores of all of the students in the class across the year.
- ✓ If the students are not familiar with the assessment’s multiple-choice format, you might make a copy of the answer sheet (IA1) and display it where everyone can see it. While conducting the assessment, you might point to each vocabulary word as you pronounce it. You might discuss the first few clues as a class and model circling the answers. This copy of the answer sheet is also useful for discussing the activity after the students have completed it.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 1” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “I’m Thinking of a Word.” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *heartbreaking*, *speedy*, or *bewildered*.
4. Read clue number 1 aloud twice. (See “I’m Thinking of a Word” on page 155.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

(continues)

## DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [bewildered] describes someone who isn't sure what to eat for breakfast?*
  - Q *What do you know about the word [heartbreaking/speedy]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.
3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 1" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## I'm Thinking of a Word

1. I'm thinking of a word you might use to describe someone who isn't sure what to eat for breakfast.  
**Q** Which word am I thinking of: **heartbreaking**, **speedy**, or **bewildered**? (bewildered)
2. I'm thinking of a word you might use to describe what you do when you are in a hurry to get somewhere.  
**Q** Which word am I thinking of: **plop**, **bustle**, or **volunteer**? (bustle)
3. I'm thinking of a word you might use to describe a race car.  
**Q** Which word am I thinking of: **debris**, **speedy**, or **unlikely**? (speedy)
4. I'm thinking of a word that tells what you do when you grab your hat so it won't blow away.  
**Q** Which word am I thinking of: **snap**, **squirm**, or **clutch**? (clutch)
5. I'm thinking of a word that describes what you might do when your team wins a game.  
**Q** Which word am I thinking of: **flutter**, **fury**, or **whoop**? (whoop)
6. I'm thinking of a word that tells what a dog does when it races through the house, chasing a cat.  
**Q** Which word am I thinking of: **flick**, **whiz**, or **ruckus**? (whiz)
7. I'm thinking of a word that describes what you do when you are tired and lie down to relax.  
**Q** Which word am I thinking of: **devastate**, **lounge**, or **swerve**? (lounge)
8. I'm thinking of a word that tells what you do when you move to avoid an oncoming snowball.  
**Q** Which word am I thinking of: **rap**, **dodge**, or **utter**? (dodge)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Word Check 1: I'm Thinking of a Word

Listen to the clue. Then circle the word that fits the clue.

1.	heartbreaking	speedy	bewildered
2.	plop	bustle	volunteer
3.	debris	speedy	unlikely
4.	snap	squirm	clutch
5.	flutter	fury	whoop
6.	flick	whiz	ruckus
7.	devastate	lounge	swerve
8.	rap	dodge	utter

## Completing the Student Self-assessment

Before continuing with the week 5 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 159. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word’s meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the “Student Self-assessment” response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see “Retaining the Words” in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' choices show that they understand the meanings of the words?</li> </ul>			
clatter			
flick			
immense			
magnificent			
unfortunate			
<ul style="list-style-type: none"> <li>Can they use the words to explain their thinking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words spontaneously at other times of the day?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice in using the word by reviewing the word's meaning and then asking a question that requires the student to talk about the word in terms of his own experiences.

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' choices show that they understand the meanings of the words?</li> </ul>			
cross			
doubtful			
ghastly			
nifty			
unfortunate			
<ul style="list-style-type: none"> <li>Do they use the vocabulary words to explain their thinking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the vocabulary words in their writing?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice in using the word by having the students play the activity "Which Word Am I?" (See Week 5, Day 5, Step 2.)

## Completing the Individual Vocabulary Assessment: Word Check 2

Before continuing with the week 9 lesson, use the Individual Vocabulary Assessment: Word Check 2 to assess each student’s understanding of words taught in Weeks 5–8.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 2” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 165. Make enough copies for each student to have one; set aside a reference copy for yourself.
- ✓ If the students are not familiar with the assessment’s multiple-choice format, you might make a copy of the answer sheet (IA1) and display it where everyone can see it. While conducting the assessment, you might point to each vocabulary word as you pronounce it. You might discuss the first few clues as a class and model circling the answers. This copy of the answer sheet is also useful for discussing the activity after the students have completed it.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 2” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “Which Word Am I?” Explain that you will give a clue about one of the words and they will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *immense*, *floppy*, and *ghastly*.
4. Read clue number 1 aloud twice. (See “Which Word Am I?” on page 164.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say [floppy] describes a soft teddy bear?*
  - Q *What do you know about the word [floppy]?*

(continues)

2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.
3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 2" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## Which Word Am I?

1. I'm how you might describe a soft teddy bear.

Q Which word am I: **immense**, **floppy**, or **ghastly**? (floppy)

2. I'm how you might describe a town that has been struck by a tornado.

Q Which word am I: **savory**, **fortunate**, or **disaster**? (disaster)

3. I'm a synonym for the word *remember*.

Q Which word am I: **recall**, **retrieve**, or **command**? (recall)

4. I'm what a bunch of quarters does when they fall on the floor.

Q Which word am I: **realize**, **clatter**, or **reunite**? (clatter)

5. I'm how you might describe an angry cat.

Q Which word am I: **fierce**, **doubtful**, or **nifty**? (fierce)

6. I'm an antonym of the word *talkative*.

Q Which word am I: **unfortunate**, **particularly**, or **speechless**? (speechless)

7. I'm how you might describe a huge mountain in the forest.

Q Which word am I: **ungrateful**, **magnificent**, or **cross**? (magnificent)

8. I'm what someone might do when they are very, very excited.

Q Which word am I: **celebration**, **dazzle**, or **quiver**? (quiver)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Check 2: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

<b>1.</b>	immense	floppy	ghastly
<b>2.</b>	savory	fortunate	disaster
<b>3.</b>	recall	retrieve	command
<b>4.</b>	realize	clatter	reunite
<b>5.</b>	fierce	doubtful	nifty
<b>6.</b>	unfortunate	particularly	speechless
<b>7.</b>	ungrateful	magnificent	cross
<b>8.</b>	celebration	dazzle	quiver

## Completing the Student Self-assessment

Before continuing with the week 9 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 168. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Which Words Do I Know?

Word	yes	maybe	no

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' associations indicate that they understand the words' meanings?</li> </ul>			
dazzle			
disaster			
have a change of heart			
realize			
reunite			
<ul style="list-style-type: none"> <li>Can they explain why they made each association?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they enjoy talking about the words?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- Provide further practice in using the word by reviewing the word's meaning and then asking a question that requires the student to talk about the word in terms of his or her own experiences.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand the words' meanings?</li> </ul>			
belongings			
faint			
immature			
reconsider			
savory			
<ul style="list-style-type: none"> <li>Can they explain why they choose each word to finish a story?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words in their writing?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice by having the students play "Which Word Am I?" (see Week 5, Day 5, Step 2).

## Completing the Individual Vocabulary Assessment: Word Check 3

Before continuing with the week 13 lesson, use the Individual Vocabulary Assessment: Word Check 3 to assess each student’s understanding of words taught in Weeks 9–12.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 3” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 174. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 3” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “What’s the Missing Word?” Explain that you will read a sentence that has a word missing and they will circle the vocabulary word that makes the most sense as the missing word.
3. Explain that one of these words is the missing word in the first sentence: *roam*, *barricade*, or *cling*. Then read sentence number 1 aloud, saying “blank” for the missing word. (See “What’s the Missing Word?” on page 173.)
4. Have the students circle the word that makes the most sense as the missing word.
5. Follow the same procedure with the remaining sentences.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [barricade] is the missing word?*
  - Q *What do you know about the word [urgent]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 3" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

*(continues)*

## What's the Missing Word?

1. Andy's parents \_\_\_\_\_ the garage door so no raccoons can get in at night.  
Q What's the missing word: **roam, barricade, or cling?** (barricade)
2. After playing with the neighbor's new puppy, Jana \_\_\_\_\_ about her parents wanting to get a dog.  
Q What's the missing idiom: **has eyes in the back of her head, blows her top, or has a change of heart?** (has a change of heart)
3. "It is \_\_\_\_\_ that we put this fire out!" the firefighter shouted. "We must do it before it spreads!"  
Q What's the missing word: **urgent, faint, or reluctant?** (urgent)
4. The crossing guard will \_\_\_\_\_ for you to cross the street after the cars pass.  
Q What's the missing word: **whoosh, prowl, or motion?** (motion)
5. Nate shuffles around the cluttered kitchen, whining instead of cleaning it up. Nate is being \_\_\_\_\_.  
Q What's the missing word: **mature, immature, or handy?** (immature)
6. The birds \_\_\_\_\_ around the woman tossing bread in the lake.  
Q What's the missing word: **fantasize, reconsider, or swarm?** (swarm)
7. Li is upset because she has lost a treasure box of her favorite belongings. She is \_\_\_\_\_.  
Q What's the missing word: **sorrowful, obstinate, or joyful?** (sorrowful)
8. "It is important that we organize our books," the librarian explains. "No one wants a \_\_\_\_\_ library!"  
Q What's the missing word: **mature, faint, or cluttered?** (cluttered)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Word Check 3: What's the Missing Word?

Listen to the clue. Then circle the word that fits the clue.

1.	roam	barricade	cling
2.	has eyes in the back of her head	blows her top	has a change of heart
3.	urgent	faint	reluctant
4.	whoosh	prowl	motion
5.	mature	immature	handy
6.	fantasize	reconsider	swarm
7.	sorrowful	obstinate	joyful
8.	mature	faint	cluttered

## Completing the Student Self-assessment

Before continuing with the week 13 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 177. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word’s meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the “Student Self-assessment” response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see “Retaining the Words” in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to use the words to create sentences?</li> </ul>			
adventuresome			
commence			
flabbergasted			
prowl			
slog			
<ul style="list-style-type: none"> <li>Can they explain why they completed the sentence the way they did?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they enjoy learning and using new words?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice in creating sentences that use the word or act out the word and talk about what they did.

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand the words' meanings?</li> </ul>			
advise			
gruff			
lively			
snug			
sorrowful			
<ul style="list-style-type: none"> <li>Do they use the vocabulary words correctly to explain their thinking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words spontaneously and accurately in conversations outside of vocabulary time?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- Provide further practice in using the word through a game modeled on "Is Olive Gruff?" (see Week 15, Day 1, Step 8).

## Completing the Individual Vocabulary Assessment: Word Check 4

Before continuing with the week 17 lesson, use the Individual Vocabulary Assessment: Word Check 4 to assess each student’s understanding of words taught in Weeks 13–16.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 4” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 183. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 4” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “What’s the Missing Word?” Explain that you will read a sentence that has a word missing and they will circle the vocabulary word that makes the most sense as the missing word.
3. Explain that one of these words is the best ending for the first sentence: *snug*, *memorable*, or *gruff*. Then read sentence number 1 aloud twice, saying “blank” for the missing word. (See “What’s the Missing Word?” on page 182.)
4. Have the students circle the word that makes the most sense for the missing word.
5. Follow the same procedure with the remaining sentences.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [customary] is the missing word? What do you know about the word [customary]?*
  - Q *What can you tell me about the word [mighty/graceful]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 4" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## What's the Missing Word?

1. Wearing a warm jacket on a cold winter day would make you feel \_\_\_\_\_.  
Q What's the missing word: **snug**, **memorable**, or **gruff**? (snug)
2. Jamal is excited to go camping and can't wait to go hiking, fishing, and rock climbing. Jamal is \_\_\_\_\_.  
Q What's the missing word: **flimsy**, **adventuresome**, or **flabbergasted**? (adventuresome)
3. The toddler was crying throughout the night. Her mother coaxed her to sleep by saying "Hush little babe. Don't \_\_\_\_\_."  
Q What's the missing word: **fret**, **long**, or **cherish**? (fret)
4. Everyone was looking at the big, bright rainbow. The rainbow was \_\_\_\_\_.  
Q What's the missing word: **astounding**, **flimsy**, or **gruff**? (astounding)
5. The wind was so strong that it blew the roof off the house. The wind was \_\_\_\_\_.  
Q What's the missing word: **delirious**, **intense**, or **lively**? (intense)
6. A few of Carly's teammates were late for practice. Her coach called for attention and said, "Some players are running late but practice must \_\_\_\_\_."  
Q What's the missing word: **strain**, **adjust**, or **commence**? (commence)
7. When you throw yourself into learning how to play an instrument, you must \_\_\_\_\_.  
Q What's the missing word: **persist**, **advise**, or **slog**? (persist)
8. When you go to the park, throwing your garbage on the ground is \_\_\_\_\_.  
Q What's the missing word: **impermissible**, **permissible**, or **exhilarated**? (impermissible)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Word Check 4: What's the Missing Word?

Listen to the clue. Then circle the word that fits the clue.

1.	snug	memorable	gruff
2.	flimsy	adventuresome	flabbergasted
3.	fret	long	cherish
4.	astounding	flimsy	gruff
5.	delirious	intense	lively
6.	strain	adjust	commence
7.	persist	advise	slog
8.	impermissible	permissible	exhilarated

## Completing the Student Self-assessment

Before continuing with the week 17 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 186. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand the words' meanings?</li> </ul>			
cherish			
industrious			
lively			
persist			
sorrowful			
<ul style="list-style-type: none"> <li>Can they identify the words in "Which Word Am I?" and explain why a word is the best choice?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using independent word-learning strategies to figure out word meanings when they read independently?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- Provide further practice by inviting the students to tell or write a story in which they use the word.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to explain why the vocabulary words do or do not make sense in the sentences?</li> </ul>			
convenient			
durable			
intense			
refreshing			
secure			
<ul style="list-style-type: none"> <li>Do they use the vocabulary words to explain their thinking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words in their writing?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by having the students play “Imagine That!” (see Week 1, Day 5, Step 2).

## Completing the Individual Vocabulary Assessment: Word Check 5

Before continuing with the week 21 lesson, use the Individual Vocabulary Assessment: Word Check 5 to assess each student’s understanding of words taught in Weeks 17–20.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 5” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 192. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 5” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “I’m Thinking of a Word.” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *challenge*, *texture*, or *determination*.
4. Read clue number 1 aloud twice. (See “I’m Thinking of a Word” on page 191.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [texture] is the way something feels when you touch it?*
  - Q *What do you know about the word [challenge/determination]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 5" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

*(continues)*

## I'm Thinking of a Word

1. I'm thinking of a word that tells how something feels when you touch it.  
**Q** Which word am I thinking of: **challenge**, **texture**, or **determination**? (texture)
2. I'm thinking of a word you might use to describe Sunday family dinners at your house.  
**Q** Which word am I thinking of: **graceful**, **durable**, or **customary**? (customary)
3. I'm thinking of a word that describes two objects that do not look or feel the same.  
**Q** Which word am I thinking of: **energize**, **differ**, or **abandon**? (differ)
4. I'm thinking of a word you might use to describe running in the sprinklers on a hot day.  
**Q** Which word am I thinking of: **appetizing**, **refreshing**, or **hazardous**? (refreshing)
5. I'm thinking of a word that describes how you might feel as you are wrapped up in a blanket on your bed.  
**Q** Which word am I thinking of: **original**, **secure**, or **successful**? (secure)
6. I'm thinking of a word you might use to describe a beautiful sunset.  
**Q** Which word am I thinking of: **spectacular**, **convenient**, or **unexpected**? (spectacular)
7. I'm thinking of a word you might use to describe a person who stays up late every night to build a dollhouse.  
**Q** Which word am I thinking of: **unsuccessful**, **plain**, or **industrious**? (industrious)
8. I'm thinking of a word that tells what you might do when you listen carefully for a noise in your backyard.  
**Q** Which word am I thinking of: **detect**, **achieve**, or **abandon**? (detect)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Check 5: I'm Thinking of a Word

Listen to the clue. Then circle the word that fits the clue.

1.	challenge	texture	determination
2.	graceful	durable	customary
3.	energize	differ	abandon
4.	appetizing	refreshing	hazardous
5.	original	secure	successful
6.	spectacular	convenient	unexpected
7.	unsuccessful	plain	industrious
8.	detect	achieve	abandon

## Completing the Student Self-assessment

Before continuing with the week 21 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 195. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to complete the stories using the vocabulary words?</li> </ul>			
challenge			
prefer			
require			
serve			
spectacular			
<ul style="list-style-type: none"> <li>Can they explain why they finished the stories the way they did?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the vocabulary words in their speech and writing?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- Provide further practice in using the word by reviewing the word’s meaning and then asking a question that requires the student to talk about the word in terms of his own experiences.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to complete the stories using the vocabulary words?</li> </ul>			
avoid			
customary			
disrupt			
texture			
trample			
<ul style="list-style-type: none"> <li>Can they explain why they finished the stories the way they did?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the vocabulary words in their speech and writing?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by inviting the students to tell or write stories in which they use the word.

## Completing the Individual Vocabulary Assessment: Word Check 6

Before continuing with the week 25 lesson, use the Individual Vocabulary Assessment: Word Check 6 to assess each student’s understanding of words taught in Weeks 21–24.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 6” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 201. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 6” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “I’m Thinking of a Word.” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *threatened*, *skillful*, or *diverse*.
4. Read clue number 1 aloud twice. (See “I’m Thinking of a Word” on page 200.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [skillful] describes someone who is very good at gymnastics?*
  - Q *What do you know about the word [threatened/diverse]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 6" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## I'm Thinking of a Word

1. I'm thinking of a word you might use to describe someone who is very good at gymnastics.

Q Which word am I thinking of: **threatened**, **skillful**, or **diverse**? (skillful)

2. I'm thinking of a word you might use to describe what you do when you have a hard time finishing something.

Q Which word am I thinking of: **struggle**, **prefer**, or **trample**? (struggle)

3. I'm thinking of a word you might use to describe a shiny new bicycle with bright lights and sparkly silver streamers.

Q Which word am I thinking of: **vertical**, **horizontal**, or **flashy**? (flashy)

4. I'm thinking of a word that tells what you do when you examine a painting closely.

Q Which word am I thinking of: **avoid**, **scan**, or **adapt**? (scan)

5. I'm thinking of a word that describes what you do when you cook breakfast in bed for your dad.

Q Which word am I thinking of: **serve**, **decline**, or **require**? (serve)

6. I'm thinking of a word that you might use to describe an amazing ice-skating performance.

Q Which word am I thinking of: **generally**, **fantastic**, or **deadly**? (fantastic)

7. I'm thinking of a word that is what you give someone when they need advice.

Q Which word am I thinking of: **tip**, **skill**, or **opportunity**? (tip)

8. I'm thinking of a word that tells what you do when you wake someone up from a deep sleep.

Q Which word am I thinking of: **forbid**, **depend**, or **disrupt**? (disrupt)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Word Check 6: I'm Thinking of a Word

Listen to the clue. Then circle the word that fits the clue.

1.	threatened	skillful	diverse
2.	struggle	prefer	trample
3.	vertical	horizontal	flashy
4.	avoid	scan	adapt
5.	serve	decline	require
6.	generally	fantastic	deadly
7.	tip	skill	opportunity
8.	forbid	depend	disrupt

## Completing the Student Self-assessment

Before continuing with the week 25 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 204. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to choose the correct words to replace the underlined words?</li> </ul>			
adapt			
forbid			
struggle			
task			
unwind			
<ul style="list-style-type: none"> <li>Can they explain why they completed the sentence the way they did?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words in their writing?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word’s meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word’s meaning, provide further practice by reviewing the word’s meaning and then asking a question that requires the student to talk about the word in terms of his or her own experiences.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand the words' meanings?</li> </ul>			
diligent			
frank			
headstrong			
overwhelmed			
self-confident			
<ul style="list-style-type: none"> <li>Do they use the vocabulary words correctly to explain their thinking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words spontaneously and accurately in conversations outside of vocabulary time?</li> </ul>			
Other observations:			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, provide further practice in using the word through a game modeled on "Is Olive Gruff?" (see Week 15, Day 1, Step 8).

## Completing the Individual Vocabulary Assessment: Word Check 7

Before continuing with the week 29 lesson, use the Individual Vocabulary Assessment: Word Check 7 to assess each student’s understanding of words taught in Weeks 25–28.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 7” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 210. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 7” answer sheet (IA1) to each student.
2. Tell the students they will think more about the words they have been learning by playing the game “What’s the Missing Word?” Explain that you will read a sentence that has a word missing and they will circle the vocabulary word that makes the most sense as the missing word.
3. Explain that one of these words is the best ending for the first sentence: *silky*, *diligent*, or *frank*. Then read sentence number 1 aloud twice, saying “blank” for the missing word. (See “What’s the Missing Word?” on page 209.)
4. Have the students circle the word that makes the most sense for the missing word.
5. Follow the same procedure with the remaining sentences.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students’ understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [diligent] is the missing word? What do you know about the word [diligent]?*
  - Q *What can you tell me about the word [silky/frank]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 7" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## What's the Missing Word?

1. Clara stays up all night to finish her report. She is very \_\_\_\_\_.  
Q What's the missing word: **silky**, **diligent**, or **frank**? (diligent)
2. The students \_\_\_\_\_ by working together to build their science fair project.  
Q What's the missing word: **collaborate**, **permit**, or **unwind**? (collaborate)
3. "We must \_\_\_\_\_ the building because there is a fire!" Mrs. Collins shouted. "We must exit immediately and remain calm."  
Q What's the missing word: **improvise**, **boast**, or **evacuate**? (evacuate)
4. Nate has lots of things to do today. He must walk the dog, finish his homework, and go to soccer practice. Nate is \_\_\_\_\_.  
Q What's the missing word: **overwhelmed**, **aggressive**, or **considerate**? (overwhelmed)
5. Pamela must finish her chores before she goes to her friend's house. Her last \_\_\_\_\_ is to do the dishes.  
Q What's the missing word: **contentment**, **task**, or **brainstorm**? (task)
6. The parrots at the zoo are very friendly. They eat from your hand and even talk to you! The parrots are \_\_\_\_\_.  
Q What's the missing word: **stressful**, **disorganized**, or **unaggressive**? (unaggressive)
7. The principal banned students from playing baseball during recess. The balls were damaging \_\_\_\_\_ things like school windows and cars in the parking lot.  
Q What's the missing word: **valuable**, **self-confident**, or **headstrong**? (valuable)
8. "It is important that our classroom is \_\_\_\_\_," the librarian explains. "No one wants a messy classroom!"  
Q What's the missing word: **stressful**, **well-organized**, or **silky**? (well-organized)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Check 7: What's the Missing Word?

Listen to the clue. Then circle the word that fits the clue.

1.	silky	diligent	frank
2.	collaborate	permit	unwind
3.	improvise	boast	evacuate
4.	overwhelmed	aggressive	considerate
5.	contentment	task	brainstorm
6.	stressful	disorganized	unaggressive
7.	valuable	self-confident	headstrong
8.	stressful	well-organized	silky

## Completing the Student Self-assessment

Before continuing with the week 29 lesson, use the Student Self-assessment to give the students an opportunity to reflect on how well they know the words they are learning, and to give you the chance to identify words in need of further review and practice.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words from the previous four weeks of vocabulary instruction (except for the week 30 assessment, which is a year-end assessment focusing on a range of words from across the year). We suggest that you choose at least one word from each week and include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 213. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word's meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the "Student Self-assessment" response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see "Retaining the Words" in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

<b>Observe the students and ask yourself:</b>	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand the words' meanings?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to use the words to explain their thinking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they using the words they have learned this year in their writing and in conversations outside of vocabulary time?</li> </ul>			
<p>Other observations:</p>			

**Suggestions**

Use the following suggestions to support struggling students:

- If **only a few students** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If **about half of the students** understand a word's meaning, incorporate the word into one or more of the other activities used to review words this week.

## Completing the Individual Vocabulary Assessment: Word Check 8

Use the Individual Vocabulary Assessment: Word Check 8 to assess each student's understanding of a representative set of words chosen from across the year.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Vocabulary Assessment: Word Check 8” answer sheets (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 218. Make enough copies for each student to have one; set aside a reference copy for yourself.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Individual Vocabulary Assessment: Word Check 8” answer sheet (IA1) to each student.
2. Tell the students that they will think more about some of the words they learned this year by playing the game “Which Word Am I?” Explain that you will give a clue about one of the words and the students will circle the word that fits the clue.
3. Explain that the first clue is about one of these words, which are written next to the number 1 on the answer sheet: *reluctant*, *flabbergasted*, and *gruff*.
4. Read clue number 1 aloud twice. (See “Which Word Am I?” on page 217.)
5. Have the students circle the word that fits the clue.
6. Follow the same procedure with the remaining clues.

### DISCUSSING AND SCORING THE ASSESSMENT

1. To fully assess the students' understanding of the words, it is important to discuss the activity with them after they have completed it. Discuss each question with the class or with individual students. Have them explain the thinking behind their responses by asking questions such as:
  - Q *Why did you say the word [gruff] describes a person who blows their top and is mean to you?*
  - Q *What do you know about the word [reluctant/flabbergasted]?*
2. Collect the answer sheet (IA1) from each student. If you wish to score the assessment, we suggest you award one point for each correct answer for a possible total score of 8 points for each word check. You might then assign a letter grade based on a scale or rubric you develop or by percentage correct.

(continues)

3. Record each student's individual score on the "Individual Vocabulary Assessment Student Record" sheet (SR1) in the "Word Check 8" section. You might also record any comments on that student's performance, such as noting words that seem challenging for the student, and noting, if necessary, any suggestions for providing additional support and for continued growth during the summer.
4. If you wish to track your students' progress, as a class, for Word Checks 1–8, you might add each student's scores to the "Individual Vocabulary Assessment Class Record" sheet (CR1).

(continues)

## Which Word Am I?

1. I'm how you describe a person who blows his top and is mean to you.

Q Which word am I: **reluctant**, **flabbergasted**, or **gruff**? (gruff)

2. I'm what you do when you turn your bike quickly to avoid hitting a rock.

Q Which word am I: **swerve**, **recall**, or **prowl**? (swerve)

3. I'm a birthday party with friends and family.

Q Which word am I: **skill**, **celebration**, or **debris**? (celebration)

4. I'm how you describe an animal that is being hunted by a predator.

Q Which word am I: **ungrateful**, **secure**, or **threatened**? (threatened)

5. I'm what you do when you grip tightly onto the bars of a jungle gym.

Q Which word am I: **cling**, **reunite**, or **snap**? (cling)

6. I'm how you describe a brave hero in a story who goes on an exciting journey.

Q Which word am I: **convenient**, **adventuresome**, or **savory**? (adventuresome)

7. I'm a yummy smell coming from the kitchen.

Q Which word am I: **task**, **texture**, or **aroma**? (aroma)

8. I'm what a magnificent bird does when it flies by very fast.

Q Which word am I: **whoosh**, **clatter**, or **persist**? (whoosh)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Check 8: Which Word Am I?

Listen to the clue. Then circle the word that fits the clue.

1.	reluctant	flabbergasted	gruff
2.	swerve	recall	prowl
3.	skill	celebration	debris
4.	ungrateful	secure	threatened
5.	cling	reunite	snap
6.	convenient	adventuresome	savory
7.	task	texture	aroma
8.	whoosh	clatter	persist

## Completing the Student Self-assessment

Use the final Student Self-assessment to give the students an opportunity to reflect on how well they know the words they have learned this year, and to give you the chance to identify words in need of further review and practice for continued growth during the summer.

### PREPARING FOR THE ASSESSMENT

- ✓ Identify the words to be assessed. We recommend that you select eight words across the year. For a representative set of words, you might choose one or two words from Weeks 1–4, one or two words from Weeks 5–8, etc. If you administered Word Check 8, you might select words not included in that assessment. We suggest that you include words that were challenging for the students to learn, as well as words that were especially interesting or fun for the students to use and discuss.
- ✓ Make a master copy of the “Student Self-assessment” response sheet (SA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 221. Write the words you have chosen to be assessed on the master copy. Then make enough copies for each student to have one.

### CONDUCTING THE ASSESSMENT

1. Distribute a copy of the “Student Self-assessment” response sheet (SA1) to each student.
2. Tell the students that today they will have an opportunity to think about how well they know the words they have been learning. Point to the list of words you have chosen and explain that these are some vocabulary words they have talked about in the past several weeks. Explain that you will read each word aloud and give the students a few moments to think about the word. Then they will put a check mark in the column that tells how well they know the word.
3. Explain that if they are sure they know what the word means, they will put a check mark in the “yes” column, meaning “Yes, I know this word!” If they *think* they know what the word means but are not sure, they will put a check mark in the “maybe” column, meaning “Maybe I know this word. I’m not sure.” If they do not know what the word means or cannot remember, they will put a check mark in the “no” column, meaning “No, I don’t know this word.”
4. Tell the students that the purpose of the activity is to help them figure out which words they know well and which words they need to review and practice. Explain that it is fine if the students are not sure about a word or do not know what it means.
5. Point to the first word you have chosen, read it aloud, and give the students a few moments to think about the word. Then have them put a check mark in the column that describes how well they know the word.
6. Follow the same procedure with the remaining words.

(continues)

## USING THE ASSESSMENT RESULTS

Here are some suggestions for ways you might use the results of the assessment:

- Ask the students to circle any words they are not sure they know or do not know on their own response sheets. Then have them discuss with their partners what they might do to review and practice those words. If the students have difficulty thinking of ideas, suggest a few of your own. For example, the students might use printable word cards to review the words by themselves or with partners, or they might take the word cards home and practice the words with family members. The students might also write stories using the words, draw pictures about the words, or act out the words with their partners.
- Briefly review the meaning of each word by having the students tell what they know about the word. If several students are not sure or do not know what a word means, write that word where everyone can see it. During the next few days, review the word’s meaning periodically and look for opportunities to use the word. Encourage the students to use the word in conversations with classmates and others and in their writing.
- Collect the “Student Self-assessment” response sheet (SA1) from each student. Identify the words that many students are not sure of or do not know and review them as a class or in groups. For suggestions for reviewing words, see “Retaining the Words” in the Introduction of the *Vocabulary Teaching Guide*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Which Words Do I Know?

Word	yes	maybe	no

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# Vocabulary Summary Record Sheets

Individual Vocabulary Assessment Student Record (SR1) . . . 224

Individual Vocabulary Assessment Class Record (CR1) . . . . . 226

# Individual Vocabulary Assessment Student Record (SR1)

Student's name: \_\_\_\_\_

<b>WORD CHECK 1</b>		<b>DATE:</b> _____
Comments/Suggestions:		Score:
<b>WORD CHECK 2</b>		<b>DATE:</b> _____
Comments/Suggestions:		Score:
<b>WORD CHECK 3</b>		<b>DATE:</b> _____
Comments/Suggestions:		Score:
<b>WORD CHECK 4</b>		<b>DATE:</b> _____
Comments/Suggestions:		Score:

(continues)

Student's name: \_\_\_\_\_

<b>WORD CHECK 5</b>		<b>DATE:</b> _____
Comments/Suggestions:	Score:	
<b>WORD CHECK 6</b>		<b>DATE:</b> _____
Comments/Suggestions:	Score:	
<b>WORD CHECK 7</b>		<b>DATE:</b> _____
Comments/Suggestions:	Score:	
<b>WORD CHECK 8</b>		<b>DATE:</b> _____
Comments/Suggestions:	Score:	
		<b>Total Score:</b>





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Teacher's Manual | Volume 1

CCC Collaborative Literacy

# Being a Writer™

SECOND EDITION

Have you ever had a pet that you cannot pet? I do. Their names are Goldie, Headstand, Bigboy and Mr. Clean.



GRADE

3



# *Being a* **Writer**<sup>™</sup>

**SECOND EDITION**

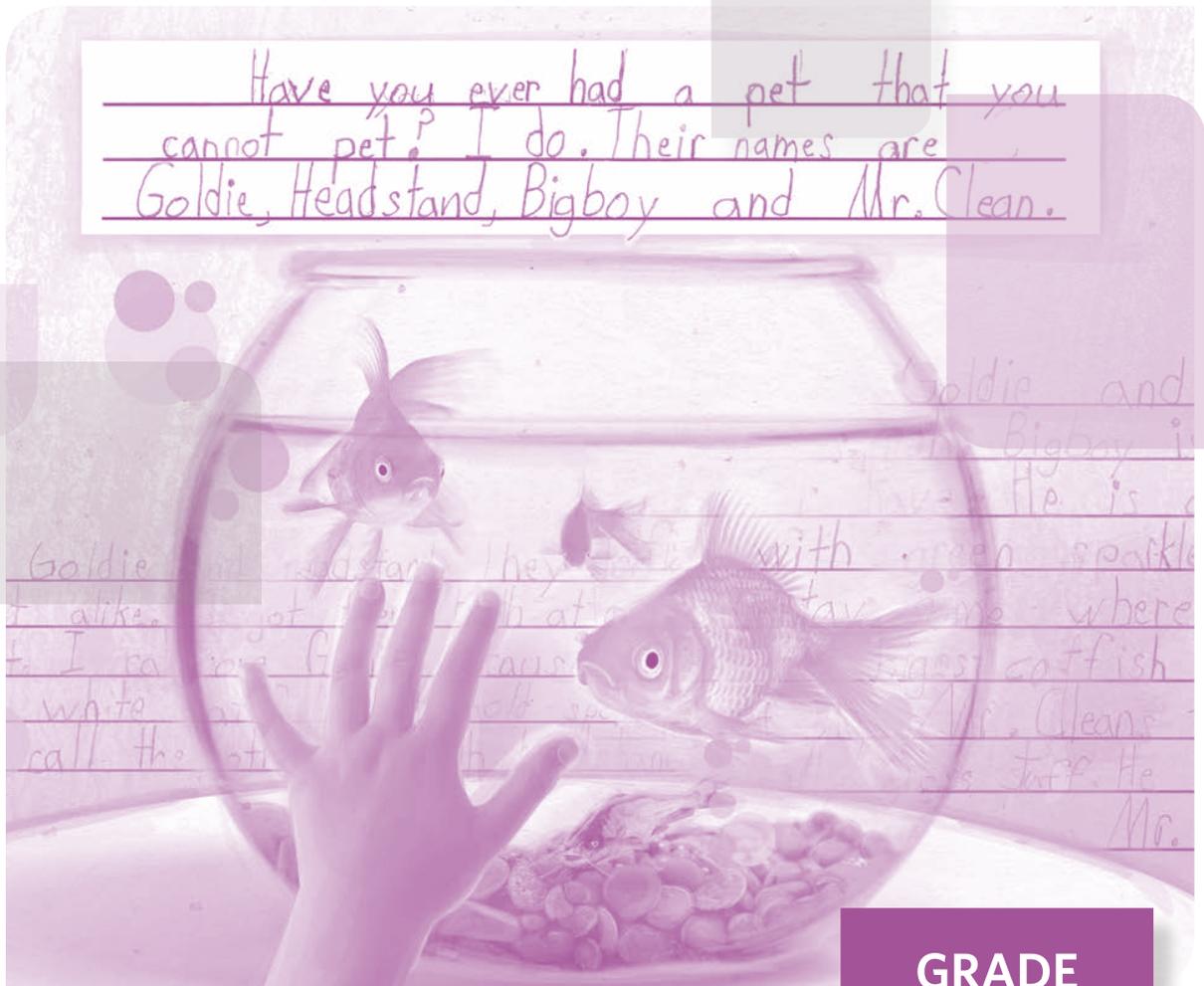
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New York Life Foundation  
The New York Institute for Special Education  
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NoVo Foundation  
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CCC Collaborative Literacy

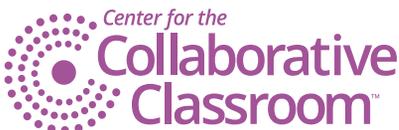
# Being a Writer™

SECOND EDITION



GRADE

3



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Chronicle Books	NorthSouth Books
Crabtree Publishing Company	Peel Productions
The Creative Company	Penguin Group (USA)
Farrar, Straus and Giroux	Random House Children's Books
Firefly Books	Richard C. Owen Publishers, Inc.
Gareth Stevens Publishing	Rourke Publishing
HarperCollins Children's Books	Scholastic Inc.
Henry Holt and Company Books	Simon & Schuster
Holiday House	Walker & Company
Houghton Mifflin Harcourt Children's Books	Workman Publishing Company, Inc.

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# Introduction

We all dream of sending our elementary school students on to middle and high school with a love of writing; an ability to write clearly, creatively, and purposefully for sustained periods of time; and a familiarity with the crafts and conventions of writing in the major genres. We want them to approach writing with confidence and understand that writing, first and foremost, is communication. In pursuing this dream, we ask ourselves: *What are the most important things for students to learn about writing during their elementary school years? What writing experiences are most important for students to have?* The *Being a Writer™* program is our carefully researched, fully articulated answer to these key questions.

The *Being a Writer* program is a yearlong writing curriculum for kindergarten through grade 6 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that your students learn the important elements of writing at their grade level. This all happens in the context of a caring classroom community—so crucial to motivating and inspiring students to grow as writers, thinkers, and principled people. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness, and helpfulness). They practice the skills and dispositions they need to bring these values to life in their daily interactions.

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## New to the Second Edition

In this second edition of the *Being a Writer* program, we have added content, assessments, and technology features designed to support your teaching and your students' writing and social development. These include:

- New Open Day and Writing Throughout the Week activities that supplement instruction at grades K–2
- A fifth day of instruction each week at grades 3–5
- New or revised Opinion Writing units at grades K–5 and a new Argumentative Writing unit at grade 6
- New Writing About Reading supplemental activities in which the students write opinions in response to literature
- New family letters in English and Spanish
- Enhanced lesson support for teaching writing skills and conventions

- An expanded *Skill Practice Teaching Guide* and *Student Skill Practice Book* at grades 1–6
- Print and digital teacher’s manuals with links to professional development media and lesson resources
- New and expanded writing assessments
- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- A *Writing Performance Task Preparation Guide* that prepares students for standards-based writing performance tasks at grades 3–6
- Online, interactive whiteboard activities
- Additional support for incorporating technology through tips, tutorials, extension activities, and mini-lessons

You will find more information about new content, assessments, and technology features in the pages that follow.

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## Unique Pedagogy

The program’s unique pedagogy grows out of years of research on writing and child development. It focuses on character education and social and ethical development and supports teachers both as writers and as teachers of writing.

### RESEARCH BASED/CLASSROOM TESTED

We have drawn on two decades of research in the areas of writing, motivation and learning theory, and social and ethical development to develop the *Being a Writer* program. In the 1980s, a major study of various modes of writing instruction showed that a writing process approach combined with clear objectives and opportunities for peer interaction produced an effect 22 times greater in students’ pretest–posttest writing quality than approaches characterized by lecture, teacher-only feedback, and writing assignments imitating patterns or following rules. Interestingly, the study also found that positive feedback (commenting exclusively on what writers had done well, rather than on their shortcomings) produced far greater effects in student writing than did negative feedback (Kelley 2002).

A meta-analysis published in 2007 identified the following as key elements of effective instruction (Graham and Perin 2007):

- Process writing approach
- Collaborative writing tasks
- Study of models
- Writing strategies

- Specific product goals
- Prewriting
- Inquiry activities

Additional work by researchers and leaders in the field, including Atwell, Calkins, Fletcher, and Graves,\* supports these findings and also emphasizes the following as ways to improve students' writing practice and attitude:

- Teacher and peer conferences
- Classroom discussion
- Writing for real audiences and purposes
- Student self-assessment
- Regular periods of writing
- Choice of writing topics

The *Being a Writer* program has been developed in consultation with an advisory board of teachers (of varied backgrounds and experience) who piloted lessons and gave us extensive feedback to assure that the program addresses the needs of all students, is easy to implement, and fits into the language arts block.

## **DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING**

Child development research tells us that children learn and grow best in environments where their basic psychological needs are met. Children need to feel physically and emotionally safe. They need to feel that they belong. They need to have a sense of themselves as autonomous and capable. Studies indicate that when these basic needs are met at school by helping students experience a sense of community, the students do better academically (as measured over time by grades and test scores), exhibit more pro-social tendencies, and show greater resistance to problem behaviors such as drug use and violence (Durlack et al. 2011).

The *Being a Writer* program helps you take deliberate steps to create a classroom writing community where your students feel empowered, supported in taking risks, and responsible to themselves and the group. The program weaves cooperative learning, social skill instruction, and discussion of values throughout the writing lessons.

## **TEACHER SUPPORT**

The program is designed to help you hone your skills both as a teacher of writing and as a writer yourself. Detailed, easy-to-follow lesson plans include suggestions for managing the writing process, facilitating discussions, assessing the class, and conferring with individual

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\*To read more about the theoretical and research basis for the *Being a Writer* program, see Bibliography on page 751.

students. Teacher Notes and references to professional development media throughout the lessons explain the underlying pedagogy of various activities and provide examples of what might happen in the classroom. The weekly Teacher as Writer section helps you cultivate your own writing voice while deepening your appreciation for what the students are asked to do in the program. (For more information, see “Teacher as Writer” on page liii.)

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## Program at a Glance

The following sections describe the program components, writing development across the grades, and a typical daily lesson.

### PROGRAM COMPONENTS

The *Being a Writer* program includes:

- *Teacher’s Manual*, two volumes per grade
- About 20–30 children’s trade books per grade to inspire students and model good writing
- *Student Writing Handbook*, one for each student (at grades 2–6), containing excerpts, practice activities, a spelling word bank, and proofreading notes
- Wipe-off boards and markers, one set for each student (at grades K–1), to use during Guided Writing Practice
- *Assessment Resource Book* (at grades K–6), containing information and record sheets to assess writing and social skill development for individual students and the class
- *Skill Practice Teaching Guide* (at grades 1–6), containing mini-lessons to supplement instruction in skills and conventions in the program
- *Student Skill Practice Book*, one for each student (at grades 1–6), containing additional skill practice activities to be used in conjunction with the lessons in the *Skill Practice Teaching Guide*
- *Writing Performance Task Preparation Guide* (at grades 3–6), containing lessons to prepare students for standards-based writing performance tasks
- *Digital Teacher’s Set*, with digital versions of the *Teacher’s Manual*, *Skill Practice Teaching Guide*, *Assessment Resource Book*, and *Writing Performance Task Preparation Guide*
- Access to online resources via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), such as interactive whiteboard activities, assessment forms, reproducibles, and professional development media
- Access to the CCC ClassView app ([classview.org](http://classview.org)), which allows for electronic recording, sorting, synthesizing, and reporting of assessment data for individual students and the whole class

For more information about the print format of the *Teacher’s Manual*, see the “Getting Started with Your Print *Teacher’s Manual*” tutorial (AV81). For more information about the digital format, see the “Getting Started with Your *Digital Teacher’s Set*” tutorial (AV72).



AV81



AV72

Students in grades 1–6 will each need a writing notebook and a folder for loose pages. In kindergarten, each student will need only a writing folder. See “Student Books, Notebooks, and Folders” on page xlii for further information.

## WRITING DEVELOPMENT ACROSS THE GRADES

The table below provides a snapshot of how learning in writing process, craft, and genre is developed over grades K–6. (For a table showing the skills and conventions taught at your grade level, see the “Grade 3 Skills and Conventions” table on page xxv.)

Writing Process and Craft	K	1	2	3	4	5	6
Write daily for various purposes and audiences	■	■	■	■	■	■	■
Generate ideas for writing	■	■	■	■	■	■	■
Choose writing topics	■	■	■	■	■	■	■
Extend writing to tell more	■	■	■	■	■	■	■
Confer with the teacher	■	■	■	■	■	■	■
Reread writing for sense	■	■	■	■	■	■	■
Learn about conventions from published works	□	□	■	■	■	■	■
Publish pieces of writing	■	■	■	■	■	■	■
Read and share published pieces with the class	■	■	■	■	■	■	■
Write for sustained periods of time	■	■	■	■	■	■	■
Learn about elements of craft and/or genre from published works	■	■	■	■	■	■	■
Analyze writing for specific purposes (e.g., descriptive words, dialogue) and revise	□	■	■	■	■	■	■
Keep a writer’s notebook for ideas and drafts		□	■	■	■	■	■
Develop a relaxed, uninhibited attitude about writing	□	□	□	■	■	■	■

■ formally taught    □ informally experienced

(continues)

<b>Writing Process and Craft</b> <i>(continued)</i>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Cultivate creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Confer in pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Give and receive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Proofread and edit for spelling	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Proofread and edit for conventions (e.g., grammar, usage, punctuation)	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Revise based on partner feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

formally taught    informally experienced

<b>The students learn and apply elements of the following genres:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Narrative Writing	Units 1-3	Unit 1; Unit 2 Weeks 3-6; Units 3-4	Units 1-3	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units
Expository Nonfiction (or Informative Writing)	Unit 4	Unit 5	Unit 4	Unit 1; Expository Nonfiction genre unit			
Opinion Writing*	Unit 6	Unit 7	Unit 6	Opinion Writing genre unit	Opinion Writing genre unit	Opinion Writing genre unit	Argumentative Writing genre unit
Poetry	Unit 5	Unit 6	Unit 7	Unit 1; Poetry genre unit			
Letter Writing**			Unit 5	Letter Writing genre unit (not in core)**			
Functional Nonfiction (or Explanatory Writing)				Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit

\*Opinion writing is also taught in Writing About Reading activities. (See “Writing About Reading” on page xx for more information.)

\*\*Instruction in letter writing at grades 3–6 is available separately as supplemental writing genre units. Visit Center for the Collaborative Classroom’s website ([collaborativeclassroom.org](http://collaborativeclassroom.org)) for ordering information.

## ALIGNMENT WITH STANDARDS

The *Being a Writer* program develops students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing also addresses standards for speaking and listening. For more about how the program aligns to specific state standards, see the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## A TYPICAL DAILY LESSON

Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting.

- **Getting Ready to Write.** Most direct instruction happens during this section of the lesson. The students gather to hear and discuss a read-aloud, brainstorm ideas for writing, participate in shared or modeled writing, discuss how they will work together, or “quick-write” (participate in short, whole-class writing exercises in grades 3–6).
- **Writing Time.** During this period of sustained writing, you have the opportunity to write with the students, observe and assist as needed, and confer with individual students or pairs.
- **Sharing and Reflecting.** Students share and reflect on their writing and social interactions in this section. They listen to and express their appreciation for one another's writing. They discuss what is working in their partnerships, what problems they are encountering, and what they can do to avoid those problems in the future.

## EXTENDING THE INSTRUCTION

In addition to the core lessons, the program features several opportunities to extend instruction:

- **Open Days and Writing Throughout the Week.** In grades K–2, each week of instruction includes one to two open days. On these days, you might consider teaching a Writing Throughout the Week activity. The activities provide ideas such as expanding on a writing idea from the week’s lessons, offering an additional writing idea related to the week’s read-aloud, or asking the students to engage in a different kind of writing (for example, writing opinions about a text, making lists, or engaging in an interactive writing activity), to supplement the instruction provided in the core lessons. Alternatively, you might use open days to provide your own writing instruction.
- **Writing About Reading.** These activities provide the students with opportunities to write opinions about and make connections to texts they hear and discuss in the *Being a Writer* program. Although the activities are optional, they provide a valuable opportunity for your students to practice writing opinions in response to texts, and we encourage you to do them. These activities can be done at the end of a lesson or at another time.

The Writing About Reading activities build in complexity across grades. In grades K–2, the students write personal opinions in response to texts. Starting in grade 1, the students are expected to provide reasons to support their opinions. In grade 3, in addition to writing about personal opinions, the students begin to more closely analyze the texts, backing up inferences with textual references. In grades 4–6, the latter is the primary focus of the Writing About Reading activities.

- **Extensions.** These activities provide additional learning opportunities that enhance the instruction in the core lessons. Examples of extensions include exploring text features, discussing authors’ use of language, and using technology to learn about an author or to publish work for an audience beyond the classroom. These activities can be done at the end of a lesson or at another time.
- **Technology Mini-lessons.** These ten mini-lessons encompass such topics as digital citizenship, online safety, word processing, and research skills. See “Technology Mini-lessons” on page xlvi for more information.

# Understanding the Program

The *Being a Writer* program helps students develop as writers *and* as caring, collaborative people. This dual focus is based on two beliefs: that students' academic learning flourishes when social learning is integrated into the curriculum and that we are called on as educators to help students develop as whole people—academically, socially, and ethically.

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## Focus on Writing

Students spend their first few, precious years as writers in our classrooms. As elementary students, they are at the very beginning of their lifelong careers as writers. Learning to write is like learning to master other means of communication. Command of the written word, like command of the piano, oil paints, conversational French, or advanced mathematics, relies less on innate talent than on years of steady practice and encouragement.

## MOTIVATION AND CREATIVITY

To get enough sheer practice writing during their elementary school years, students need to really, *really* want to write. Thus, all instruction in writing process, craft, skills, and conventions in this program grows out of the need to tap into students' intrinsic desire to express themselves and to be understood.

Throughout the program, read-alouds of exemplary writing stimulate the students' imaginations and fuel their motivation to write. Reading about professional authors helps students learn that creativity can be gloriously messy and that writers write to satisfy themselves first. In *Being a Writer*, students have a great deal of choice about what to write—even when writing about assigned topics, they draw on their unique experiences and interests to address those topics. Formal skill instruction is delayed in each unit so that students can focus initially on just getting their ideas onto paper. However, basic writing mechanics and skills are taught early in kindergarten and grade 1. (See “Flexible Approach to Skill Instruction” on page xxiii for suggestions about how to integrate skills instruction with the core lessons.)

## THE BEGINNING OF WRITING (K-2)

Early writing develops on a foundation of oral language, drawing, and phonics instruction. In kindergarten, grade 1, and at the beginning of grade 2, we create many opportunities for students to draw and tell their stories and to see writing modeled. The students see you model thinking aloud about what to write and draw; writing letters, words, and sentences; using standard sentence punctuation; and rereading your writing.

As students become familiar with concepts of print, they begin to understand that marks on a page communicate meaning. They start to draw pictures, write symbols, and eventually form letters and sentences to tell their stories.

To help young students begin to communicate in writing as quickly as possible, it is necessary to provide early instruction in basic conventions of writing, such as writing from left to right and inserting spaces between words. In kindergarten and grade 1, the Guided Writing Practice and Shared Writing opportunities impart this instruction.

- **Guided Writing Practice.** During Guided Writing Practice in the early units of kindergarten and grade 1, you will model writing letters, words, and simple sentences as the students practice writing on individual wipe-off boards. During the practice, sentence starters like “I see \_\_\_\_\_” generate practice sentences quickly while connecting to the week’s read-aloud text and writing topic. When the students write their own stories, they may use the sentence starters they practiced or begin their stories in any way they choose. This practice ensures that beginning writers get the support they need, while more experienced writers have important skills reinforced.
- **Shared Writing.** During Shared Writing time, which occurs throughout the year, you elicit the students’ ideas to write a shared story about a topic. As you write, you model thinking aloud about getting ideas, adding details to the story, and using skills and conventions such as capitalizing sentences and proper nouns, punctuating the ends of sentences, and writing complete sentences. The shared writing activities can be adapted as interactive writing activities. Rather than you writing the students’ suggestions, invite student volunteers to come to the board and write individual letters, words, or sentences as they are able. Then have the students return to their seats for independent writing.

We assume that the students are receiving separate phonics instruction alongside this writing program, including instruction about concepts of print (such as learning letter names and recognizing upper- and lowercase letters), phoneme segmentation, sight word recognition, and letter formation. Throughout the primary grades, we suggest that you model writing using letter–sound relationships that the students have learned during phonics instruction.

The program structure at grades K–2 supports students in learning the basic skills they need to communicate in writing. Because this skill instruction is cumulative and builds on prior learning, we designed the units at these grades to be taught sequentially.

### **WRITING PROCESS, GENRE, AND CRAFT (3–6)**

While students informally draft, revise, and publish their writing at grades K–2, it is not until grade 3 that the writing process becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3–6 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in the genre units.

The genre units, which focus on personal narrative, fictional narrative, expository (or informative) nonfiction, functional (or explanatory) nonfiction, opinion/argumentative writing, and poetry, immerse the students in authentic representative literature by having them hear, read, and discuss good examples of each genre. They learn about elements of a genre as they brainstorm ideas, quick-write, and write multiple drafts. After this immersion and drafting phase, each student selects a draft to develop and revise for publication in the class library. The students spend the later weeks of each genre unit revising, proofreading, publishing, and sharing their pieces from the Author’s Chair.

The genre units at grades 3–6 may be taught in any order, although we recommend that the expository nonfiction unit be taught later in the year due to its greater academic and social demands.

### **SKILLS AND CONVENTIONS**

The first several weeks of the program are an immersion period during which the students are introduced to the lesson structure and cooperative learning skills, and develop their motivation and stamina for writing. This immersion period is about inspiring good ideas and getting those ideas—in whatever form—onto paper. Students’ motivation to learn the conventions of written English (beyond the basic writing skills discussed previously for K–2 students) grows out of their desire to communicate clearly with their readers in their published pieces. Grammar, usage, punctuation, capitalization, and some spelling skills are taught in the program after the students have had ample time to draft their ideas.

### **FLEXIBLE APPROACH TO SKILL INSTRUCTION**

At grades K–2, most skill instruction occurs during the shared or modeled writing portions of the lesson, while at grades 3–6, most skill instruction occurs during the revision and proofreading phases of the writing process.

Additional instruction and practice in skills and conventions, and language skills assessments for grades 1–6 are provided in the *Skill Practice Teaching Guide* and the accompanying *Student Skill Practice Book*.

The program allows you to choose one of two possible approaches to teaching the skill lessons in the *Skill Practice Teaching Guide*. You might choose to teach the 30 lessons in sequence, or you might teach specific skills when they naturally support the writing being done in a particular genre (for example, the need to punctuate speech arises when writing fiction, while learning to use conjunctions is appropriate for connecting ideas in nonfiction). Skill Practice Notes refer you to specific lessons in the *Skill Practice Teaching Guide* that provide further instruction or practice with a skill. For more information, see the *Skill Practice Teaching Guide*.

At all grades, we assume that there is a separate spelling program in place to provide students with formal instruction in spelling patterns, inflectional endings, roots, syllabication, and other aspects of spelling.

The Grade 3 Skills and Conventions table on the following page shows where skills and conventions for your grade level are taught directly in the core lessons and suggestions for where they might be practiced. To see analogous information for other grade levels, see Appendix D: “Skills and Conventions Tables.”

## **THE 6+1 TRAIT® WRITING MODEL AND THE *BEING A WRITER* PROGRAM**

The goals of the *Being a Writer* program correlate closely to those of the 6+1 Trait Writing model of instruction and assessment developed by Education Northwest. In this widely used framework, student writing is assessed using seven distinct characteristics of writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. The framework provides you and your students with a common language to discuss good writing and rubrics to assess the quality of writing.

While the *Being a Writer* program provides an assessment framework using our “Descriptors of Successful Writing” to help you and your students understand and assess good writing, you will find numerous parallels between the two approaches. Examples of ways in which *Being a Writer* supports the 6+1 traits are described in the Support for the 6+1 Trait Model table on page xxvi.

## Grade 3 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Recognize and correct incomplete sentences		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences				■				
Complex sentences						■		
Singular and plural nouns		<input type="checkbox"/>		<input type="checkbox"/>				
Common and proper nouns	<input type="checkbox"/>							
Subjects, objects, and pronouns				■				
Possessive pronouns		<input type="checkbox"/>						
Verbs	■		<input type="checkbox"/>					
Regular and irregular verbs			■					
Adjectives	■	<input type="checkbox"/>				<input type="checkbox"/>		
Comparative and superlative adjectives			<input type="checkbox"/>	<input type="checkbox"/>				
Adverbs			<input type="checkbox"/>					
Comparative and superlative adverbs			<input type="checkbox"/>					
<b>PUNCTUATION AND CAPITALIZATION</b>								
Words in titles	■		■					
Contractions		<input type="checkbox"/>						
Commas in addresses		■	■	■	■		■	
Commas and quotation marks in dialogue			<input type="checkbox"/>					

■ Skill Practice Teaching Guide lesson referenced in a Skill Practice Note □ Instruction provided and Skill Practice Teaching Guide lesson referenced in the unit

## Support for the 6+1 Trait Model

Ideas (the Main Message)	
DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>It is clear what the piece is about.</li> <li>Writing fully communicates ideas and shows sustained thought.</li> </ul>	<ul style="list-style-type: none"> <li>Students write about specific feelings using “Feelings” face cards that they draw out of a bag. (kindergarten, Unit 2)</li> <li>Students write opening sentences that introduce their topics. (grade 1, Unit 5)</li> <li>Students write nonfiction pieces that tell true information about the polar lands. (grade 2, Unit 4)</li> <li>Students describe a time when they faced a challenge and persevered. (grade 3, Personal Narrative)</li> <li>Students write about interesting people they know. (grade 4, Fiction)</li> <li>Students choose topics they are curious about and research and write expository pieces about them. (grade 5, Expository Nonfiction)</li> <li>Students choose topics that are debatable, research the topics, generate claims based on their research, and write argumentative essays about those claims. (grade 6, Argumentative Writing)</li> </ul>
Organization (the Internal Structure of a Piece)	
DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>Writing shows elements of the genre.</li> <li>One idea connects logically to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Students write stories with a beginning, middle, and end. (grade 1, Unit 4)</li> <li>Students write opinion pieces that include opening sentences, reasons, linking words, and closing sentences. (grade 2, Unit 7)</li> <li>Students organize nonfiction reports by subtopic and in a sequence that makes sense. (grade 3, Expository Nonfiction)</li> <li>Students explore strong opening sentences written by published authors. (grade 3, Fiction)</li> <li>Students identify and indent paragraphs. (grade 4, Opinion Writing)</li> <li>Students write endings that draw a story’s events to a close. (grade 5, Personal Narrative)</li> <li>Students think about the organization of their ideas and draft their informational reports into logical sections and paragraphs. (grade 6, Expository Nonfiction)</li> </ul>
Voice (the Personal Tone and Flavor of the Author’s Message)	
DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>Writing shows individual expression and/or creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Students include details about their feelings in stories about themselves. (grade 1, Unit 4)</li> <li>Students write fiction stories about characters that are unique. (grade 2, Unit 3)</li> <li>Students write clear, direct openings that engage readers. (grade 3, Opinion Writing)</li> <li>Students write introductions that capture the reader’s interest. (grade 4, Opinion Writing)</li> <li>Students use their imaginations and cultivate a relaxed, uninhibited attitude about writing. (grade 4, Fiction)</li> <li>Students draft personal narratives, focusing on single, interesting events or topics from their own lives. (grade 5, Personal Narrative)</li> <li>Students explore how authors create voice in their writing and cultivate their own unique voices in their narratives. (grade 6, Personal Narrative)</li> </ul>
Word Choice (the Vocabulary a Writer Chooses to Convey Meaning)	
DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>Writing contains varied and descriptive vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Students include sound words and movement words in their poems. (grade 1, Unit 6)</li> <li>Students use interesting and descriptive words to help readers imagine what is happening in their poems. (grade 2, Unit 6)</li> <li>Students brainstorm alternatives for overused words such as <i>good</i>, <i>nice</i>, and <i>said</i>. (grade 3, Unit 2)</li> <li>Students use figurative language (for example, simile and personification) in their poems. (grade 4, Poetry)</li> <li>Students use rhyme, onomatopoeia, and repetition of words and sounds in their poems. (grade 5, Poetry)</li> <li>Students use descriptive details to convey setting and character. (grade 6, Fiction)</li> </ul>

(continues)

## Support for the 6+1 Trait Model (continued)

Sentence Fluency (the Rhythm and Flow of the Language)	
DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>▪ Sentences are fluent when read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students read their writing aloud to check that it makes sense. (grade 1, Unit 5)</li> <li>▪ Students read their writing to one another to make sure it makes sense. (grade 2, Unit 4)</li> <li>▪ Students recognize and correct run-on sentences. (grade 3, Personal Narrative)</li> <li>▪ Students use transitional words and phrases (such as <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>, <i>besides</i>) to link opinions and reasons. (grade 4, Opinion Writing)</li> <li>▪ Students use transitional words and phrases (such as <i>moreover</i>, <i>finally</i>, <i>in conclusion</i>, <i>to illustrate</i>, <i>however</i>) to link opinions and reasons. (grade 5, Opinion Writing)</li> <li>▪ Students use transitional words and phrases that show time, sequence of events, or location and that connect one idea to another. (grade 6, Expository Nonfiction)</li> </ul>
Conventions (the Mechanical Correctness)	
DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>▪ Writing demonstrates increasing command of grammar, usage, and mechanics.</li> <li>▪ Writing demonstrates increasing command of grade-appropriate spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students approximate spelling using letter-sound relationships they have learned in their phonics instruction. (kindergarten, Unit 2)</li> <li>▪ Students capitalize the first letters of sentences and use periods at the ends. (grade 1, Unit 2)</li> <li>▪ Students use the Word Bank section of their <i>Student Writing Handbooks</i> to check the spelling of words. (grade 2, Unit 5)</li> <li>▪ Students use quotation marks to punctuate dialogue. (grade 3, Fiction)</li> <li>▪ Students proofread their drafts using the Proofreading Notes section of their <i>Student Writing Handbooks</i>. (grade 4, Expository Nonfiction)</li> <li>▪ Students use prepositions and prepositional phrases. (grade 5, Fiction)</li> <li>▪ Students check for noun-pronoun agreement and identify unclear pronoun antecedents in their writing. (grade 6, Fiction)</li> </ul>
Presentation (How the Writing Actually Looks on the Page)	
DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
<ul style="list-style-type: none"> <li>▪ Presentation is not formally addressed as a descriptor of successful writing, but students have numerous opportunities to attend to presentation during the publishing phase of the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students contribute to class books that are placed in the classroom library. (kindergarten, Unit 2)</li> <li>▪ Students create books with titles and illustrated covers about their favorite objects. (grade 1, Unit 5)</li> <li>▪ Students publish nonfiction books with an illustration, diagram, or other nonfiction text element. (grade 2, Unit 4)</li> <li>▪ Students explore and integrate features of published books (such as a dedication page, author's note, back cover blurb) and incorporate these into the final versions of their stories. (grade 3, Fiction)</li> <li>▪ As a class, students title a class book and determine other features to include (such as a dedication page, illustrations). (grade 4, Personal Narrative)</li> <li>▪ Students explore and integrate text features (such as diagrams, maps, graphs) into their reports. (grade 5, Expository Nonfiction)</li> <li>▪ Students create comprehensive bibliographies of their research sources and include them in their published informational reports. (grade 6, Expository Nonfiction)</li> </ul>

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## Focus on Social/Ethical Development

Research shows that building a safe and caring classroom community helps students develop a sense of responsibility for their own learning and behavior, as well as empathy and motivation to help others (Schaps 2004). Students who receive support in building their social and emotional skills demonstrate significant gains in academic achievement (Durlack et al. 2011). In the classroom writing community, students work in pairs, in small groups, and as a class to listen to and discuss writing, brainstorm ideas for writing, and share their writing.

### **BUILDING RELATIONSHIPS**

Caring, respectful relationships are the foundation of the writing community and you, as the teacher, play a key role in building a warm relationship with each student as well as in facilitating and strengthening relationships among the students. The program creates deliberate opportunities to build these relationships. Early in the year, the students learn procedures (such as gathering for sharing and using cooperative structures) in which they are responsible to one another. As the year goes on, they regularly plan for, discuss, and solve problems related to their work together. They cultivate empathy by imagining how others might feel, and they explore why it is important to treat others with care and respect. When they feel connected to others and cared for, students learn to relax and take the risks necessary to grow academically, socially, and ethically.

### **VALUES AND SOCIAL SKILLS**

As you help the students build relationships, you also help them understand the values that underlie these relationships. Across every year of the program, broad social goals help the students think about and act on five core values: responsibility, respect, caring, fairness, and helpfulness. The students reflect on what it means to act on these values and how their actions affect the community. Lapses in applying the values are seen as normal learning experiences, rather than failures. In addition to these five core values, the students explore other values that arise in the read-alouds, such as courage, perseverance, gratitude, and compassion.

The social skills that students learn in the program help them to act on these values in a deliberate way. They learn basic social skills (such as listening to others and taking turns) early in the year, laying the foundation for the more sophisticated skills they learn and practice later in the year, when both their academic work and resulting social interactions become more demanding. (For example, learning how to express appreciation for other people's writing early in the year prepares the students to give and receive specific feedback about their writing later in the year.)

The table on the facing page gives an overview of some of the social goals of the program, the social skills taught in support of those goals, and the grade levels at which they are taught.

Social skills are taught when developmentally appropriate; a skill that is formally taught in the primary grades will be reviewed and integrated in subsequent grades.

Examples of Social Goals	Examples of Skills Taught to Support the Goal	K	1	2	3	4	5	6
Students listen respectfully to the thinking of others and share their own.	Speak clearly.	■	■	■	□	□	□	□
	Listen to one another.	■	■	■	□	□	□	□
	Give their full attention to the person who is speaking.	■	■	■	□	□	□	□
	Share their partners' thinking with the class.	■	■	■	□	□	□	□
Students work in a responsible way.	Handle materials responsibly.	■	■	■	■	■	■	■
	Use Writing Time responsibly.	■	■	■	■	■	■	■
	Confer in pairs responsibly.			■	■	■	■	■
Students express interest in and appreciation for one another's writing.	Ask one another questions about their writing.	■	■	■	■	■	■	■
	Use the prompt "I found out" to express interest in one another's writing.	■	■	■				
Students make decisions and solve problems respectfully.	Discuss and solve problems that arise while working with others.	■	■	■	■	■	■	■
	Reach agreement before making decisions.	■	■	■	■	■	■	■
Students act in fair and caring ways.	Share materials fairly.	■	■	■	■	■	■	■
	Act considerately toward others.	■	■	■	■	■	■	■
Students help one another improve their writing.	Ask for and receive feedback about their writing.			■	■	■	■	■
	Give feedback in a helpful way.			■	■	■	■	■

■ goal formally taught □ goal reviewed and integrated

## RANDOM PAIRING

We recommend that you pair students randomly at the beginning of each unit and have those partnerships stay together for the entire unit. Working with the same partner over time helps students work through and learn from problems, build successful methods of interaction, and develop their writing skills together. Random pairing sends several positive messages to the students: there is no hidden agenda or reason behind how you pair students (such as achievement level), every student is considered a valuable partner, and everyone is expected to learn to work with everyone else. Random pairing also results in heterogeneous groupings

over time, even though some pairs may be homogeneous in some way during any given unit (for example, both partners may be female). The box below suggests some methods for randomly pairing the students.

### Some Random Pairing Methods

- Distribute playing cards and have each student pair up with someone who has the same number or suit color.
- Place identical pairs of number or letter cards in a bag. Have each student pull a card out of the bag and find someone who has the same number or letter.
- Cut magazine pictures in half. Give each student a picture half. Have each student pair up with the person who has the other half of the picture.

For more information about pairing English Language Learners (ELLs), see “Considerations for Pairing ELLs” on page lii.



## COOPERATIVE STRUCTURES

Cooperative structures are taught and used at every grade level to increase students’ engagement and accountability for participation. These structures help the students learn to work together, develop social skills, and take responsibility for their learning. Students talk about their thinking and hear about the thinking of others. Cooperative structures are suggested for specific questions throughout the lessons and are highlighted with an icon (☞). In addition, you can use cooperative structures whenever you feel that not enough students are participating in a discussion, or, conversely, when many students want to talk at the same time.

Students at all grade levels learn “Turn to Your Partner” and “Think, Pair, Share.” In grades 3–6, you might consider introducing “Heads Together” and “Group Brainstorming,” when appropriate.

### Cooperative Structures in the Program

- **Turn to Your Partner.** Partners turn to one another to discuss a question.
- **Think, Pair, Share.** Each student thinks individually about a question before discussing his or her thoughts with a partner. Pairs then report their thinking to another pair or to the class. This strategy is especially appropriate when the students are asked to respond to complex questions or when they are developing story ideas.
- **Heads Together.** Groups of four students discuss a question among themselves. Groups might then share their thoughts with the class.
- **Group Brainstorming.** Groups of four generate as many ideas as they can about a question as a group member records. These lists are then shared with the class.

## PAIR CONFERENCES

In grades 2–6 of the *Being a Writer* program, the students learn to confer in pairs about their writing. They learn that the purpose of a conference is for partners to help each other improve their writing and that a conference entails not only sharing their writing, but discussing it as well. They learn to initiate and conduct conferences, and they practice both the academic and social skills necessary to discuss particular aspects of their writing, as well as how to ask for, give, and receive helpful feedback.

Partners confer at different stages of the writing process. Sometimes they review their drafts together to simply share their writing. At other times, they confer to give each other feedback about how to improve pieces they want to publish. Often the entire class will confer in pairs as you walk around, observe, and support them. In grades 3–6, the students sometimes initiate their own pair conferences as needed during the writing period, either with a regular writing partner or with another available student.

Through conferring, the students practice listening carefully and taking an interest in other people’s thinking and writing. They learn to focus on specific aspects of their partners’ writing, sometimes asking themselves questions like “Am I getting to know this character’s personality?” or “Can I follow what’s happening? Am I confused at any point?” The students learn to give feedback respectfully and to receive it thoughtfully. Before and after each pair conference session, you facilitate discussions to first help the students plan how they will interact and then to discuss what went well, the problems they had and how they might be avoided, and how they acted responsibly. (For more about pair conferences, see “Managing Pair Conferences” on page xliii.)

# Teaching the Program

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## How the Grade 3 Program Is Organized

In the *Being a Writer* program at grade 3, there are nine units, each varying in length from one to six weeks. Each week has five days of instruction.

### UNITS 1 AND 2

We intend for these units to be taught in order at the beginning of the year. Unit 1 builds the classroom writing community while inspiring the students to tap into their intrinsic motivation to write by drafting many pieces in a variety of genres. Unit 2 introduces them to the writing process as each student selects a draft to revise, proofread, and publish. During these first two units, the students learn the processes, procedures, cooperative structures, and social skills they need to successfully participate in the writing community throughout the year.

### GENRE UNITS

The genre units focus on personal and fictional narrative, expository (informative) nonfiction, functional nonfiction, opinion writing, and poetry. They may be taught in any order, although we recommend that you teach the expository nonfiction unit later in the year. Each genre unit begins with an immersion period in which the students hear and read many examples of the genre. During this time, the students try their hand at writing drafts in that genre. Midway through most genre units, each student selects one draft to develop, revise, proofread, and publish for the classroom library.

### UNIT 9

Unit 9, the last unit, is taught at the end of the year to help the students reflect on their growth as writers and as members of the classroom writing community.

### OVERVIEW OF INSTRUCTION

The *Being a Writer* program comprises 30 weeks of instruction, which allows time for you to:

- Extend or finish units that take longer than expected
- Provide free writing time so students can practice what they have learned
- Confer with students in a way that is more general than is suggested in the units (see “Teacher Conferences” on page xxxviii)

- Teach Writing About Reading activities, Extensions, and/or Technology Mini-lessons (see “Extending the Instruction” on page xx)
- Teach a unit from the *Writing Performance Task Preparation Guide*
- Teach writing content not introduced in the *Being a Writer* program

As you plan the instruction for the year, you might want to build in additional time for these activities. (For example, after the opinion writing unit, you might set aside time to teach the opinion writing unit in the *Writing Performance Task Preparation Guide*.)

### Sample Calendar for Grade 3

	Unit	Title	Length	Focus
FALL	1	The Writing Community	3 weeks	Build a caring writing community Get ideas for writing from read-alouds Draft many pieces in a variety of genres
	2	The Writing Process	2 weeks	Select drafts to develop and publish Revise drafts Proofread for spelling and conventions Write final versions and publish
	Genre	Personal Narrative	4 weeks	Write about single, interesting events or topics from the students’ own lives Use sensory details Use temporal words Explore strong opening sentences and endings that draw a story’s events to a close
WINTER	Genre	Fiction	6 weeks	Develop characters using physical descriptions, actions, thoughts, and speech Use interesting verbs and adverbs Write endings that bring a story’s event to a close
	NARRATIVE WRITING UNIT FROM THE <i>WRITING PERFORMANCE TASK PREPARATION GUIDE</i> (1 WEEK)			
	Genre	Expository Nonfiction*	6 weeks	With a partner, research and write a report about an animal Explore expository text features to include in reports (e.g., illustrations, captions, tables of contents) Take research notes and organize them by topic
INFORMATIVE/EXPLANATORY WRITING UNIT FROM THE <i>WRITING PERFORMANCE TASK PREPARATION GUIDE</i> (1 WEEK)				

(continues)

## Sample Calendar for Grade 3 (continued)

	Unit	Title	Length	Focus
SPRING	Genre	Functional Writing*	3 weeks	Write directions for how to do various activities Explore audience, purpose, sequence, accuracy, completeness, and clarity in directions
	Genre	Opinion Writing	3 weeks	Identify audience and purpose for opinion writing Write clear statements of opinion supported by reasons Explore clear, direct openings and conclusions that restate the opinion
	<b>OPINION WRITING UNIT FROM THE WRITING PERFORMANCE TASK PREPARATION GUIDE (1 WEEK)</b>			
	Genre	Poetry	2 weeks	Explore imagery, sound, and form in poetry Tap into creativity
	9	Revisiting the Writing Community	1 week	Reflect on growth as writers and as community members Plan summer writing

\*Expository Nonfiction in *Being a Writer* corresponds to Informative Writing in some standards. Functional Writing corresponds to Explanatory Writing in the standards.

## Planning and Teaching the Lessons

We offer the following considerations to help you plan and teach the *Being a Writer* lessons.

### UNIT AND WEEK OVERVIEWS

To prepare to teach a unit, begin by reading the unit's introductory pages. The Resources list specifies the physical materials and the supplemental activities for the entire unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). The unit's opening page and the Overview table acquaint you with the goals and general outline of the unit; in genre units, the Development Across the Grades table shows you how instruction within that genre builds across grades.

### Unit 1 The Writing Community

**RESOURCES**

**Read-alouds**

- *The Pops and the Great One*
- *Almost Judy Blume*
- *Goodbye, Alex*
- *She Came Bringing Me That Little Baby Girl*
- *Almost Always Goodnight!*
- *Things Will Never Be the Same*
- *Oliver Scafe*
- *Overcast and Snow*
- *Adeline*
- *I Wonder Why the Sea Is Salty*
- *Half Queen*
- *In November*

**Writing About Reading Activities**

- *"Make Connections to Things Will Never Be the Same"*
- *"Write Opinions About Another Reader"*
- *"Make Connections to In November"*

**Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

**Whiteboard Activities**

- *"Setting Up Procedures for the Year"* (A07)
- *"Setting Up Writing Conventions"* (A07)
- *"Comparative Structures Overview"* (A09)
- *"Using 'Then in Your Partner'"* (A011)
- *"Using 'Think, Stop, Share'"* (A012)
- *"Social Reflection"* (A014)
- *"Thinking and Looking at the Speaker"* (A014)
- *"Understanding Vocabulary Through a Read-aloud"* (A020)
- *"Planning a Lesson"* (A022)
- *"Using CCC's Whiteboard Activities"* (A023)

**Assessment Forms**

- *"Class Assessment Record"* (A03-CAS)
- *"Classroom Writer"* (A03-CWS)
- *"Beginning of your Writing Sample Record"* (A03)
- *"End of your Writing Sample Record"* (A03)

**Reproducible**

- *Unit 1 Family Letter* (B03A1)

**Professional Development Media**

- *"Building a Community of Writers"* (A07)
- *"Teachable Structure of the Writing Lessons"* (A07)

**Technology Extensions**

- *"Learn More About Elster Greenleaf"*
- *"Further Explore Oliver and Sam"*

**Extensions**

- *"Read a Variety of Genres Aloud"*
- *"Discuss the Students' Writing Goals and Intentions"*

**Assessment Resource Book**

- *Unit 1 assessments*

**Student Writing Handbook**

- *"Examples from In November"*

**OVERVIEW**

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b>	Getting Ideas for Writing Read-aloud • Think to write about	Getting Ideas for Writing <i>The Pops and the Great One</i> Read-aloud • Clear point of view	Learning About an Author <i>Things Will Never Be the Same</i> Read-aloud • Writing body	Getting Ideas for Writing <i>Oliver and Sam</i> Read-aloud • Family members	Getting Ideas for Writing <i>She Came Bringing Me That Little Baby Girl</i> Read-aloud • Family members
<b>Week 2</b>	Learning About an Author <i>Things Will Never Be the Same</i> Read-aloud • Family members	Getting Ideas from Our Own Lives <i>Things Will Never Be the Same</i> Read-aloud • Personal experiences	Exploring a Powerful Technique <i>Things Will Never Be the Same</i> Read-aloud • Family members	Getting Ideas from Reading <i>Oliver and Sam</i> Read-aloud • Family members	Getting Ideas from Reading <i>Oliver and Sam</i> Read-aloud • Family members
<b>Week 3</b>	Getting Ideas for Writing Read-aloud • Using 2	Getting Ideas and Plan Read-aloud • Read-aloud questions	Getting Ideas for Writing Read-aloud • Family members	Getting Ideas for Writing Read-aloud • Family members	Getting Ideas and Sharing Read-aloud • Family members

Prepare for each week by reading that week’s Overview, including the list of read-aloud texts, the online resources, and the writing and social focuses. The Do Ahead section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the week’s writing and social focuses from lesson to lesson. The Teacher as Writer section featured each week helps you cultivate your own skill and voice as a writer. (For more information, see “Teacher as Writer” on page liii.)

**Week 1 OVERVIEW**

**The Pain and the Great One**  
by Judy Blume, illustrated by Steve Triest  
She thinks her brother is a pain, he thinks she's a heavy heart-wad.

**Grandpa's Face**  
by Elsie Greenfield, illustrated by Floyd Cooper  
Timothy loves her grandfather's face, but one expression scares her.

**"About Judy Blume"**  
excerpted from [judyblume.com](http://judyblume.com)  
(see page 22)  
Judy Blume describes her life as a writer and tells the story behind *The Pain and the Great One*.

**Article**

**She Came Bringing Me That Little Baby Girl**  
by Elsie Greenfield, illustrated by John Dugarte  
Kevin expects his mother to bring home a little brother, but she brings home a little baby girl instead.

**Online Resources**  
Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

**Whiteboard Activities**  
• WA1-0163

**Assessment Forms**  
• "Class Assessment Record" sheets (CA1-CA2)

**Professional Development Media**  
• "Building a Community of Writers" (A12)  
• "Setting Up Procedures for Your" (A15)  
• "Cooperative Structures Overview" (A19)  
• "Using 'Turn to Your Partner'" (A11)  
• "Timing and Leading at the Speaker" (A14)  
• "Using CCC Whiteboard Activities" material (A17)

**Writing Focus**

- Students hear and discuss good writing.
- Students generate ideas for writing.
- Students write freely about things that interest them.
- Students learn about a professional author's writing practice.

**Social Development Focus**

- Teacher and students build the writing community.
- Students learn procedures for Writing Time and for "Turn to Your Partner."
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

**DO AHEAD**

- ✓ Plan a space in the classroom, such as a rug area, for the class to gather for read-alouds. The students should sit facing you, close enough to you to see the books you will share. If a rug area is not available, plan how the students will arrange their chairs so they can sit facing you.
- ✓ Collect enough lined writing notebooks and pads of small (3½" x 2") self-stick notes so that every student in the class will have one of each. See "Student Books, Notebooks, and Folders" on page 411.
- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.
- ✓ Prior to Day 3, decide how you will randomly assign partners to work together during Unit 1 and 2. See "Random Pairing" on page 616 and "Considerations for Pairing ELLs" on page 61. For more information, view "Cooperative Structures Overview" (A19).

**TEACHER AS WRITER**

"I write to find out what I'm thinking about."  
— Edward Albee

Being a writer yourself can help you in teaching your students to write. In *Teacher as Writer*, we offer weekly prompts to help you in your own development as a writer, as well as instructive quotes by well-known writers. We encourage you to start a writing notebook, to write in it at least several times a week, and to share your writing regularly with colleagues who write. (See "Building the Adult Writing Community at Your School" on page 6 for ideas about creating a writers' group at your school.) In your notebook this week, describe yourself as a writer. Consider:

- What was writing like for you in school?
- What is it like for you now?
- How do you hope to develop as a writer?

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## PREPARING THE DAILY LESSONS

Each lesson, generally, is divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. Each section has its own requirements in terms of student movement and teacher facilitation. Keep these in mind as you plan to teach the lesson. To prepare:

- Read the bulleted lesson purposes that precede the day’s instruction and keep them in mind as you read the entire lesson, including any *Student Writing Handbook* pages, reproducible materials, and whiteboard activities (WA), and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- View any professional development media (AV) referred to in the lessons.
- Plan any teacher modeling required in the lesson.
- Review suggested discussion questions and decide which ones you will ask. Also review the week’s Facilitation Tip and look for opportunities in the lesson to use facilitation techniques.

- Plan how you will pace the lesson to keep it moving. A lesson (including writing time) is designed to take, on average, 35–40 minutes at grades K–2 and 45–60 minutes at grades 3–6.
- Review any optional activities and decide if and when you want to do them with the class. Some require additional materials or preparation.

## PROFESSIONAL DEVELOPMENT MEDIA

Brief videos created for the second edition of the *Being a Writer* program help you with effective implementation. The videos, intended for viewing when planning lessons, provide a range of support, including tips for teaching various genres and conferring with the students, demonstrations of teachers modeling specific techniques (such as approximating spelling and punctuating sentences), and examples of students using cooperative structures. For a complete list of professional development media, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction and that provide background information and tips. These lesson features are listed below.

### Helpful Lesson Features

- **Beginning-of-year Considerations.** This feature appears in the Overview of each week in Unit 1 in kindergarten and grade 1. It provides information about how you might modify these early lessons based on where your students are developmentally.
- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.
- **ELL Notes.** These notes suggest various strategies to support English Language Learners (ELLs) during a lesson.
- **Skill Practice Notes.** In grades 1–6, these notes refer to specific lessons in each grade’s *Skill Practice Teaching Guide* that provide direct instruction or additional practice with specific skills and conventions. The lessons identified in the notes are relevant to the writing that the students are doing in the core instruction.

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## Helpful Lesson Features *(continued)*

- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students' responses) in order to increase participation and encourage deeper conversations among your students.
- **Cooperative Structure Icons.** These icons indicate where in the lesson students work in pairs or small groups and where the cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We selected vocabulary words based on how crucial they are to understanding the text and on the unlikelihood that students will be able to glean their meaning from the context. Definitions are provided.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.
- **"Students might say."** This feature gives you ideas of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some ideas in the "Students might say" note and then ask them to generate additional ideas.
- **"You might say."** This feature provides sample language you can draw on when you model writing, revising, and proofreading, incorporating skill instruction as you do so. Providing the students with opportunities to see you model writing while thinking aloud helps them apply the instruction to their own writing.
- **Chart Diagrams.** These diagrams illustrate charting techniques and examples of text generated by the class or by teacher modeling. (For more information about the charts used in the program, see "Charts" on page xli.)
- **Technology Tips.** These notes suggest ways you might integrate technology in the writing lessons. In grades 3–6, they also refer to Technology Mini-lessons, which instruct students on topics such as how to navigate safely online and how to conduct online research. (For more information, see "Technology Mini-lessons" on page xlvi.)
- **2D Barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.
- **Teacher Conference Notes.** These notes help you confer with individual students during the writing lessons. (See "Teacher Conferences" on the following page.)
- **Class Assessment Notes.** These notes help you observe and assess the whole class during pair conferences and Writing Time. (See "Assessments" on page xxxix.)
- **End-of-unit Considerations.** This feature provides information on wrapping up a unit and conducting final unit assessments.

## TEACHER CONFERENCES

Early in the year, you will begin conferring with individual students during the writing lessons. The purposes of these conferences are to assess and support individual students in their writing. You can keep an ongoing record of your conferences by documenting your observations and suggestions for each student on a “Conference Notes” record sheet (CN).

- **Conferring During the Units.** Your initial conference focuses on just getting to know the students as writers—their skills, motivation, and interests. As the year progresses, you will focus more on particular aspects of writing that you have taught in the lessons. The Teacher Conference Notes suggest questions to guide your thinking as you read a student’s writing and listen to him or her read and talk about it. These questions are followed by suggestions for supporting the student based on what you noticed. The conferences in each unit focus on reinforcing the teaching you have done so far in that unit. During each unit, we encourage you to confer with every student at least once or twice, depending on the length of the unit.
- **Additional Conferring.** We suggest that, when possible, you conduct additional conferences with individual students during any free writing time, broadening your focus to respond more generally to their writing. Point out and discuss things that you might otherwise skip over during a unit conference, such as misused words (for example, *there/their/they’re*), missing punctuation, run-on sentences, or a tendency to “tell” rather than “show” (for example, *The dog was happy* versus *The dog wagged his tail and jumped in circles while barking happily*). In addition, you can discuss questions like:

- Q *What are you writing?*
- Q *Where did you get the idea for this piece?*
- Q *What have you learned about good writing that you can use in this piece?*
- Q *What is one question you want to ask me about your piece?*
- Q *What do you want help with?*

In the conferences, it is helpful to use a tone of genuine interest and curiosity to foster students’ confidence and willingness to learn about writing. You can point out elements of writing you see them experimenting with (“When I read the sentence ‘I crunched the red leaves with my feet,’ I could hear those dry, autumn leaves”) and ask open-ended questions about their writing (“What other words can you include to help your reader imagine what it’s like in this park?” or “What were you thinking about when you changed the words in this sentence?”). When teaching directly, it helps to discuss conventions in terms of how authors communicate with readers (“Let me show you how writers let us know when one character stops speaking and another one begins”), rather than simply following a rule (“All speech must have quotation marks”).

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## Assessments

The *Being a Writer* assessments have two main purposes: to help you make informed instructional decisions as you teach the program and to help you track your students' writing and social development over time. The program provides a range of assessments, including both formative and summative assessment tools.

Each assessment has a corresponding record sheet in the *Assessment Resource Book*. You may choose to record your students' progress using printed copies of the forms from the *Assessment Resource Book* or through the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" on page xlv.

### FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time through class observation, individual conferences, and analysis of student writing.

Formative assessments in the program comprise the following:

- **Class Assessment.** Class Assessment Notes within the lessons occur about once per week. They are designed to help you assess the writing and sometimes the social performance of the whole class. During this assessment, we suggest that you walk around and observe students working individually or in pairs (perhaps selecting strong, average, and struggling writers to observe). Ask yourself the questions in the Class Assessment Note and follow up with the suggested interventions, if necessary. You can record your observations on the corresponding "Class Assessment Record" sheet (CA).
- **Teacher Conferences and Student Goals and Interests Survey.** Teacher Conference Notes provide you with specific questions related to the students' writing that you might ask yourself or a student when conferring individually. Many notes also include suggestions for supporting struggling students. You can record your observations from each conference on the corresponding "Conference Notes" record sheet (CN). We encourage you to confer with each student at least twice per unit.

You might use the questions listed in the first Teacher Conference Note in the program as a beginning-of-year survey of your students' goals and interests. The questions in the final Teacher Conference Note of the year can serve as an end-of-year survey of the students' perceptions of their growth as writers, attitudes toward writing, and goals for summer writing.

- **Student Self-assessment (Optional).** At grades 2–6, this assessment is included in all units in which the students formally publish a piece of writing. The “Student Self-assessment” record sheet (SA) provides questions for the students to think about as they analyze their published pieces for characteristics of good writing. The self-assessment also invites the students to think about what they did well in their writing and what they want to continue to work on.
- **Beginning- and End-of-year Writing Samples (Optional).** This assessment can be used to determine a baseline for individual students’ writing ability. The students are asked to write in response to a prompt and are encouraged to incorporate what they know about good writing and the writing process into their pieces. You can analyze each student’s writing using the “Beginning-of-year Writing Sample Record” sheet (WS).  
  
You can follow the same procedure to obtain end-of-year writing samples, and then analyze each student’s writing using the “End-of-year Writing Sample Record” sheet (WS). You can then compare the two pieces to evaluate the students’ progress made over the course of the school year.

For more information about the formative assessments in the program, see “Assessments” on page vi of the *Assessment Resource Book*.

## SUMMATIVE ASSESSMENTS

Summative assessments allow you to evaluate and score each student’s writing for units in which the students produce a final or published piece of writing.

- **Social Skills Assessment.** At grades 1–6, the Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. We recommend that you assess your students’ social development three times per year (at the beginning, middle, and end of the year), using the “Social Skills Assessment Record” sheet (SS).
- **Individual Writing Assessment.** This end-of-unit assessment is designed to help you assess growth in individual students’ writing. If needed, the “Individual Writing Assessment” record sheet (IA) can be used to help you assign grades.

For more information about the summative assessments in the program, see “Assessments” on page vi of the *Assessment Resource Book*.

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## Tips for Managing the Program in Your Classroom

We offer the following suggestions to help you manage the *Being a Writer* program in your classroom.

### ROOM ARRANGEMENT AND MATERIALS

- We recommend a classroom arrangement that allows for quiet individual writing at desks, regular partner work at desks, and whole-class gatherings and discussion. A rug or classroom library area is ideal for whole-class gathering. If this is not possible, think of a way to have the students face and sit close enough to you to hear and see the read-alouds and participate in discussions.
- Plan a place and a chair (sometimes two) to use for Author’s Chair sharing.
- Free up wall space for a word wall (at K–2 only) and for posting paper charts generated in the lessons.
- Gather writing and publishing materials in a central location, and make students responsible for maintaining this area neatly. Materials might include lined and unlined paper, pencils, pens, pads of self-stick notes, highlighters, crayons or markers, construction paper, staplers, and any other desired materials for making books (such as hole punches and string).

### CHARTS

In the *Being a Writer* program, charts are used to model shared writing, show sample writing, list ideas, and display writing tasks. The program features both paper charts and digital whiteboard charts. The latter are referred to in the lessons as whiteboard activity (WA) charts and are accessed via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). If your classroom is not equipped with an interactive whiteboard, you can print the whiteboard activity charts and display them using a projection device. The weekly Do Ahead section and daily Materials lists make clear which type of chart will be used for any specific task. In cases where a chart needs



to be displayed throughout the week, unit, or year, we recommend using paper charts. (Write large enough so the charts can be read from a distance.) For more information, see the “Using CCC’s Whiteboard Activities” tutorial (AV73).

## STUDENT BOOKS, NOTEBOOKS, AND FOLDERS

- Each student in grades 2–6 is responsible for maintaining a *Student Writing Handbook*, a *Student Skill Practice Book* (optional), a writing notebook, and a writing folder for loose papers and works-in-progress. Students in grade 1 use all of the above materials except a *Student Writing Handbook*. Label the covers of all of these with the students’ names, and encourage the students to be responsible for maintaining these in good shape in their desks. These materials should stay in the classroom during the year, rather than go home with the students.
- Each student in grades 1–6 uses a writing notebook. Because writing notebooks are not included with the program, you will need to provide each student with a writing notebook at the beginning of the year (or have the students bring their own from home). We strongly recommend full-size notebooks (no smaller than a 7" × 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. *Being a Writer* composition books are available for additional purchase on the Center for the Collaborative Classroom’s website ([collaborativeclassroom.org](http://collaborativeclassroom.org)).
- The writing folders can be file folders or pocket folders, or they can be made out of folded construction paper or card stock.
- In kindergarten, we suggest that you provide writing folders to organize the students’ writing during the week. You might distribute them daily and collect them at the end of each writing period. You may wish to establish another system for managing the flow of student papers. For example, you may ask the students to place their completed work in a box on your desk and to keep works-in-progress in folders stored in their cubbies.

## MANAGING WORKFLOW

- Establish procedures to help the students move works-in-progress through the writing process. For example, when a student finishes his or her final version and makes it into a book, the student might place it in a “Publication” basket in the corner of the class library to be read aloud during an upcoming Author’s Chair sharing time.

## MANAGING PAIR CONFERENCES

- When the whole class is conferring in pairs, you might have pairs of students spread out around the room so they can more easily focus and hear one another. (Students learn specific procedures for conferring in pairs during the lessons.)
- In grades 3–6, when students initiate their own pair conferences during Writing Time, you might designate an area of the room where they may go to talk, away from other students who are working quietly.

# Using the Technology Features

The *Being a Writer* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes.

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## Digital Teacher Resources

The program comprises a suite of digital resources, including the *Being a Writer Digital Teacher's Set* set as well as access to the CCC Learning Hub and the CCC ClassView app.

### DIGITAL TEACHER'S SET

The *Being a Writer Digital Teacher's Set* includes electronic versions of the *Teacher's Manual*, *Assessment Resource Book*, *Skill Practice Teaching Guide*, and *Writing Performance Task Preparation Guide* for use on a tablet device or computer. Features of the *Digital Teacher's Set* include linked cross-references and direct access to the CCC Learning Hub, the CCC ClassView app (see the next page for more information), and professional development media.

### CCC LEARNING HUB

The CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) is your source for the following resources:

- Whiteboard activity charts to display or print
- Printable blackline masters, such as family letters and student handouts
- Digital reference copy of the *Student Writing Handbook*
- Digital reference copy of the *Student Skill Practice Book*
- A link to the CCC ClassView app, as well as direct links to printable or interactive assessment forms
- Professional development and instructional media



For more information, see the “Using the CCC Learning Hub” tutorial (AV82).

## CCC CLASSVIEW APP

The CCC ClassView app is an online application that contains all of the forms and instructions available in the *Assessment Resource Book*. This tool also enables you to collect, sort, synthesize, and report assessment data for each student electronically. You can access the app by tapping the assessment icon links in the *Digital Teacher's Set*, visiting the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), or going directly to the CCC ClassView app ([classview.org](http://classview.org)). For more information about the CCC ClassView app, view the “Using the CCC ClassView App” tutorial (AV80).



## Additional Technology Features

Additional lesson features integrate technology into the program in a variety of ways.

### TECHNOLOGY TIPS

These notes, located in the margins of the core lessons, suggest ways to incorporate technology into the instruction or list related professional development media that support your use of technology in the classroom.

### TECHNOLOGY EXTENSIONS

These optional activities identify ways in which you can use technology to extend instruction, when appropriate. For example, students might listen to and discuss an online interview with an author or publish their writing in an online format such as a class blog.

### TECHNOLOGY TUTORIALS

These videos help you understand how to effectively implement the program's technology features and how to use widely available technology, such as presentation tools. They include:

- “Getting Started with Your Print *Teacher's Manual*” (K–6)
- “Getting Started with Your *Digital Teacher's Set*” (K–6)
- “Using the CCC Learning Hub” (K–6)
- “Using CCC's Whiteboard Activities” (K–6)
- “Using the CCC ClassView App” (K–6)
- “Using Web-based Whiteboard Activities” (3–6)
- “Using Web-based Teaching Resources” (K–6)
- “Using Presentation Tools” (3–6)
- “Creating a Class Blog” (3–6)
- “Using Social Networking Sites” (3–6)

## TECHNOLOGY MINI-LESSONS

These optional lessons, located in Appendix A in grades 3–5, instruct students on a variety of technology subjects. These lessons include:

- “Navigating Safely Online”
- “Maintaining Privacy Online”
- “Showing Respect Online” (grades 4–6 only)
- “Choosing Effective Search Terms”
- “Understanding Search Results”
- “Using Filters to Narrow Results”
- “Evaluating Research Sources”
- “Citing Online Sources” (grades 4–6 only)
- “Creating Documents”
- “Creating Presentations”

# Special Considerations

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## Teaching the Program in Multi-age Classrooms

If you are teaching a multi-age class, we recommend that you choose the level of the program that is appropriate for the majority of your students to use throughout the school year. Since the program provides plenty of time for writing practice and individual conferences, all of your students will be able to develop comfortably as writers even if the lessons are designed for students at a lower or higher grade level.

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## Supporting English Language Learners (ELLs)

The *Being a Writer* program helps you implement effective teaching strategies to meet the needs of all students, including ELLs. (For more information, see “How the *Being a Writer* Program Supports ELLs” on page xlviii.)

While the program is an effective tool in teaching writing to ELLs, it is not intended to stand alone as a comprehensive linguistic development program. It is assumed that additional support in second language acquisition is occurring for ELLs outside of this program.

### **ABOUT TEACHING WRITING TO ELLs**

One myth about teaching ELLs is that good teaching alone will meet their linguistic and academic needs, that they will simply “pick up” the language in the typical classroom context. While “good teaching” (developmental, research-based instructional strategies) certainly benefits ELLs enormously, it is important to target their specific academic and linguistic strengths and needs. The first step is to develop an accurate picture of each student’s English language proficiency level and previous academic experience.

### **STAGES OF SECOND LANGUAGE ACQUISITION**

Learning a new language is a developmental process. The following table outlines the generally accepted stages of acquiring a language and the characteristics of students at each stage. Progress from one stage to the next depends on a wide variety of factors, including cognitive and social development and maturity, previous academic experience, family education and home literacy practices, personality, cultural background, and individual learning styles.

## Stages of Second Language Acquisition

Developmental Stages of Language Proficiency (under immersion)	Student Characteristics
Stage 1: Receptive or Preproduction (can last up to 6 months)	Often nonverbal during this period Acquires receptive vocabulary (words and ideas that children “take in” or learn before they begin to produce words verbally) Conveys understanding through drawing, writing, and gesturing Gradually becomes more comfortable in the classroom
Stage 2: Early Production (can last 6 months to 1 year)	Uses one- to two-word answers Verbally labels and categorizes Listens more attentively Writes words and some simple sentences
Stage 3: Speech Emergence (can last 1 to 3 years)	Speaks in phrases, short sentences Sequences stories using words and pictures Writes simple sentences
Stage 4: Intermediate Fluency (can last 3 to 5 years)	Uses increased vocabulary Speaks, reads, and writes more complex sentences Demonstrates higher-order skills, such as analyzing, predicting, debating, etc.
Stage 5: Advanced Fluency (can last 5 to 7 years)	Demonstrates a high level of comprehension Continues to develop academic vocabulary Continues to speak, read, and write increasingly complex sentences

### HOW THE *BEING A WRITER* PROGRAM SUPPORTS ELLs

English Language Development strategies are an inherent part of the program’s design. In addition, the program suggests ways to modify the instruction to enhance support for ELLs. There are a number of effective English Language Development (ELD) instructional strategies integrated throughout the *Being a Writer* program. These strategies help make the content comprehensible, support students at their individual level of language proficiency, and help students see themselves as valuable members of the classroom community. The table on the next page shows the ELD strategies used in *Being a Writer*.

## English Language Development (ELD) Strategies in the *Being a Writer* Program

Emphasis on writing as meaningful expression	<p>Balanced approach to listening, speaking, reading, and writing</p> <p>Teacher questioning</p> <p>Explicit teacher modeling</p> <p>Writing in narrative, expository (informative), and opinion genres</p> <p>Activating prior knowledge</p> <p>Making connections (i.e., text-to-self)</p> <p>Building intrinsic motivation through providing choice</p>
Visual aids and engaging materials	<p>Rich, meaningful literature</p> <p>Engaging book art</p> <p>Emphasis on writing and illustration</p> <p>Teacher modeling of writing, revising, and proofreading</p>
Explicit vocabulary instruction	<p>Opportunities to preview and discuss read-alouds before lessons</p> <p>Building academic vocabulary</p> <p>Brainstorming lists of words to use in students' writing</p>
Creating a respectful, safe learning community	<p>Active, responsible learning</p> <p>High expectations for classroom interactions</p> <p>Explicit classroom procedures and routines</p> <p>Explicit social skills instruction</p> <p>Regular discussions to reflect on classroom values and community</p>
Cooperative learning	<p>Cooperative structures ("Turn to Your Partner" and "Think, Pair, Share")</p> <p>Ongoing peer partnerships</p> <p>Opportunities to express thinking orally and listen to others' thinking</p> <p>Sharing work and reflecting</p>

### ADDITIONAL STRATEGIES FOR SUPPORTING ELLs

In addition to the practices embedded in the *Being a Writer* lessons, ELL Notes provide specific suggestions for adapting instruction to meet the needs of ELLs. In addition, you can implement a number of general strategies to help ELLs participate more fully in the program. These include:

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.

- **Using visual aids and technology.** Photographs, realia (real objects), diagrams, and even quick sketches on the board can help to increase a student’s comprehension. When giving directions, physically modeling the steps and writing them on the board while saying them aloud are effective ways to boost comprehension. Audiovisual resources such as recordings of books read aloud, author interviews, and interactive versions of read-alouds can also be helpful.
- **Inviting expression through movement and art.** Having students express their thinking through movement and art can be enormously powerful. Drawing, painting, dancing, mimicking, role-playing, acting, singing, and chanting rhymes are effective ways for students to increase comprehension, build vocabulary, and convey understanding. The Total Physical Response (TPR) method, developed by James Asher, helps children build concepts and vocabulary by giving them increasingly complex verbal prompts (stand, sit, jump, etc.) that they act out physically and nonverbally (see Bibliography on page 751).
- **Building vocabulary.** ELL vocabulary is highlighted for most read-alouds in the program, and we recommend that you introduce this vocabulary (discuss it, act it out, draw it, etc.) and define it during the reading. In addition, you might brainstorm words related to particular read-alouds or themes (see the example below). The students can then illustrate each word and post the illustrations next to the printed words, creating a visual chart to refer to as they write.

Ideas for “First Time” Stories		
tooth	broken bone	ocean
kindergarten	sleepover	birthday
baby brother	airplane	friend
apartment	bike	snow

- **Preteaching.** It is a good idea to preteach concepts with ELLs, when possible. This can mean previewing vocabulary, doing a picture walk of a story, or looking at realia or photographs before a lesson. Preteaching in a student’s primary language can be particularly effective—teachers, instructional aides, parents, or other community members can be enlisted to help. Some of the *Being a Writer* read-aloud books are available in Spanish. For a list of these titles, visit the Center for the Collaborative Classroom’s website ([collaborativeclassroom.org](http://collaborativeclassroom.org)).

- **Simplifying questions.** Open-ended questions are used throughout the *Being a Writer* program to elicit language and higher-order thinking from students. These questions are often more complex in structure than closed or one-word-answer questions. While all learners, including ELLs, benefit from the opportunity to consider such questions, you might modify complicated questions into simpler ones to increase comprehension and participation by your ELLs. The table below lists some suggestions for simplifying questions.

### Suggestions for Simplifying Questions

Suggestion	Original Question	Simplified Question
Use the simple present tense.	What was happening at the beginning of the story?	What happens at the beginning of the story?
Use active rather than passive voice.	How was the window broken in the story?	Who broke the window in the story?
Ask <i>who/what/where/when</i> questions rather than <i>how/why</i> questions.	How are you and your partner working together?	What do you and your partner do to work well together?
Avoid the subjunctive.	If you were going to write about a family member, what might you write?	You will write a story about someone in your family. What will you write?
Provide definitions in the question.	Why is the old woman so reluctant to name the dog?	The old woman is <i>reluctant</i> ; she does not want to name the dog. Why?
Provide context clues as part of the question.	What happens at the beginning of the story?	Peter wakes up and it is snowing. What else happens at the beginning of the story?
Elicit nonverbal responses. (Stages 1–3)	What do you see in this picture that tells about the words?	This picture shows the sentence “I like to paint.” Point to the paints. Point to the paintbrushes.
Elicit responses of 1–2 words or short phrases. (Stages 1–3)	What do you think will happen when Peter puts the snowball in his pocket?	Peter puts the snowball in his pocket. Is that a good idea?

- **Assessing comprehension.** When students are in the preproduction and early production stages of language acquisition, it can be hard to assess exactly what they understand. It is important not to confuse lack of verbal response with lack of understanding. Rather than force ELLs to produce language before they are

ready (which can raise anxiety and inhibit their progress), you can assess nonverbal responses while the students are actively engaged by asking yourself questions such as:

- Q *Do the student’s drawings and written symbols communicate thinking or show evidence of my teaching (such as completing a frame sentence and illustrating it appropriately, or including a beginning, middle, and end in a story)?*
- Q *Does the student nod, laugh, or demonstrate engagement through other facial expressions?*
- Q *Does the student pick up academic and social cues from peers?*
- Q *Does the student follow classroom signals and routines?*
- Q *Does the student follow simple directions (such as “Please get out your writing notebooks and pencils”)?*
- Q *Does the student utter, chant, or sing some familiar words or phrases?*

By carefully observing your ELLs and employing some of the strategies suggested here (as well as those in the ELL Notes in the lessons), you will be able to support your students’ development as writers and as caring, collaborative participants in your writing community.

## CONSIDERATIONS FOR PAIRING ELLs

A key practice in the *Being a Writer* program is to have students work in unit-long partnerships. Random pairing is suggested as a way to ensure equity by reinforcing the value of each child in the classroom (see “Random Pairing” on page xxix). However, when considering the needs of ELLs, it may be advantageous to partner these students in a more strategic way. You might pair a beginning English speaker with a fluent English or multilingual speaker. It can be effective if the multilingual partner shares the ELL’s primary language, but we recommend prudence in asking the more fluent English speaker to serve as translator. Another option is to place ELLs in trios with fluent English speakers to allow them more opportunity to hear the language spoken in conversation. In this case, it is important to make sure that all three students are participating and including one another in the work.

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## Building the Home-School Connection

Keeping families informed about their children’s participation in the *Being a Writer* program helps family members understand and appreciate how their children are developing as writers and how they can support that development.



### FAMILY LETTERS

We provide a letter to send home with the students at the end of each unit, available in both English and Spanish. Each letter describes the unit’s focus, instruction, and social development goals and offers suggestions for encouraging writing development at home. The family letters are included in the Online Resources list for each unit and can be accessed via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

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## Building the Adult Writing Community at Your School

Being a writer yourself helps you understand the writing process and the joys and struggles that come with writing. Writing regularly informs both your instructional decisions and your interactions with individual students about their writing. We strongly encourage you to become part of an active writing community that will support you in your own development as a writer. Some particularly powerful activities for building a writing community are listed below.

### TEACHER AS WRITER

The Teacher as Writer section at the beginning of each week offers writing prompts and instructive quotes by well-known writers to inspire you. The prompts relate to the writing focuses for the students that week.

We suggest that you start a writing notebook and write in it several times a week, both in school during the daily Writing Time and outside of school. Find opportunities to share your writing regularly with a writing partner or group.

### STARTING A WRITERS' GROUP AT YOUR SCHOOL

To start a writers' group at your school, find other adults (including teachers, administrators, parents, and other school staff) who are interested in writing regularly and supporting one another in writing. If there is a lot of interest, consider starting more than one writers' group to keep any one group from becoming too large. Schedule meetings at regular intervals (every month, every six weeks, or every other month) to share and discuss writing. Meetings can take place on or off school grounds, and the format can range from formal to informal. Many sources of information about how to start and conduct a writers' group are available online; search for this information using the keywords "starting a writers' group."

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## Using *Being a Writer* with Other Programs from the Center for the Collaborative Classroom

Center for the Collaborative Classroom has developed other programs that can be used in conjunction with *Being a Writer* in a language arts curriculum. For more information about any of these programs, visit the Center for the Collaborative Classroom's website ([collaborativeclassroom.org](http://collaborativeclassroom.org)).



# Lessons

**READ.**

**SHARE**

**WRITE.**

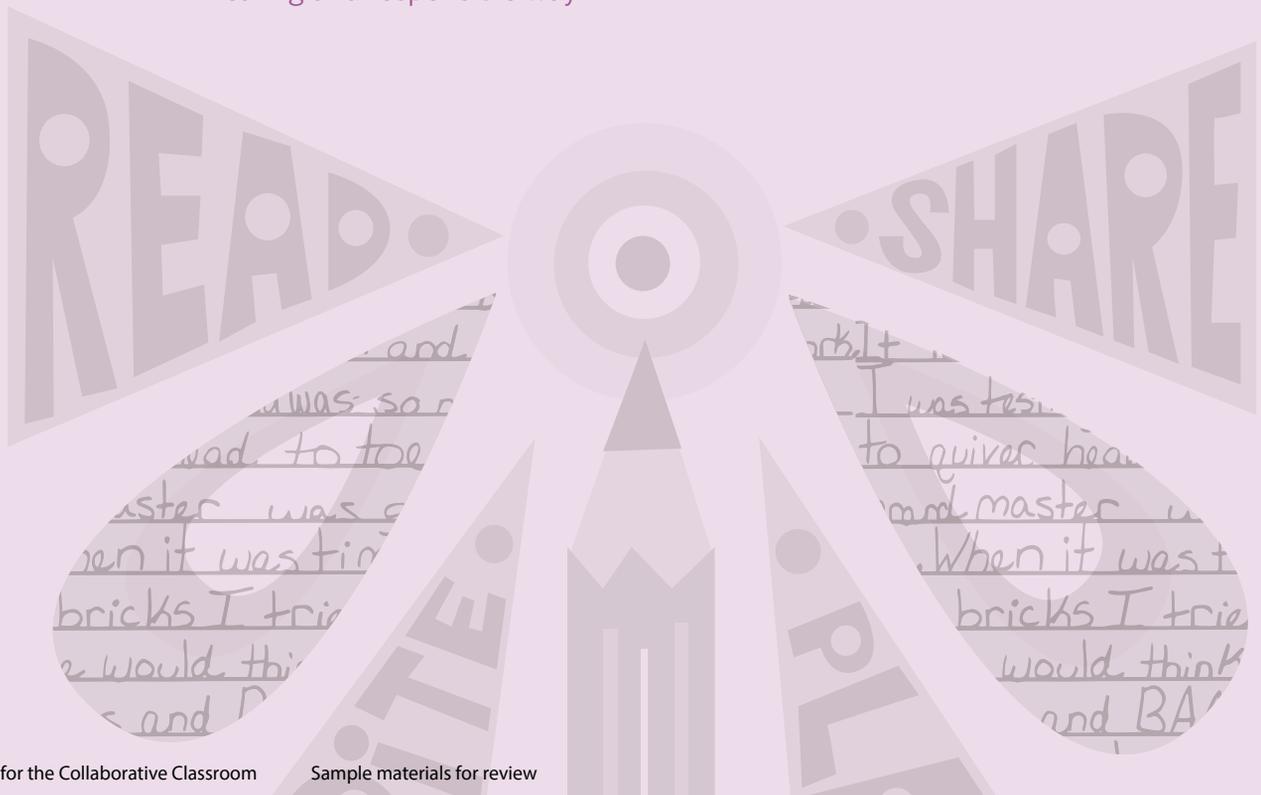
**PLAN**



# Unit 1

# The Writing Community

During this three-week unit, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing and begin to learn about the writing practice of professional authors. They explore prewriting techniques and write freely in their writing notebooks about things that interest them. They learn cooperative structures that they will use throughout the year, as well as discussion prompts to help them listen and connect their comments during class discussions. Finally, they begin conferring with one another about their writing in a caring and responsible way.



# Unit 1

## The Writing Community

### RESOURCES

#### Read-alouds

- *The Pain and the Great One*
- “About Judy Blume”
- *Grandpa’s Face*
- *She Come Bringing Me That Little Baby Girl*
- “About Eloise Greenfield”
- *Things Will Never Be the Same*
- *Silver Seeds*
- *Oceans and Seas*
- *Atlantic*
- *I Wonder Why the Sea Is Salty*
- *Hello Ocean*
- *In November*

#### Writing About Reading Activities

- “Make Connections to *Things Will Never Be the Same*”
- “Write Opinions About Acrostic Poems”
- “Make Connections to *In November*”



#### Technology Extensions

- “Learn More About Eloise Greenfield”
- “Further Explore Oceans and Seas”

#### Extensions

- “Read a Variety of Genres Aloud”
- “Discuss the Students’ Writing Goals and Interests”

#### Assessment Resource Book

- Unit 1 assessments

#### Student Writing Handbook

- “Excerpts from *In November*”



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA16

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA5)
- “Conference Notes” record sheet (CN1)
- “Beginning-of-year Writing Sample Record” sheet (WS1)

#### Reproducible

- Unit 1 family letter (BLM1)

#### Professional Development Media

- “Building a Community of Writers” (AV1)
- “Predictable Structure of the Writing Lessons” (AV3)

- “Setting Up Procedures for the Year” (AV5)
- “Setting Up Writing Conferences” (AV7)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Turning and Looking at the Speaker” (AV16)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Planning a Lesson” (AV33)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Getting Ideas for Writing:</b> <i>The Pain and the Great One</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>People to write about</li> </ul>	<b>Getting Ideas for Writing:</b> <i>The Pain and the Great One</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Own point of view</li> </ul>	<b>Learning About an Author:</b> "About Judy Blume" <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing freely</li> </ul>	<b>Getting Ideas for Writing:</b> <i>Grandpa's Face</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Family members</li> </ul>	<b>Getting Ideas for Writing:</b> <i>She Come Bringing Me That Little Baby Girl</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Feeling bad, then good</li> </ul>
Week 2	<b>Learning About an Author:</b> "About Eloise Greenfield" <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas from our own lives</li> </ul>	<b>Getting Ideas from Our Own Lives:</b> <i>Things Will Never Be the Same</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Memories</li> </ul>	<b>Exploring a Prewriting Technique</b> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Favorite sentence</li> </ul>	<b>Getting Ideas from Poetry:</b> <i>Silver Seeds</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Acrostic poems</li> </ul>	<b>Getting Ideas from Nonfiction:</b> <i>Oceans and Seas</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Nonfiction topics</li> </ul>
Week 3	<b>Getting Ideas for Writing:</b> <i>Atlantic</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Using <i>I</i></li> </ul>	<b>Getting Ideas and Pair Conferring:</b> <i>I Wonder Why the Sea Is Salty</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Nonfiction questions</li> </ul>	<b>Getting Ideas for Sensory Details:</b> <i>Hello Ocean</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Sensory details about a place</li> </ul>	<b>Getting Ideas for Sensory Details:</b> <i>In November</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory words about a month</li> </ul>	<b>Getting Ideas and Sharing Focus:</b> <ul style="list-style-type: none"> <li>Sharing a favorite sentence</li> </ul>

# Week 1

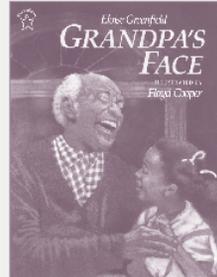
## OVERVIEW



### *The Pain and the Great One*

by Judy Blume, illustrated by Irene Trivas

She thinks her brother is a pain; he thinks she's a bossy know-it-all.



### *Grandpa's Face*

by Eloise Greenfield, illustrated by Floyd Cooper

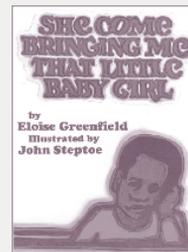
Tamika loves her grandfather's face, but one expression scares her.



### "About Judy Blume"

excerpted from judyblume.com (see page 22)

Judy Blume describes her life as a writer and tells the story behind *The Pain and the Great One*.



### *She Come Bringing Me That Little Baby Girl*

by Eloise Greenfield, illustrated by John Steptoe

Kevin expects his mother to bring home a little brother, but she brings home a little baby girl instead.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA3

### Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)

### Professional Development Media

- "Building a Community of Writers" (AV1)
- "Setting Up Procedures for Year" (AV5)
- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV11)
- "Turning and Looking at the Speaker" (AV16)
- "Using CCC's Whiteboard Activities" tutorial (AV73)

## TEACHER AS WRITER

*“I write to find out what I’m thinking about.”*

— Edward Albee

Being a writer yourself can help you in teaching your students to write. In *Teacher as Writer*, we offer weekly prompts to help you in your own development as a writer, as well as instructive quotes by well-known writers. We encourage you to start a writing notebook, to write in it at least several times a week, and to share your writing regularly with colleagues who write. (See “Building the Adult Writing Community at Your School” on page liii for ideas about creating a writers’ group at your school.)

In your notebook this week, describe yourself as a writer. Consider:

- What was writing like for you in school?
- What is it like for you now?
- How do you hope to develop as a writer?

### Writing Focus

- Students hear and discuss good writing.
- Students generate ideas for writing.
- Students write freely about things that interest them.
- Students learn about a professional author’s writing practice.

### Social Development Focus

- Teacher and students build the writing community.
- Students learn procedures for Writing Time and for “Turn to Your Partner.”
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

## DO AHEAD

- ✓ Plan a space in the classroom, such as a rug area, for the class to gather for read-alouds. The students should sit facing you, close enough to you to see the books you will share. If a rug area is not available, plan how the students will arrange their chairs so they can sit facing you.
- ✓ Collect enough lined writing notebooks and pads of small (1½" × 2") self-stick notes so that every student in the class will have one of each. See “Student Books, Notebooks, and Folders” on page xlii.
- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.
- ✓ Prior to Day 3, decide how you will randomly assign partners to work together during Units 1 and 2. See “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).



(continues)

## DO AHEAD *(continued)*

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1) on page 6 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA2) on page 7 of the *Assessment Resource Book*.
- ✓ (Optional) Plan a time during the first month of school to obtain a beginning-of-year writing sample from your students. For more information on how to obtain this writing sample, see “Obtaining a Beginning-of-year Writing Sample” on page 2 of the *Assessment Resource Book*.

## In this lesson, the students:

- Hear and discuss a story
- Learn the procedure for gathering
- Gather in a responsible way
- Become familiar with their writing notebooks

## ABOUT WRITING INSTRUCTION EARLY IN THE YEAR

All growth and learning in the art and craft of writing depend on a solid foundation of abundant, uninhibited writing. To get enough sheer practice with the physical and mental act of writing during their elementary school years, students must tap into their intrinsic motivation to write. Unit 1 helps students develop this motivation by inspiring them to write freely and daily about things that interest them. Engaging read-alouds are used to stimulate creativity and as examples to inspire writing. In this unit, it is more important for the students to write generously, free from concerns about making it right or “good,” than it is for them to write complete, correct pieces.

To support the students’ writing practice in Unit 1, formal skill instruction is delayed until Unit 2. It continues in the “Revision, Proofreading, and Publishing” phase of all the genre units. For the time being, relax your expectations about the students’ spelling and grammatical correctness and encourage them to just write freely, getting their ideas down on paper.

## GETTING READY TO WRITE

### 1 Introduce the Writing Community

Introduce the *Being a Writer* program by explaining that this year the students will be members of a classroom writing community. In this community, they will write about things that interest them, share and talk about their writing, learn about what professional authors do, and become stronger writers. Ask and briefly discuss as a class:

- Q *What are some things you’ve written?*
- Q *What are some reasons that you write, in or out of school?*

#### Students might say:

- “I write when I leave my parents a note about where I’m going.”
- “I have to write a list of things to do for homework every week.”
- “I wrote a long story about a field trip we took in second grade.”

## Materials

- *The Pain and the Great One*
- “People We Can Write About” chart (WA1)
- Writing notebook and a pencil for each student
- Self-stick note for each student

## Teacher Note

For more information, view “Setting Up Procedures for the Year” (AV5).



## Teacher Note

For more information, view “Building a Community of Writers” (AV1).



## Technology Tip

The above are two videos in a series of professional development videos in the *Being a Writer* program. For more information about the content of the videos and how to view them, see “Professional Development Media” on page xxxvi.

### Teacher Note

If you are teaching the *Being a Writer* program with other programs from the Center for the Collaborative Classroom, these notes alert you to connections between them.

If the students have already learned a procedure for gathering for a read-aloud, use the same procedure for gathering to discuss writing. Take this opportunity to remind the students of the procedure and of your expectations.

### Teacher Note

When more than one question appears next to a **Q**, ask the first question, discuss it, and then follow up with the subsequent questions.

### Teacher Note

The pages of *The Pain and the Great One* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author's name. (Page 3 says "The Pain" and page 5 begins "My brother's a pain.") This system is used throughout the program for all read-alouds with unnumbered pages.

Explain that writers constantly read examples of good writing to help them get ideas for their own writing and to give them a sense of the way good writing looks and sounds. This year the students will have many opportunities to hear, read, and discuss good writing.

## 2 Learn and Practice the Procedure for Gathering to Discuss Writing

Explain that the class will gather to hear a read-aloud. Tell the students that you would like them to gather and sit facing you, either on a rug or in their seats. Before asking the students to move, state your expectations.

#### You might say:

"I expect you to move quickly, quietly, and without bumping into one another."

Ask:

**Q** *What do you want to keep in mind to make moving go smoothly?*

Have the students move to their places. Ask:

**Q** *What did you do to be responsible as you moved? What might you do differently when we try it again?*

If the students have difficulty answering the questions, you might share your own observations.

#### You might say:

"I noticed you were careful not to bump into anyone on your way to the rug. You came straight to the rug instead of doing something else first. Next time you might try moving more quietly."

If necessary, have the students return to their desks and practice the procedure until they are able to gather in an orderly way. Explain that the students will use the same procedure every time they gather to talk about writing.

Explain that today you will read aloud an example of good writing. Invite the students to both enjoy the story and think about what it would be like to write such a story.

## 3 Read the First Part of *The Pain and the Great One* Aloud

Show the cover of *The Pain and the Great One* and read the title and the author's name aloud. Explain that you will read the first part of the book today and the second part tomorrow.

Read "The Pain" on pages 3–18 aloud slowly and clearly, showing the illustrations as you read.

## 4 Discuss the Story

After reading, ask and briefly discuss the questions that follow. Be ready to reread from the story to help the students recall what they heard.

- Q *Who is telling this story? Who is “the Pain”?*
- Q *What do you find out about the little brother in this story?*
- Q *If you were going to write a funny story about someone you know, whom might you write about? What might you write about that person?*

### Students might say:

“I would write about my baby sister. She can be a pain, too. She follows me all over the house.”

“I can write about my big brother. His hair is always a big mess when he gets out of bed!”

“I would write about my best friend. She makes funny faces and always makes me laugh.”

Display the “People We Can Write About” chart (WA1). As the students offer ideas, record two or three of them as brief notes on the chart.

### People We Can Write About

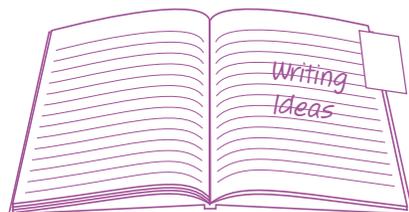
- baby sister—she follows me all over the house
- big brother—hair’s a mess in the morning
- best friend—makes funny faces

WA1

## WRITING TIME

### 5 Introduce Writing Notebooks

Distribute a writing notebook, a pencil, and a self-stick note to each student. Explain that this year the students will do all their *drafting*, or first-time writing, in their notebooks. They will also keep ongoing lists of writing ideas in the back of their notebooks. Have the students count back ten pages from the end of their notebooks, mark that page with the self-stick note, and write “Writing Ideas” in big letters on that page. Explain that the students will list all of their ideas this year in this section of their notebooks.



### Teacher Note

If the students have difficulty answering these questions, offer some examples like those in the “Students might say” note.

### Technology Tip

Whiteboard activities (WA) are digital charts that are intended to be displayed using an interactive whiteboard.

Alternatively, you may print the PDF versions of the whiteboard activities and project them using a projection device.

For more information, view the “Using CCC’s Whiteboard Activities” tutorial. (AV73).



### Teacher Note

Save the “People We Can Write About” chart (WA1) to use on Day 2.

On the first blank page of the writing ideas section, have each student write “People We Can Write About” at the top of the page. Have the students copy ideas they like from the class chart and then add other ideas for people they can write about. Encourage them to talk to the students sitting near them to get ideas.

After a few moments, signal for the students’ attention. Have them share a few more ideas, and add these to the chart.

Explain that the students will begin drafting in their notebooks tomorrow and that they may wish to use their ideas from today. Have the students write their names on their notebooks, and explain that you will remind them to bring their notebooks with them when they gather to talk about writing.

## SHARING AND REFLECTING

### 6 Reflect and Adjourn

Ask and briefly discuss:

**Q** *What did you like about writing in your notebook today?*

Tell the students how you would like them to return to their seats. Have them return. If necessary, have them practice moving to their seats until they are able to move in an orderly way. Ask and briefly discuss:

**Q** *What did you do to be responsible as you moved back to your seat?*

If the students have difficulty answering the question, you might share your own observations.

**You might say:**

“I noticed you returned to your seats quickly and quietly, without bumping into one another.”

Ask the students to put their notebooks in their desks until tomorrow.

### Teacher Note

You might tell the students that when they are being *responsible*, they are acting in ways that help them learn, work well with others, and make the classroom a caring and respectful learning community.

## In this lesson, the students:

- Hear and discuss a story
- Learn procedures for the silent writing period
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Ask the students to gather on the rug, facing you. Remind them that they heard the first part of *The Pain and the Great One* and thought about people they know that they could write about. Explain that you will read the whole book aloud today. Invite the students to think about whether they might like to try writing a story like *The Pain and the Great One*.

### 2 Read *The Pain and the Great One* Aloud

Read the story aloud from the beginning, showing the illustrations as you read. Stop after:

p. 20 "My sister's a jerk."

Ask:

**Q** *What is the second part of this book going to be about? How do you know?*

Have one or two volunteers share their thinking; then continue reading to the end of the story.

### 3 Discuss the Story

Briefly discuss the story, using the questions that follow. Be ready to reread from the story to help the students recall what they heard.

**Q** *What's funny about the way this story is written?*

**Q** *What do you find out about the big sister in this story?*

#### Students might say:

"The story is funny because both kids think their parents love the other one more."

"The big sister can be just as much of a pain to her brother as he is to her."

## Materials

- *The Pain and the Great One*
- "People We Can Write About" chart (WA1) from Day 1
- Pad of small (1½" × 2") self-stick notes for each student

### Teacher Note

If necessary, explain to the students that an *opinion* is a strongly held point of view. When we give an opinion, we are telling what we think about something.

### Teacher Note

Save the “People We Can Write About” chart (WA1) to use on Day 4.

### Teacher Note

Double-spacing will give the students the necessary space to revise and edit pieces later on.

### Teacher Note

A period of silent writing, during which you also write without interacting with the students, may feel new to you. We strongly encourage you to establish this routine early in the year. Students adapt to it quickly after a few reminders, and they learn to focus inward on their own thoughts during this time. By knowing that they are not to interrupt you or others, they come to rely on their own thinking and decisions as they write. As the writing period gradually lengthens over the coming weeks, you will begin conferring with students after writing yourself for 5-10 minutes.

Ask:

**Q** *What other ideas do you have for people you could write about today? What might you write about them?*

Display the “People We Can Write About” chart (WA1). As the students report ideas, record them on the chart. Point out that each character in *The Pain and the Great One* tells the story in a different way, and they have very different opinions about what life in their family is like. Explain that the students may also include their own opinions and ways of looking at situations as they write.

## WRITING TIME

### 4 Learn Procedures for the Silent Writing Period

Have the students return to their seats. Explain that they will spend the next 5–10 minutes silently writing whatever they want to in their writing notebooks. They may add ideas to their writing ideas section or begin drafting a story at the front of their notebooks. Tell them that you would like them to *double-space*, or skip every other line, when they write in their notebooks.

Explain that during Writing Time, you would like the class to work in silence, without talking, whispering, or walking around. Tell the students that you will give them a signal when Writing Time is over. Explain that you will be writing along with them and ask that you not be interrupted. Give the students a moment to gather what they need, sharpen pencils, etc. Then have them write at their desks in silence for 5–10 minutes. Join them in writing, periodically scanning the room.

At the end of Writing Time, call for the students’ attention. Ask them to briefly review their writing from today and then ask:

**Q** *Do you think you might want to continue adding to this piece later?*

Explain that if they wish to add to this piece later, they will need to save space in their notebooks to do so. Distribute a pad of self-stick notes to each student, and tell them to place a note on each of the next two or three blank pages to remind them to save those pages to continue their piece. When they start a new piece of writing, they will skip the pages marked with self-stick notes. If the students don’t wish to continue these pieces, they do not need to save any pages today. Ask:

**Q** *Did you remember to skip lines in your writing today?*

Explain that it is important to skip lines so there is space to add or make changes later. Tell the students that you will remind them to skip lines as they write.

## SHARING AND REFLECTING

### 5 Reflect on Writing as a Class

Ask and briefly discuss questions such as:

- Q *What did you write about today?*
- Q *Was it hard or easy to start writing? Why?*
- Q *What helped you focus on your writing today?*

Ask the students to put their notebooks and pads of self-stick notes in their desks to use again tomorrow.

## Learning About an Author

## Day 3

### In this lesson, the students:

- Learn the procedure for “Turn to Your Partner”
- Learn about a professional author
- Begin working in pairs
- Practice procedures for the silent writing period
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Pair the Students and Introduce “Turn to Your Partner”

**TEKS 1.A.i**  
Student/Teacher Narrative  
Step1 (all)

Randomly assign partners and make sure they know each other’s names. (See “Do Ahead” on page 5.) Explain that partners will stay together for Writing Time during the next few weeks.

Gather the class with partners sitting together, facing you. Explain that you will often ask partners to turn and talk to each other. The purpose is to give everyone a chance to think more about what they are learning by talking to another person.

Explain the “Turn to Your Partner” procedure by saying, “Sometimes I will ask a question and say ‘Turn to your partner.’ When you hear this, you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you’re saying, raise your own hand so others can see the signal, and turn back to face me.”

### Materials

- “About Judy Blume” (see page 22)
- *The Pain and the Great One* from Day 1
- “Writing Time” chart (WA2)

### Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

### Teacher Note

The partners you assign today will stay together for Units 1 and 2. Take some time at the beginning of today’s lesson to let the students get to know each other by talking informally in a relaxed atmosphere. You might have them report to the class some interesting things they learned about each other.

### Teacher Note

If your students are already familiar with “Turn to Your Partner,” you do not need to model it here. Instead, take the opportunity to remind the students of your expectations for the procedure.

To see an example, view “Using ‘Turn to Your Partner’” (AV11).



### Teacher Note

A visual signal, such as a raised hand, allows the students to finish what they are saying before turning back to face you. Build accountability by reminding the students to raise their own hands when they turn to face you.

### Teacher Note

Notice that you ask the question *before* saying “Turn to your partner.” This gives all of the students a chance to hear and consider the question before moving to face their partners.

## 2 Model “Turn to Your Partner”

Have a student act as your partner, and model turning to face each other and introducing yourselves by your full names. Then ask the students to turn to face each other and introduce themselves. After a moment, raise your hand and have them turn back to face you.

Practice again by asking:



**Q** *What are you interested in writing (or writing about) this year? Turn to your partner.*

Have partners discuss their thinking. After a moment, signal for their attention. Have a few volunteers briefly share what they discussed with the class.

Explain to the students that you will read another piece of writing aloud and that the students will practice using “Turn to Your Partner” to discuss some questions. State that later in the lesson you will ask them to report how they did.

## 3 Read “About Judy Blume”

Show the cover of *The Pain and the Great One* and remind the students that they heard this book by Judy Blume earlier. They also thought about people in their lives that they could write about. Show page 2 of the book and read the dedication aloud. Ask and briefly discuss:



**Q** *Who do you think “the original Pain and the Great One” might be? Why might Judy Blume have dedicated this book to them? Turn to your partner.*

Have partners discuss the question. After a moment, signal for their attention and have one or two volunteers share with the class.

Explain that Judy Blume answers this and other questions about her writing life on her website and that you will share with the students some of what she has written there. Read “About Judy Blume” (see page 22) aloud slowly and clearly. After reading, ask:



**Q** *What did you find out about Judy Blume? Turn to your partner.*

Have partners discuss the question. After a moment, signal for their attention. Invite one or two volunteers to share with the class. Ask the students to take responsibility for listening by raising their hands if they can’t hear the person who is speaking.

Ask and briefly discuss:

**Q** *What did you do to be a responsible partner during “Turn to Your Partner”?*

#### Students might say:

“I listened to my partner during ‘Turn to Your Partner.’”

“We talked about the question, and we didn’t talk about anything else.”

“We took turns and listened to each other.”

## WRITING TIME

### 4 Write Independently

Ask the students to return to their seats. Explain that they will spend the next 10 minutes silently writing whatever they choose in their writing notebooks. Display the “Writing Time” chart (📄 WA2) and explain what the students can do during this time.

#### Writing Time

- Write about something interesting you learned about Judy Blume.
- Add ideas to your writing ideas section.
- Continue the story you started yesterday, or begin drafting a different story.
- Write about anything else that interests you.

WA2

Remind the students to *double-space*, or skip every other line, as they write. Emphasize that during Writing Time you would like the class to work in silence, without talking, whispering, or walking around. Remind the students that you will give them a signal when Writing Time is over. Explain that you will be writing along with them and ask not to be interrupted.

Have the students write for 10 minutes. Join them in writing for about 5 minutes, and then walk around the room and observe them.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Writing as a Class

Ask and briefly discuss questions such as:

- Q *What did you write about today?*
- Q *What did it feel like to write quietly?*

Ask the students to put their notebooks in their desks to use again tomorrow.

#### Teacher Note

Remember, joining the students for a few minutes of silent writing demonstrates that writing is important and that you expect the students to work independently and tap into their own thinking and creativity during this time. As you write, scan the class periodically to monitor how the students are doing. If you notice off-task behavior, stop the class and restate your expectations.

# Day 4

## Getting Ideas for Writing

### Materials

- *Grandpa's Face*
- "People We Can Write About" chart (WA1) from Day 2
- "Class Assessment Record" sheet (CA1)

### ELL Note

Cooperative structures like "Turn to Your Partner" support the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and listen to others.

### Teacher Note

You may find that some of the read-alouds are below the average reading level for your grade. This is intentional, as the students will explore these texts as examples of writing. Students' writing development normally lags somewhat behind their reading level.

### Teacher Note

The pages of *Grandpa's Face* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page opposite the page that includes the author's name. (Page 5 begins "Tamika loved her grandpa.") This system is used throughout the program for all read-alouds with unnumbered pages.

### In this lesson, the students:

- Hear and discuss a story
- Practice "Turn to Your Partner"
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Gather and Review "Turn to Your Partner"

Gather the class with partners sitting together, facing you. Remind the students that they learned "Turn to Your Partner" yesterday. Briefly review the procedure and ask the students to be ready to talk in pairs again today.

### 2 Read *Grandpa's Face* Aloud

Show the cover of *Grandpa's Face* and read the title and names of the author and the illustrator aloud. Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'Tamika whined'—*whined* means 'said in a crying voice'—'Tamika whined'").

### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**whined:** said in a crying voice (p. 16)

**pretending:** making up something (p. 27)

### Stop after:

- p. 18** "Her hand bumped her glass and knocked it over, sending green water spattering onto Grandpa's shirt and across the tablecloth."

### Ask:



**Q** *What is happening in this story? Turn to your partner.*

Have partners discuss the question. After a moment, signal for their attention. Without sharing as a class, continue reading to the end of the book.

### 3 Discuss the Story

Ask and briefly discuss the question that follows. Be ready to reread from the book to help the students recall what they heard.



**Q** *What is this story about? Turn to your partner.*

Have partners discuss the question. Signal for the students' attention, and have a few volunteers share their thinking with the class. Ask:

**Q** *This story tells about a time when Tamika was upset about a family member. If you were going to write a story about a time you were upset about a family member, what might you write?*

#### Students might say:

"One time my brother wouldn't let me play with him. I was upset then."

"I was upset at my mom when she grounded me."

"It made me upset when my grandma went into the hospital. I wanted her to come home."

Display the "People We Can Write About" chart (🗨️ WA1). As the students offer ideas, add them to the chart.

## WRITING TIME

### 4 Write Independently

Have the students return to their seats. Ask them to open their writing notebooks to the next blank page and spend the next 10–15 minutes writing whatever they want. Remind them to double-space their writing.

Emphasize that during the writing period there should be no talking, whispering, or walking around. Everyone (including you) will be writing silently. You will let them know when Writing Time is over. Have the students write for 10–15 minutes. Join them in writing for 5–10 minutes, and then walk around the room and observe them. If necessary, remind them to double-space their writing.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing in silence?
- Are they staying in their seats?

If you notice students having difficulty staying in their seats or writing in silence, call for the class's attention and remind them of your expectations before having them resume writing. Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 6 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind them to use their self-stick notes to save blank pages in their notebooks for any unfinished pieces.

## SHARING AND REFLECTING

### 5 Briefly Share and Reflect on Writing

Have the students put their pencils away, and then have a few volunteers share what they wrote about today. Ask:

- Q *Who wrote about someone in your own life? Tell us about it.*
- Q *What other things did you write about today?*

# Day 5

## Getting Ideas for Writing

### Materials

- *She Come Bringing Me That Little Baby Girl*
- *Grandpa's Face* from Day 4
- *The Pain and the Great One* from Day 2
- Chart paper and a marker
- "Writing Time" chart (WA3)
- "Class Assessment Record" sheet (CA2)

### Teacher Note

Save the "Writing Ideas" chart to use throughout the unit.

In general, charts that the students will refer to over time are written on chart paper rather than displayed on the whiteboard. See "Charts" on page xli for more about the use of paper and whiteboard charts.

### In this lesson, the students:

- Hear and discuss a story
- Write freely about things that interest them
- Take responsibility for themselves

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Show the covers of *The Pain and the Great One* and *Grandpa's Face* and remind the students that they heard these books earlier. Explain that today you will read another story by the author of *Grandpa's Face*, Eloise Greenfield.

Explain that you are reading different texts aloud to help the students get ideas for their writing. On a sheet of chart paper titled "Writing Ideas," list *write about someone you know*. Explain that you will add other ideas to the chart over the coming weeks.

## 2 Read *She Come Bringing Me That Little Baby Girl* Aloud

Show the cover of *She Come Bringing Me That Little Baby Girl* and read the title aloud. Read the story aloud slowly and clearly, showing the illustrations and stopping as described below.

Stop after:

p. 14 “All she said was, ‘Where’s the baby? Where’s the baby?’”

Ask:



Q *What’s happening in this story so far? Turn to your partner.*

Have partners discuss the question. After a moment, signal for the students’ attention. Without sharing as a class, continue reading to the end of the book.

## 3 Discuss the Story and Generate Writing Ideas

Facilitate a class discussion, using the questions that follow. Encourage the students to listen responsibly to the discussion by turning to look at the person who is speaking (for example, “Shawn is going to speak now. Let’s all turn and look at him”). Ask:

Q *How does Kevin feel about his sister at the beginning of the story? At the end?*



Q *If you were going to write a story about a time you felt bad and then ended up feeling good, what might you write? Turn to your partner.*

Have partners discuss the question. Signal for the students’ attention, and have a few volunteers share with the class.

### Students might say:

“One time I was crying because I didn’t want to get a haircut. Then I got one and it turned out OK.”

“In kindergarten I was afraid to come to school, but then I got used to it and I liked it.”

“I felt bad when my cat got sick. Then it got well and I felt happy again.”

Invite the students to write about some of their ideas today, if they wish.

### Facilitation Tip

During this unit, help the students learn that they are talking to one another (not just to you) during class discussions by directing them to **turn and look** at the person who will speak. Ask speakers to wait until they have the class’s attention before starting to speak. If students are unable to hear the speaker, encourage them to take responsibility by politely asking the speaker to speak up. Repeating these techniques over the next couple of weeks will help the students learn to participate responsibly in class discussions.

To see this Facilitation Tip in action, view “Turning and Looking at the Speaker” (AV16).



### Teacher Note

The purpose of this unit is to give the students opportunities to write freely about topics they choose. Read-alouds are intended solely to stimulate creativity; the students may or may not be inspired to write something related to a read-aloud. At this point, they are not expected to learn the features of genres or to write in any particular genre.

## WRITING TIME

### 4 Write Independently

Ask the students to return to their seats. Explain that they will write silently for 10–15 minutes. Display the “Writing Time” chart (WA3) and explain what the students can do during this time.

#### Writing Time

- Write about a time you felt bad, then good.
- Choose another idea from your writing ideas section and write about it.
- Write about anything else that interests you.

WA3

Remind the students that they do not need to finish pieces of writing before starting new ones. Also review that during the writing period all students (and you) will be writing silently on their own. You will let them know when Writing Time is over. Join the students in writing for 5–10 minutes, and then walk around the room and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing in silence?
- Are they staying in their seats?
- Are they skipping lines in their notebooks?

If necessary, remind the class of your expectations for silent writing during this time. Note which students write easily and which ones have difficulty getting started. If you notice any student struggling to start writing after 10 minutes, pull her aside quietly and ask questions such as:

- Q *What are you thinking about right now?*
- Q *When was a time you felt bad, then good that you could write about? What could you write as a first sentence about that time?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 7 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. If necessary, remind the students to use their self-stick notes to save blank pages in their notebooks for any unfinished pieces.

## SHARING AND REFLECTING

### 5 Share and Reflect on Writing

Have the students put their pencils away, and then have a few volunteers share what they wrote about today. Ask:

- Q *Who wrote about a time you felt bad, then good? Tell us about it.*
- Q *Who added ideas to your writing ideas section? Tell us about them.*
- Q *What other things did you write about today?*

---

## EXTENSION

### Read a Variety of Genres Aloud

One goal for the first few weeks of this program is to expose the students to a variety of genres through read-alouds. When you have time, read various types of fiction (such as realistic fiction, fantasy, mystery, and science fiction), nonfiction (such as memoir, biography, joke and riddle books, “how-to” books, magazine or newspaper articles, and other expository text), and poetry aloud.



## About Judy Blume

excerpted from judyblume.com

### About becoming an author, Judy says:

When I was growing up, I dreamed about becoming a cowgirl, a detective, a spy, a great actress or a ballerina. Not a dentist, like my father, or a homemaker, like my mother—certainly not a writer, although I always loved to read. I didn't know anything about writers. It never occurred to me [that] they were regular people and that I could grow up to become one, even though I loved to make up stories inside my head.

I made up stories while I bounced a ball against the side of our house. I made up stories playing with paper dolls. And I made them up while I practiced the piano, by pretending to give piano lessons. I even kept a notebook with the names of my pretend students and how they were doing. I always had an active imagination. But I never wrote down any of my stories. And I never told anyone about them.

When I grew up, my need for story telling didn't go away. So when my own two children started pre-school I began to write and I've been writing ever since! My characters live inside my head for a long time before I actually start to write a book about them. Then, they become so real to me I talk about them at the dinner table as if they are real. Some people consider this weird. But my family understands.

### Where do you get your ideas?

I used to be afraid to answer that question. I thought if I ever figured it out I'd never have another one! But now I know that ideas come from everywhere—memories of my own life, incidents in my children's lives, what I see and hear and read—and most of all, from my imagination.

### What's the hardest part of writing for you?

I dread first drafts! I worry each day that it won't come, that nothing will happen.

### Is it fun to be a writer?

Not always. It's a solitary life and it can get lonely. You spend most of the day in a little room by yourself. But since I love to create characters and get to know them, I'm usually content.

*(continues)*

Excerpt from [www.judyblume.com](http://www.judyblume.com), copyright © 2007 by Judy Blume. Reprinted by permission of William Morris Agency, LLC on behalf of the author.

## About Judy Blume

(continued)

**About *The Pain and the Great One*, Judy says:**

One rainy afternoon, when my children were about six and eight and the house was filled with their friends, I suddenly got an idea. I sat right down and wrote [*The Pain and the Great One*]. The brother and sister in this book are based on my daughter Randy and son Larry. The cat is our first family pet. . . . Randy and Larry, who are grown now, still sometimes refer to each other as “The Pain” and “The Great One.”

Excerpt from [www.judyblume.com](http://www.judyblume.com), copyright © 2007 by Judy Blume. Reprinted by permission of William Morris Agency, LLC on behalf of the author.

# Week 2

## OVERVIEW

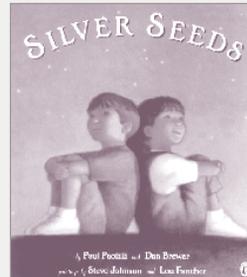


### Article

#### “About Eloise Greenfield”

excerpted from *The Big Book of Picture-Book Authors & Illustrators* by James Preller and from [eduplace.com](http://eduplace.com) (see page 45)

Eloise Greenfield talks about growing up and writing for children.



#### *Silver Seeds*

by Paul Paolilli and Dan Brewer, illustrated by Steve Johnson and Lou Fancher

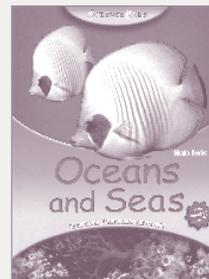
Acrostic poems describe the natural world.



#### *Things Will Never Be the Same*

by Tomie dePaola

Author Tomie dePaola narrates his life in a diary.



#### *Oceans and Seas*

by Nicola Davies

Photographs, text, and other features give information about the ocean.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA4–WA10

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Conference Notes” record sheet (CN1)

#### Professional Development Media

- “Setting Up Writing Conferences” (AV7)
- “Using “Think, Pair, Share”” (AV13)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Planning a Lesson” (AV33)

## TEACHER AS WRITER

*“I’m sure a beautiful empty notebook was the reason I wrote my first book. It was begging for filling.”*

— Jacqueline Jackson

In your writing notebook, start a section at the back called “Writing Ideas.” Jot down events and ideas from your own life that you might want to write about. Consider:

- What is your earliest memory?
- When did something strange happen to you?
- When did you feel truly content or truly miserable?
- When did you realize something you didn’t know before?

### Writing Focus

- Students hear and discuss good writing.
- Students explore prewriting techniques.
- Students learn about how a professional author gets ideas from her own life.
- Students write freely about things that interest them.

### Social Development Focus

- Teacher and students build the writing community.
- Students learn the procedure for “Think, Pair, Share.”
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 8 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a class set of the “Conference Notes” record sheet (CN1) on page 11 of the *Assessment Resource Book*. This week, you will begin conferring with individual students during Writing Time and documenting your observations and suggestions for each student.

# Day 1

## Learning About an Author

### Materials

- “About Eloise Greenfield” (see page 45)
- “Writing Ideas” chart from Week 1
- “Quick-write” chart (WA4)
- “Writing Time” chart (WA5)
- “Class Assessment Record” sheet (CA3)

### ELL Note

You might provide the prompt “I learned that . . .” to your English Language Learners to help them verbalize their answers to this question.

### Teacher Note

Quick-writes are short exercises that everyone participates in and discusses. They are an opportunity for the students to learn a technique together and to practice overcoming their “inner critic” by writing quickly, continuously, and without planning or deliberation.

### In this lesson, the students:

- Learn about a professional author
- Practice “Turn to Your Partner”
- Generate ideas from their own lives that they can write about
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Learn About Eloise Greenfield

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Remind the students that last week they heard *Grandpa’s Face* and *She Come Bringing Me That Little Baby Girl*, both by Eloise Greenfield. Explain that today you will read aloud some information about Eloise Greenfield. Invite the students to think as they listen about how her childhood might have influenced the kinds of stories she writes.

Read aloud “About Eloise Greenfield” (page 45) slowly and clearly, and then ask:



**Q** *What did you learn about Eloise Greenfield from this reading? Turn to your partner.*

Have partners discuss the question. Signal for their attention, and have a few volunteers share their thinking with the class.

#### Students might say:

“I learned that she grew up in Washington, D.C.”

“I found out that Eloise Greenfield played games like dodgeball and hide-and-seek.”

“I learned that she writes about African American families like the one she grew up in.”

Point out that, like Eloise Greenfield, the students have been getting writing ideas from their own lives. On the “Writing Ideas” chart, add *write stories from your own life*.

### 2 Introduce Quick-writes

Explain that the students will do a quick-write to help them get ideas for their own writing. Explain that a *quick-write* is a 5-minute writing exercise that everyone will do together. It gives everyone a chance to practice a particular writing technique.

Display the “Quick-write” chart (WA4) and read it aloud.

### Quick-write

- What is your earliest memory?
- When did something strange happen to you?
- When did you feel happy, sad, or afraid?
- When were you really, really surprised?

Ask the students to open to the next blank page in their notebooks and to pick one question to write about quickly for 5 minutes. Students who run out of things to say before the time is up should choose another question and keep writing. Encourage the students to keep their pencils moving and to write whatever comes to mind, without stopping to think too much about it.

After 5 minutes of silent writing, call for the students' attention. Ask and briefly discuss:

**Q** *What was it like to try to keep your pencil moving for the whole time?*

Explain that the students will have more opportunities to practice writing quickly and continuously during quick-writes. Point out that this kind of writing can be very helpful in getting ideas for writing.

## WRITING TIME

### 3 Write Independently

Ask the students to return to their seats. Explain that they will write silently for 10–15 minutes. Display the “Writing Time” chart (🌐 WA5) as you explain what the students can do during Writing Time.

### Writing Time

- Continue the piece you started during the quick-write.
- Work on a piece you started earlier.
- Start a new piece of writing about anything that interests you.

Join the students in writing for 5–10 minutes; then walk around the room and observe, assisting students as needed.

### ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and then talk quietly with you or a partner about their drawings. If necessary, support them by writing down key words or phrases they want to use so they can copy them into their writing.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students writing in silence?
- Are they staying in their seats?
- Are they skipping lines in their notebooks?

If you notice any student struggling to start writing after 10 minutes, pull him aside quietly and ask questions, such as:

- Q *What are you thinking about right now?*
- Q *What interesting thing has happened in your own life that you could write about? What could you write as a first sentence for that idea?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 8 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share and Reflect on Writing

Have the students put their pencils away. Ask and discuss the questions that follow, inviting the students to read passages of their writing aloud to the class, if they wish.

- Q *If you worked on the piece you started during the quick-write, tell us about it.*
- Q *What else did you write about today? Tell us about it.*



## TECHNOLOGY EXTENSION

### Learn More About Eloise Greenfield

Encourage the students to read more of Eloise Greenfield's books or to learn more about her by searching online with her name and the keywords "biography" or "books." Be aware that the students will hear the essays "Our House," "Chores," and "John and the Snake" from her book *Childtimes* during the Personal Narrative genre unit.

## In this lesson, the students:

- Learn the procedure for “Think, Pair, Share”
- Hear and discuss a story based on the author’s life
- Generate ideas from their own lives that they can write about
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Gather and Teach “Think, Pair, Share”

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Explain that today they will learn a cooperative structure called “Think, Pair, Share,” in which they take a moment to think quietly before turning to a partner to talk. Explain that you will ask a question and wait a few moments for them to think. When you say “Turn to your partner,” partners will turn to each other and begin talking. When you signal to them, they will end their conversation and turn their attention back to you.

To have the students practice “Think, Pair, Share,” ask:



**Q** *What is one thing you want to keep in mind today to help your partner conversation go well?* [pause] *Turn to your partner.*

After a few moments, signal for the class’s attention and have a few pairs share with the class what they discussed. Encourage the students to try the ideas they discussed as they use “Think, Pair, Share” during today’s lesson.

### 2 Read Part of *Things Will Never Be the Same* Aloud

Show the cover of *Things Will Never Be the Same* and explain that the author, Tomie dePaola, based this book on some of the experiences he had growing up. Explain that you will read a chapter about something that happened to him as a child. Tell the students that Miss Kiniry was his first-grade teacher and Miss Gardner was his second-grade teacher.

## Materials

- *Things Will Never Be the Same*
- “Writing Ideas” chart from Day 1
- “Writing Time” chart (WA6)
- Class set of “Conference Notes” record sheets (CN1)

## Teacher Note

To see an example, view “Using ‘Think, Pair, Share’ ” (AV13).

If your students are already familiar with “Think, Pair, Share,” simply remind them of your expectations.



## Teacher Note

During “Think, Pair, Share,” pause for 10 seconds for the students to think before saying “Turn to your partner.”

Show the illustration on page 54 and read Tomie’s diary entry. Then read Chapter Eight (pages 54–61) aloud slowly and clearly, stopping as described below. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, “‘Instead I saw lots of arithmetic’—*arithmetic* means ‘math’—‘Instead I saw lots of arithmetic charts up—all numbers’”).

### Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are important for the students to understand in order to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not discussed.

For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



### Suggested Vocabulary

**arithmetic:** math (p. 55)

**diary key:** small key used for the lock on a diary (p. 56)

**skate key:** key-shaped tool for tightening old-fashioned roller skates (p. 56)

**forbidden:** not allowed (p. 57)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**fall leaves decorating the walls:** leaf shapes hung up to make the room look prettier (p. 54)

**copy:** do the same thing that another person does (p. 59)

Stop after:

**p. 57** “Miss Gardner saw them and said, ‘Tommy, take those crayons home and leave them there.’”

Use “Think, Pair, Share” to have partners first think about and then discuss:



**Q** *What has Tomie told us so far about being in second grade? [pause] Turn to your partner.*

After partners discuss the question, signal for their attention. Without sharing as a class, reread the sentence and continue reading to the next stopping point.

**p. 59** “‘What’s the matter now?’ Miss Gardner asked.”

Ask:



**Q** *What else has Tomie told us about being in second grade? [pause] Turn to your partner.*

Have partners discuss the question, and then signal for their attention. Without sharing as a class, reread the sentence and continue reading to the end of page 61.

### 3 Generate Writing Ideas

Explain that authors often write about their memories. Direct the students' attention to the "Writing Ideas" chart and add *write about a memory*. Use "Think, Pair, Share" to have partners first think about and then discuss:



**Q** *What memories do you have that you might be able to write about?*  
[pause] *Turn to your partner.*

After a few moments, signal for the students' attention. Without sharing as a class, ask the students to open their notebooks to the writing ideas section and jot down some of their ideas.

After the students have had a chance to write, signal for their attention and have a few volunteers share what they wrote with the class.

## WRITING TIME

### 4 Write Independently

Ask the students to return to their seats. Explain that they will write silently for 10–15 minutes. Display the "Writing Time" chart (WA6) and explain what the students can do during this time.

#### Writing Time

- Write about a memory.
- Choose another idea in your writing ideas section and write about it.
- Write about something else that interests you.

WA6

Join the students in writing for 5–10 minutes; then begin conferring with individual students.

#### Teacher Note

If you notice many students having difficulty coming up with ideas, call for their attention. Have a few volunteers who have written their ideas read aloud what they have written. You might also model listing a few memories as the students suggest them. Then have the students go back to thinking and writing.

#### Teacher Note

For more information about conferring with students, see "Teacher Conferences" on page xxxviii. To learn more, view "Setting Up Writing Conferences" (AV7).



## Teacher Note

You might use the “Conferences Notes” record sheet (CN1) as a survey of the students’ goals and interests. For more information, see “Student Goals and Interests Survey” on page vii of the *Assessment Resource Book*.

## Facilitation Tip

Continue to remind the students to **turn and look** at the person who will speak. Ask speakers to wait until they have the class’s attention before starting to speak. Scan the class to ensure that all of the students are actively listening and participating in the discussion.



## TEACHER CONFERENCE NOTE

Over the next two weeks, call individual students to a back table and confer quietly with them for 5–10 minutes each to get a sense of their strengths and weaknesses as writers. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Briefly Share and Reflect on Writing

Have the students put their pencils away, and have a few volunteers share what they wrote today. Ask questions such as:

- Q *Who wrote about a memory from your own life? Tell us about it.*
- Q *Who added ideas from your own life to your writing ideas section? Tell us about them.*
- Q *What other things did you write about today?*

## WRITING ABOUT READING

### WRITING ABOUT READING ACTIVITIES

Writing About Reading activities provide the students with opportunities to write opinions about and make connections to texts they discuss in the *Being a Writer* program. The activities are optional and can be done at the end of the lesson or another time. For more information, see “Writing About Reading” on page xx.

## Make Connections to *Things Will Never Be the Same*

Show the cover of *Things Will Never Be the Same* and remind the students that they heard part of this book earlier. Ask:

**Q** *What do you remember about the story you heard from Things Will Never Be the Same?*

Have a few volunteers share their thinking. After they have shared, ask:

**Q** *How does this story remind you of your own life?*

### Students might say:

"This story reminds me of being in second grade. Sometimes starting a new grade is hard."

"I love to draw, just like Tomie in the story."

"It reminds me of a time when I thought someone was being unfair to me, and I got mad."

Explain that the students will write about how the story from *Things Will Never Be the Same* reminds them of their own lives. Tell the students that when you write or talk about how a story reminds you of your own life, you are making a connection to the story. Explain that making connections to stories helps us enjoy and remember them. Ask the students to watch as you model writing about how the story from *Things Will Never Be the Same* reminds you of your life.

### You might say:

"I want to write about how Tomie's diary reminds me of my own life.

I'll write: In *Things Will Never Be the Same*, Tomie dePaola writes in a diary. Notice how I included the title and author of the book in the first sentence. Next, I'll compare the book to my own life: *When I was a kid, I had a diary, too. It had a green cover and yellow pages inside. I loved to write in my diary. Nobody was allowed to open it except me. My diary even had a key, just like Tomie's diary.* Finally, I'll add a sentence that wraps up my paragraph. I'll write: *This book makes me remember how much fun I had writing in my diary.*"

Have the students begin writing about their connections. If time permits, invite the students to share their writing with the class.

## Materials

- *Things Will Never Be the Same* from Day 2

**TEKS 7.A.i**  
Student/Teacher Narrative  
Writing About Reading (all)

### Materials

- “Writing Ideas” chart from Day 2
- “Writing Time” chart (WA7)

### In this lesson, the students:

- Practice “Think, Pair, Share”
- Explore a prewriting technique
- Write freely about things that interest them
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Gather and Review “Think, Pair, Share”

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind them that yesterday they learned a cooperative structure called “Think, Pair, Share,” in which they take a moment to think quietly before partners turn to each other and talk. Ask and briefly discuss:

**Q** *When we use “Think, Pair, Share,” why is it helpful to take time to think before we start talking?*

Tell the students that they will practice “Think, Pair, Share” again today.

### 2 Introduce a Prewriting Technique

Explain that writers often get new ideas for writing from pieces they have written earlier. Today you will show them a technique that some authors use to help them come up with new ideas.

Ask the students to open their notebooks to their latest piece of writing and to read the piece silently. After a moment, ask the students to reread the piece and underline one or two sentences they particularly like.

Use “Think, Pair, Share” to have partners first think about and then discuss:



**Q** *What do you like about the sentence (or sentences) you underlined?*  
[pause] *Turn to your partner.*

After partners discuss the question, signal for their attention. Ask a few volunteers to read aloud the sentence they underlined and explain what they like about it.

#### Students might say:

“I like this sentence because I used the words *slurpy* and *slimy* and I like those words.”

“I underlined this sentence because it tells what I pictured in my mind.”

“I like the way this sentence sounds, so I underlined it.”

### 3 Quick-write: Explore a Prewriting Technique

Ask the students to copy one of the sentences they just underlined onto the top of the next blank page of their notebooks. Explain that the students will do a 5-minute quick-write today in which they will begin with the sentence they copied. Remind them to keep their pencils moving and to write whatever comes to mind without planning or thinking too hard about it.



Have the students write silently for 5 minutes. Call for their attention and have partners turn to each other and share what they wrote. Have a few volunteers read what they wrote to the class.

Use “Think, Pair, Share” to have partners first think about and then discuss:



**Q** *Was it hard or easy to start writing from the sentence you wrote at the top of your page? Why? [pause] Turn to your partner.*

After partners discuss the question, signal for their attention. Then ask and briefly discuss as a class:

**Q** *When your partner read his or her writing to you, how did you show your partner that you were interested?*

Explain that starting a new piece with a sentence from an earlier piece is a technique that the students can use whenever they feel stuck or when they don’t know what to write about. On the “Writing Ideas” chart, add *start with a good sentence from another piece*.

## WRITING TIME

### 4 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA7) and ask the students to write silently for 10–15 minutes.

#### Writing Time

- Continue the piece you started during the quick-write.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA7

Join the students in writing for 5–10 minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to call individual students to a back table and confer with them quietly for 5-10 minutes each. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. If necessary, remind them to use self-stick notes to save blank pages in their notebooks for any unfinished pieces.

## SHARING AND REFLECTING

### 5 Share Writing as a Class

Have a few volunteers share what they wrote, and encourage the class to think about what they can do to express interest and appreciation as their classmates share. Ask questions such as:

- Q *What did you like about [Lyle's] piece?*
- Q *What questions can we ask [Molly] about what she wrote?*

### 6 Reflect on Interactions

Explain that the students will have frequent opportunities this year to read their writing to other students and the whole class. Ask questions such as:

- Q *If you shared your writing with the class today, how did that feel?*
- Q *What did you do to listen responsibly to others when they shared their writing?*

### ELL Note

Questions like these help the students get to know one another, which in turn creates a sense of community that benefits everyone. English Language Learners, in particular, rely on having a supportive environment in which they can take the necessary risks to practice and grow in their use of English.

**Students might say:**

"I looked at the person who was sharing."

"I didn't talk while people were reading their writing."

"I turned my whole body toward the person reading so that person would know I was really paying attention."

## Getting Ideas from Poetry

# Day 4

### In this lesson, the students

- Hear and discuss acrostic poems
- Think about acrostic poems they could write
- Write freely about things that interest them

### Materials

- *Silver Seeds*
- "Writing Ideas" chart from Day 3
- Lined writing chart (WA8)
- "Writing Time" chart (WA9)

## GETTING READY TO WRITE

### 1 Read *Silver Seeds* Aloud

Gather the class with partners sitting together, facing you. Remind the students that you have been reading different kinds of texts to help them get ideas for writing. Tell the students that today you will read a book of poems aloud. Explain that poetry is another type of writing that can spark writing ideas. Encourage the students to think about whether they might like to try writing poems like these.

Show the cover of *Silver Seeds* and read the title and the authors' and illustrators' names aloud. Read the first four poems—"Dawn," "Sun," "Shadow," and "Hills"—by saying the name of each poem and reading the poem slowly and clearly, showing the illustration. Tell the students you will reread the poems while they look at the pages. Ask them to look carefully at the poems and think about what they notice. Reread the four poems; then use "Think, Pair, Share" to have partners discuss:



**Q** *What do you notice about these poems?* [pause] *Turn to your partner.*

Have a few volunteers share with the class.

**Students might say:**

"The letters going down spell a word."

"The whole poem is about the word."

"Sometimes there is one word for the letter and sometimes more than one."

Point out that in each poem the first letters of each line, read together, spell the name of the poem. Read the remaining poems in the book slowly and clearly, showing the illustrations as you read.

### Teacher Note

If the students have difficulty coming up with ideas, suggest some yourself (for example, for the letter *c* in the word *cat* you might suggest “cute,” “cuddly,” “curled up,” or “chasing a mouse”).

A sample acrostic poem for the word *cat* is:

**C**urled up in the window,

**A**sleep in the sun,

**T**aking an afternoon nap.

### Teacher Note

The independent writing period is gradually getting longer. Observe the students carefully and increase the time more slowly, if necessary. The goal is to get the students writing independently for at least 30 minutes per day by the end of the first genre unit.

## 2 Write an Acrostic Poem as a Class

Tell the students that now they will write a poem as a class. Display the lined writing chart (🕒 WA8). Pick a short word and write it vertically where everyone can see it (for example, *cat*). Point to the first letter and ask:

**Q** *What are some words that start with [c] that you might use in a poem about a [cat]?*

Use the students’ suggestions to write a line that begins with the first letter. Then use “Think, Pair, Share” to have partners first think about and then discuss the second letter:



**Q** *What are some words that start with [a] that you might use in a poem about a [cat]?* [pause] *Turn to your partner.*

After partners discuss the question, ask one or two volunteers to share what their partners said. Using the suggestions, write a line that begins with the second letter of the word. Repeat the process until the poem is complete.

Point out that poems like these are called *acrostic poems*. Invite the students to try writing more poems like this today. Direct the students’ attention to the “Writing Ideas” chart and add *acrostic poems* to it.

## WRITING TIME

### 3 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (🕒 WA9) and have the students write silently for 15–20 minutes.

#### Writing Time

- Try writing an acrostic poem, or any poem.
- Work on a piece you started earlier.
- Start a new piece of writing.
- Add ideas to your writing ideas section.

WA9

Join the students in writing for 5–10 minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to call individual students to a back table and confer with them quietly for 5-10 minutes each. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Briefly Share and Reflect on Writing

Have the students put their pencils away, and have a few volunteers share what they wrote today. Ask:

- Q *Who wrote a poem today? Read it to us.*
- Q *What other things did you write about?*
- Q *Is it hard or easy to come up with ideas for writing? Why do you think so?*

## Materials

- *Silver Seeds* from Day 3

# WRITING ABOUT READING

## Write Opinions About Acrostic Poems

Show the cover of *Silver Seeds* and remind the students that they heard this book earlier. Ask:

**Q** *What do you remember about the poems in Silver Seeds?*

Have a few volunteers share their thinking. Explain that you will reread the book and that you want the students to listen closely and think about which poem they like best. Reread the book aloud; then ask:

**Q** *Which poem in the book do you like best? Why is it your favorite?*

### Students might say:

"I like the poem 'Bee' best because it's funny. The very first word is 'Bzzzzz . . . .'"

"My favorite is the poem about the moon. It really does look like a melon."

"I like the poem about hummingbirds because they're my favorite birds."

Explain that each student will write a short paragraph about his favorite poem from *Silver Seeds*. If necessary, explain to the students that when they talk about liking something (or disliking it), they are giving an *opinion*, or expressing their own point of view. Tell the students that readers often have different opinions about the same thing and that is fine. What is important is that they give reasons that support their opinions.

Ask the students to watch as you think aloud and model writing a short opinion paragraph about your favorite poem from *Silver Seeds*.

### You might say:

"I'll start by stating my opinion in a way that's clear and easy to understand: *The poem about fog is my favorite poem in Silver Seeds*. I included the title of the book in my first sentence so the reader knows exactly what the subject of my paragraph is. Next, I want to give a reason that supports and explains my opinion. I'll write: *The poem says that fog is a 'blanket over the land.' I like that because a big blanket of fog sounds cozy*. Now I want to finish my paragraph by adding a sentence that reminds the reader what my opinion is. I'll write: *That's why this poem is my favorite*."

Ask each student to include a reason that supports her opinion and to end her paragraph with a sentence that reminds the reader what her opinion is. Have the students write about their opinions. If time permits, invite the students to share their opinion paragraphs with the class.

## Teacher Note

You might reread the book aloud and ask the students to listen carefully for details about their favorite poems.

## In this lesson, the students:

- Hear and discuss a nonfiction text
- Write freely about things that interest them
- Act responsibly while writing and conferring during Writing Time

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that yesterday they heard a book of poems to help them get ideas for writing. Explain that you will read another kind of text today. Invite the students to think about whether they might like to try writing a book like this.

### 2 Read Part of *Oceans and Seas* Aloud

Show the cover of *Oceans and Seas* and read the title and the author's name aloud. Read pages 6–13 aloud slowly and clearly, showing the illustrations. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, “. . . when they release hot gases and molten rock”—*molten rock* is ‘rock that is so hot that it is a liquid’—‘. . . when they release hot gases and molten rock’”).

#### Suggested Vocabulary

**volcanic hot spots:** places where volcanoes could erupt (p. 9)

**molten rock:** rock that is so hot that it is a liquid (p. 9)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**sunlit surface:** top part of the water that has the sun shining through it (p. 7)

**predators:** animals that live by hunting other animals (p. 7)

**vapor:** many small drops of liquid that float in the air (p. 8)

**landscape:** view of natural scenery (p. 10)

**gushes:** pours out quickly (p. 11)

## Materials

- *Oceans and Seas*
- “Writing Ideas” chart from Day 4
- “Writing Time” chart (WA10)

## Teacher Note

You might use self-stick notes to mark the places in the book where the suggested vocabulary words appear. Write the meaning of the word on the note to help you define it smoothly without interrupting the reading. To learn more, view “Preparing the Daily Lessons” on page xxxv. You may also wish to view “Planning a Lesson” (AV33).



Ask:

**Q** *How is this book different from a story like The Pain and the Great One or Grandpa’s Face?*

**Students might say:**

“It’s about real things. Those other stories are made up.”

“It’s just telling information about the ocean. In a story, something happens.”

“There are no characters.”

“It has real pictures.”

Point out that in a nonfiction book like *Oceans and Seas* the author writes true information about a specific topic. Direct the students’ attention to the “Writing Ideas” chart and add *nonfiction books* to it.

### **3** Quick-write: Brainstorm Nonfiction Topics

Ask the students to consider the following question individually for a moment:

**Q** *What nonfiction topic would you like to know more about?*



Have the students do a 5-minute quick-write in which they jot their ideas on a page labeled “Nonfiction Ideas” in the writing ideas section of their notebooks. After the quick-write, have partners share their ideas with each other, and then have a few volunteers share their ideas with the class. Encourage the students to continue to add to their nonfiction ideas during Writing Time, if they wish.

### **4** Discuss Being Responsible During Writing Time

Explain that the students will write silently for 15–20 minutes today. Use “Think, Pair, Share” to have the students first think about and then discuss:



**Q** *How will you act responsibly during Writing Time today?* [pause] *Turn to your partner.*

Signal for the students’ attention and have a few volunteers share their thinking.

**Students might say:**

“I won’t walk around. I’ll just sit and write.”

“I’m going to sharpen my pencil ahead of time so I won’t have to do it during Writing Time.”

“I’m not going to talk to anyone at my table.”

Encourage the students to keep these things in mind during Writing Time today. Explain that you will check in afterward to see how they did.

## WRITING TIME

### 5 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA10) and ask the students to write silently for 15–20 minutes.

#### Writing Time

- Add to your list of interesting nonfiction topics.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA10

Join the students in writing for 5–10 minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to call individual students to a back table and confer with them quietly for 5–10 minutes each. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.



### ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and then talk quietly with you or a partner about their drawing. If necessary, write down the keywords and phrases they want to use so the students can copy these words into their writing.

## SHARING AND REFLECTING

### 6 Share Writing and Reflect

Have a few volunteers share what they wrote. Encourage the audience members to express their interest and appreciation.

After the volunteers share, help the students reflect on their behavior and interactions by briefly discussing the following:

Q *What did you do during Writing Time that was responsible?*

Q *What can we do to make Writing Time even better next week?*



## About Eloise Greenfield

excerpted from *The Big Book of Picture-Book Authors & Illustrators*  
by James Preller and from eduplace.com

Except for three months in Parmele, North Carolina, Eloise Greenfield has spent her entire life in Washington, D.C. . . . The second oldest of five children, Eloise looks back on her childhood in Washington, D.C., with fondness. . . . “We didn’t have much money, but my father always had a job and we were able to manage.”

. . . On her ninth birthday, Eloise and her family moved into a new housing project named Langston Terrace. For Eloise, it was love at first sight. She remembers, “It was built on a hill, a group of tan brick houses and apartments with a playground at its center. . . . There were so many games to play and things to do. We played hide-and-seek at the lamppost, paddle tennis and shuffleboard, dodgeball and jacks. We danced in fireplug showers; jumped rope to rhymes; played Bouncy Bouncy Bally, swinging one leg over a bouncing ball; played baseball on a nearby field; had parties in the social room and bus trips to the beach.”

Although childhood was a magical time, it was also touched by racism. . . . “There were a lot of things we couldn’t do and places we couldn’t go. Washington was a city for white people. But inside that city, there was another city. It didn’t have a name and it wasn’t all in one area, but it was where black people lived.”

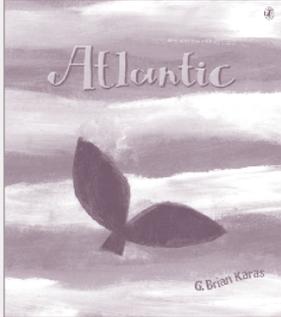
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Eloise Greenfield has been writing since she was in her early 20s and has published 38 children’s books, including picture books, novels, poetry, and biographies. Her work often portrays strong, loving African American families and communities, such as the ones in which she grew up. . . . Mrs. Greenfield . . . has a son, a daughter, and four grandchildren.

Excerpt from “Eloise Greenfield” from *The Big Book of Picture-Book Authors & Illustrators* by James Preller. Copyright © 2001 by James Preller. Reprinted by permission of Scholastic Inc. Excerpt from “Meet the Author: Eloise Greenfield” from the Houghton Mifflin Education Place® website (<http://www.eduplace.com/kids/hmr/mtai/greenfield.html>). Copyright © Houghton Mifflin Company. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

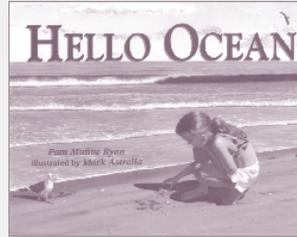
# Week 3

## OVERVIEW



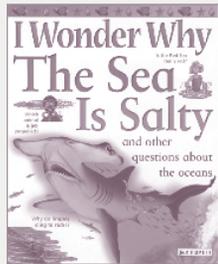
### *Atlantic*

by G. Brian Karas  
“I am the Atlantic Ocean” begins the narrator of this story of the sea.



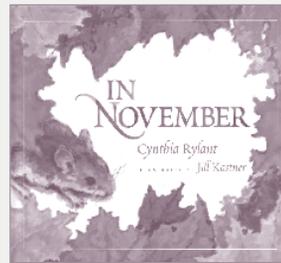
### *Hello Ocean*

by Pam Muñoz Ryan,  
illustrated by Mark Astrella  
A young girl experiences the ocean with all of her senses.



### *I Wonder Why the Sea Is Salty*

by Anita Ganeri  
Interesting questions about the ocean are answered.



### *In November*

by Cynthia Rylant, illustrated  
by Jill Kastner  
Sensory words describe this cold, autumnal month.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA11–WA16

### Assessment Forms

- “Class Assessment Record” sheets (CA4–CA5)
- “Conference Notes” record sheet (CN1)
- “Beginning-of-year Writing Sample Record” sheet (WS1)

### Reproducible

- Unit 1 family letter (BLM1)

### Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Social Reflection” (AV14)

## TEACHER AS WRITER

*“We do not write what we know;  
we write what we want to  
find out.”*

— Wallace Stegner

In your writing notebook, write five questions that you have wondered about. For example:

- Why does a year seem to pass more quickly the older you get?
- What is dust made of?
- What was life like for your grandparents at your age?
- How does one ant let the rest of them know when you leave the sugar out?
- When socks go missing, where do they go?

Choose one question and write a possible answer. Include sensory details in your writing.

### Writing Focus

- Students hear and discuss nonfiction writing.
- Students use sensory details in their writing.
- Students explore prewriting techniques.
- Students write freely about things that interest them.
- Partners begin to confer with each other.

### Social Development Focus

- Teacher and students build the writing community.
- Students build on one another’s thinking during class discussion.
- Students learn procedures for pair conferences.
- Students work in a responsible way.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Prior to Day 1, write these three prompts on a sheet of chart paper (you will post the chart so the students can refer to it during *Being a Writer* lessons and throughout the school day):

*“I agree with \_\_\_\_\_ because . . .”*

*“I disagree with \_\_\_\_\_ because . . .”*

*“In addition to what \_\_\_\_\_ said, I think . . .”*

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA4) on page 9 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA5) on page 10 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student. (For more information about the family letters, see “Family Letters” on page lii.)

# Day 1

## Getting Ideas for Writing

### Materials

- *Atlantic*
- *Oceans and Seas* from Week 2
- Charted discussion prompts, prepared ahead
- “I Could Be” chart (WA11)
- “Writing Time” chart (WA12)

### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

### Teacher Note

If you have already taught your students these discussion prompts, simply review them and encourage their use today.

### In this lesson, the students:

- Hear and discuss a narrative text
- Learn discussion prompts to build on one another’s thinking
- Write freely about things that interest them
- Act responsibly while writing and conferring during Writing Time

## GETTING READY TO WRITE

### 1 Teach Discussion Prompts

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that you have been reading and discussing various texts to help them get ideas for their own writing.

Point out that in class discussions it is important for the students to listen carefully and contribute their ideas. Direct the students’ attention to the charted discussion prompts and read them aloud. Explain that you would like them to use the prompts when they add to the discussion today and that doing so will help them listen and build on one another’s thinking. Keep the chart posted so the students can refer to it during the *Being a Writer* lessons and throughout the school day.

### 2 Read *Atlantic* Aloud

Show the cover of *Atlantic* and read the title and the author’s name aloud. Beginning with page 5, read aloud; then reread from the beginning, asking the students to listen carefully for anything they might have missed the first time. Continue reading slowly and clearly, stopping as described on page 49. Show the illustrations and clarify vocabulary as you read, using the procedure you used in Week 2, Day 2 (see page 29).

### Suggested Vocabulary

**ebb and flood:** water goes away from the shore and comes back in (p. 19)

**probed:** carefully studied (p. 20)

**longlines:** long fishing lines (p. 23)

**cerulean, cobalt, and ultramarine:** different shades of blue (p. 24)

**skates:** kind of fish (p. 27)



## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**conquered:** controlled (p. 20)

**oyster beds:** areas at the bottom of the ocean where a lot of oysters grow (p. 23)

Stop after:

p. 11 "We are one big family."

Without stopping for discussion, reread again from the beginning. Ask the students to listen for anything they may have missed the first time, and then read aloud to the end of the book, including "Some Things About Me" on page 32.

### 3 Discuss *Atlantic* and Compare with *Oceans and Seas*

Show the cover of *Oceans and Seas* and remind the students that last week they heard part of this book. Ask and briefly discuss the question that follows. Remind the students to use the three prompts to add to the discussion. If you notice they are not using the prompts, pause and ask, "How could you say that using one of the discussion prompts?"

**Q** *How is Atlantic similar to Oceans and Seas? How is it different?*

#### Students might say:

"They are both about the ocean."

"I agree with [Joanne] because both books tell things about the ocean, like how there are tides and how the ocean changes shape."

"In addition to what [Kevin] said, *Atlantic* is more like a story."

"I agree with [Dierdre]. It doesn't have chapters or tell you what the words mean."

Point out that the author of *Atlantic* gives readers information about the Atlantic Ocean using *I*, as if the ocean were telling the story.

**Q** *If you wanted to write a story in which I is a thing rather than a person, what could that thing be?*

Display the "I Could Be" chart (WA11) (see diagram below) and record the students' ideas on the chart as they generate them.

#### I Could Be

- lava
- a shark
- a tree
- a fire truck

WA11

**TEKS 10.E.i**  
Student/Teacher Activity  
Step 3 (all)

#### Teacher Note

If the students have difficulty generating ideas for *I*, suggest some like those in the diagram to stimulate their thinking.

#### 4 Quick-write: Use *I* to Write as a Thing



Ask partners to work together to choose one of the recorded ideas and come up with a couple of *I* sentences they could write from that thing's point of view. Give partners a few moments to talk, and then have a few pairs share their sentences with the class.

Have each student pick another of the recorded ideas and do an individual 5-minute quick-write, writing several *I* sentences from that thing's point of view. Explain that if they run out of things to write from the point of view of that thing, they should pick another thing and continue writing. Have the students turn to the next blank page of their notebooks and begin writing.

After 5 minutes, call for the students' attention and have several volunteers read their sentences aloud. Encourage the students to continue to add to their pieces of writing during Writing Time, if they wish.

### WRITING TIME

#### 5 Write Independently

Ask the students to return to their seats. Display the "Writing Time" chart (WA12) and have the students write silently for 15–20 minutes.

##### Writing Time

- Continue the *I* piece you started during today's quick-write.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA12

Join them in writing for 5–10 minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5-10 minutes each. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Using Prompts

Ask and briefly discuss:

- Q *How do the discussion prompts help us talk as a class?*

Encourage the students to continue to use the prompts in their discussions, and tell them that you will check in with them periodically.



### Facilitation Tip

Continue to reinforce the students’ responsibility during class discussions by reminding them to **turn and look** at the person who will speak, having speakers wait until they have the class’s attention before starting to speak, and asking one another to speak up if they can’t hear. Also remind the students to use the discussion prompts to address their comments directly to one another.

### Materials

- *I Wonder Why the Sea Is Salty*
- *Atlantic* from Day 1
- *Oceans and Seas* from Week 2
- Charted discussion prompts from Day 1
- “Writing Time” chart (WA13)
- “Class Assessment Record” sheet (CA4)

### In this lesson, the students:

- List questions about a nonfiction topic
- Write freely about things that interest them
- Use discussion prompts to build on one another’s thinking
- Learn procedures for pair conferences
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Read Part of *I Wonder Why the Sea Is Salty* Aloud

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that earlier they heard *Atlantic* and parts of *Oceans and Seas*. Explain that today you will read from another nonfiction book about oceans that is organized differently. Invite the students to think about whether they might like to try writing a book like this today.

Show the cover of *I Wonder Why the Sea Is Salty* and read the title aloud. Show the table of contents on pages 2–3 and read some of the questions aloud. Read pages 4–9 aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

### Suggested Vocabulary

**merchant ships:** boats loaded with things to sell (p. 8)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**enormous:** very big (p. 4)

Ask and discuss the question that follows. Be ready to reread from the book to help the students recall what they heard. Remind them to use the charted prompts to add to the discussion.

**Q** *How does the author give us information about the ocean in this book?*

**Students might say:**

“The author writes a question and then gives an answer.”

“In addition to what [Tanav] said, there’s information about the ocean in the captions that go with the pictures.”

Read several more questions in the table of contents aloud. Select a few as a class and read the answers aloud.

## 2 Quick-write: Generate Questions About a Nonfiction Topic

Remind the students that last week they wrote in their notebooks a list of nonfiction topics they would like to know more about. Ask them to review their nonfiction topics and pick one they are especially curious about. Have them open their notebooks to the next blank page and write that topic at the top of the page. Ask them to think quietly for a moment about:

**Q** *If you were going to write a question-and-answer book about the topic you chose, what questions might you ask in your book?*



Have the students take 5 minutes to jot down their own questions, and then have them discuss their topics and questions in pairs. Signal for their attention and give them a few minutes to write down any additional questions that came up while they were talking. Have a few volunteers share their topic and some of their questions with the class.

Encourage the students to add to their list of questions during Writing Time today, if they wish.

## WRITING TIME

### 3 Write Independently

Have partners sit together at desks. Display the “Writing Time” chart (WA13) and have the students write silently for 15–20 minutes.

#### Writing Time

- Write more questions about a nonfiction topic.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA13

### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

Join the students in writing for 5–10 minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Introduce Pair Conferences

Explain that the students will meet in pairs this year to *confer*, or to share and help each other with their writing. These meetings will be called *pair conferences*. The students will learn a lot this year about how to work with their partners to give and receive helpful feedback about their writing.

Explain that you would like the students to confer with their assigned partners about the writing they did yesterday. Point out that *conferring* means not just reading their writing to each other, but talking about the writing as well. Encourage partners to express their interest in and appreciation for each other’s writing today.

Ask and briefly discuss:

- Q *What can you say or do after your partner reads his or her writing to you to show that you are interested in it and appreciate hearing it?*

### Teacher Note

In Unit 1, pairs begin conferring by informally sharing their writing with each other, usually during Sharing and Reflecting. They learn procedures for conferring and think about how to interact productively and respectfully. In subsequent units, the students will learn more about how to give and receive specific feedback about their writing.

If your students are already familiar with pair conferring from prior grades, simply review your expectations with them.

**Students might say:**

- "I could tell her what part I liked in her story."
- "I can ask him questions about what he wrote."
- "I can say, 'Thanks. I enjoyed hearing your writing.'"



Give partners several minutes to share and discuss their writing. Consider having pairs spread out so partners can better hear each other.



## CLASS ASSESSMENT NOTE

Observe the students, without interacting with them, as they confer in pairs. Ask yourself:

- Do partners seem able to hear each other?
- Are they reading their writing to each other?
- Are they taking time to talk about the writing?

Note any problems pairs are having that you want to bring up during the reflection discussion.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 9 of the *Assessment Resource Book*.

When you notice the pair conferences winding down, signal for the students' attention and bring the class back together.

## 5 Reflect on Pair Conferences

Signal for the students' attention. Ask and have the class discuss questions such as:

- Q *What went well in your pair conference today?*
- Q *What problems did you have? How will you avoid those problems the next time you confer?*
- Q *How did your partner express interest in or appreciation for your writing? How did that feel?*

**Students might say:**

- "It was fun hearing my partner's writing and reading her mine."
- "There wasn't enough time for my partner to finish reading his writing. Next time I'll stop sooner."
- "My partner told me she thought my poem was funny. That made me feel good."

Explain that the students will have many opportunities this year to confer about their writing.

### Teacher Note

It takes repeated experience for students to learn how to talk about their own behavior and social interactions. By hearing your observations first, the students come to understand over time what responsible behavior entails. For more information about the Reflecting step and other features of the lessons, see "Values and Social Skills" on page xxviii. To learn more, view "Social Reflection" (AV14).





## TECHNOLOGY EXTENSION

### Further Explore Oceans and Seas

If the students are interested, encourage them to research oceans and seas further by doing an online search using the keywords “oceans and seas.” They might also be interested in researching particular bodies of water (such as the Indian Ocean or the Gulf of Mexico) or particular animals that live in the ocean (such as sharks, whales, or dolphins).

# Day 3

## Getting Ideas for Sensory Details

### Materials

- *Hello Ocean*
- Chart paper and a marker
- “Writing Time” chart (WA14)
- “Class Assessment Record” sheet (CA5)

### In this lesson, the students:

- Hear and discuss a narrative text
- Use sensory details in their writing
- Write freely about things that interest them
- Ask one another questions about their writing
- Use pair conference time responsibly

## GETTING READY TO WRITE

### 1 Build the Writing Community

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Remind the students that they are working on creating a safe, caring writing community in which everyone feels comfortable expressing their creativity through writing. Use “Think, Pair, Share” to have partners first think about and then discuss:



**Q** *If a new student were to join our class, what would you tell him or her about our writing community?* [pause] *Turn to your partner.*

Signal for the students’ attention and have a few volunteers share their thinking with the class. Ask follow-up questions such as:

**Q** *What would you want to tell the new student about our independent Writing Time? Pair conferring? Sharing our writing as a class?*

**Q** *What more can we do to make our writing community caring and respectful for everyone?*

Encourage the students to keep their ideas in mind and to continue to build a community that feels good for everyone.

## 2 Read *Hello Ocean* Aloud

Explain that today the students will hear another book about the ocean.

Show the cover of *Hello Ocean* and read the title and the names of the author and the illustrator aloud. Ask the students to listen for words that help them imagine using their senses.

Read the book slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

### Suggested Vocabulary

**chameleon:** lizard that changes color (p. 4)

**disclose:** tell (p. 22)

**fragrant ore:** earth that smells (p. 23)

**kelp:** seaweed (p. 24)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**embrace:** hug (p. 14)

**aromas:** smells (p. 22)

**inhale:** breathe in (p. 22)

## 3 Discuss the Story

Discuss the questions that follow. Be ready to reread from the story to help the students recall what they heard.

**Q** *What is this place like?*

**Q** (Show page 3.) *What do you think is meant by “I’m here, with the five of me, again?”*

If necessary, explain that “the five of me” are the child’s five senses. Point out that throughout *Hello Ocean* the child uses words that help us imagine what the ocean looks, sounds, tastes, feels, or smells like. Tell the students that we call such words *sensory details*. Explain that sensory details help us, as readers, imagine using those senses, too.

Show pages 14–19 of the book. Explain that in this part of the story, the child uses her sense of touch to describe the ocean. Tell the students that you will reread this part of the story, and as you read they should listen for sensory details (words) that help them imagine what the ocean *feels* like. After rereading the pages, ask:

**Q** *What sensory details did you hear that help you imagine what this place feels like?*

**Students might say:**

"I heard the words 'wet embrace.' I imagined the ocean giving her a hug."

"In addition to what [Kieran] said, the words 'sudden breezes' made me imagine the wind blowing on the beach."

"When I heard the words 'tide that tickles,' I imagined feeling the water tickling me."

#### 4 Quick-write: Sensory Details for a Favorite Place

Ask the students to think of a place that they really like to be. After a moment, have them close their eyes and get a mental picture as they listen to the questions that follow. Pause between questions to give the students time to visualize. Ask:

- Q *What do you see around you?*
- Q *What sounds do you hear?*
- Q *What do you smell and/or taste?*
- Q *What other things do you feel in this place?*

Have the students open their eyes. Call on a few volunteers to share some of the sights, sounds, smells, tastes, and sensations they imagined. As they share, record their ideas as brief notes on a sheet of chart paper titled "Sensory Details."

### Sensory Details

- white sand and blue water
- noises from electronic games
- the smell of pizza
- sweet chocolate flavor
- cold water in the pool

Have the students turn to the next blank page of their notebooks and write some other sensory details to describe the place they imagined. After 5 minutes, call for the students' attention and have a few volunteers read what they wrote to the class. Encourage the students to continue to include sensory details in the writing they do today.

#### Teacher Note

Save the "Sensory Details" chart to use on Days 4 and 5.

## WRITING TIME

### 5 Write Independently

Have partners sit together at desks. Display the “Writing Time” chart (WA14) and have the students write silently for 15–20 minutes.

#### Writing Time

- Work on a piece you started earlier.
- Start a new piece of writing.
- Include sensory details like those you wrote during the quick-write.

WA14

Join the students in writing for 5–10 minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Teacher Note

If the students have difficulty generating questions, offer some suggestions like those in the “Students might say” note.

## 6 Discuss Asking a Question During Pair Conferences

Explain that today partners will ask questions about each other’s writing during pair conferences. Ask each student to take a moment to reread the writing he will share with his partner today. Then ask:

**Q** *What is one question you’d like to ask your partner about your own piece of writing?*

#### Students might say:

“I can ask my partner what part he liked best.”

“I can ask my partner to tell me if anything was confusing.”

“I want to ask my partner how she felt when I read her my piece.”

Briefly discuss:

**Q** *What will you and your partner do to act responsibly during pair conference time today?*

Tell the students that you will check in with them afterward to see how they did. Give them time to confer in pairs.



### CLASS ASSESSMENT NOTE

Observe the students, without interacting with them, as they confer in pairs. Ask yourself:

- Do partners seem able to hear each other?
- Are they reading their writing to each other?
- Are they asking each other questions about their own writing?

Note any problems pairs are having that you want to bring up during the reflection discussion.

Record your observations on the “Class Assessment Record” sheet (CA5); see page 10 of the *Assessment Resource Book*.

When you notice the pair conferences winding down, signal for the students’ attention and bring the class back together.

## SHARING AND REFLECTING

### 7 Reflect on Pair Conferences and Community

Ask and briefly discuss questions such as:

**Q** *What question did you ask your partner about your writing today? How did your partner respond?*

- Q *I noticed that in some pairs, students [forgot to talk about the writing after reading it aloud]. How can we avoid that problem next time? Why is that important?*
- Q *How do you think we're doing building our writing community? What else can we do?*

## Getting Ideas for Sensory Details

# Day 4

### In this lesson, the students:

- Hear and discuss a narrative text
- Use sensory details in their writing
- Write freely about things that interest them
- Give their full attention to the person who is speaking
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Remind the students that they heard *Hello Ocean* and thought about sensory details in their writing. Direct the students' attention to the "Writing Ideas" chart and review the items on it. Add *use sensory details to help the reader imagine using the senses (sight, hearing, smell, taste, touch)*. Remind the students to use the chart to help them get ideas for their own writing.

Explain that the students will hear another book in which the author uses many sensory details. Ask the students to listen for these as you read.

### 2 Read *In November* Aloud

Show the cover of *In November* and read the title and the names of the author and the illustrator aloud. Read the story aloud slowly and clearly, showing the illustrations.

### 3 Discuss the Story and Generate Ideas About Other Months

Briefly discuss the questions that follow. Be ready to reread from the book to help the students recall what they heard.

- Q *What is the month of November like in this book?*
- Q *What kinds of things do we smell in November? Hear? Taste? Feel?*

### Materials

- *In November*
- *Hello Ocean* from Day 3
- "Writing Ideas" chart from Week 2
- "Sensory Details" chart from Day 3
- "Writing Time" chart (WA15)

## Teacher Note

If the students have difficulty generating ideas, suggest some like those in the “Students might say” note and ask, “What else could you write about?”

As the students respond, record their ideas on the “Sensory Details” chart. Use “Think, Pair, Share” to have the students first think about and then discuss:



**Q** *If you wanted to write a story like this about a different month, what month would you choose and what would you say? [pause] Turn to your partner.*

Signal for the students’ attention and have a few volunteers share their thinking with the class. Record their ideas on the chart.

### Students might say:

“I would write about October. In October you carve pumpkins and put on costumes.”

“I would write about June. That’s the beginning of summer vacation!”

“In August we go swimming and wear shorts and drink ice-cold lemonade.”

Encourage the students to write about a month they like during Writing Time, if they wish, and to use sensory details in their writing.

## WRITING TIME

### 4 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA15) and have the students write silently for 15–20 minutes.

#### Writing Time

- Write about a month you like.
- Work on a piece you started earlier.
- Start a new piece of writing.

WA15

Join students in writing for 5–10 minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5-10 minutes each. Ask each student to show you his writing, read some of it aloud to you, and talk about his ideas and feelings about writing. Ask the student questions such as the following and record his responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Confer in Pairs



Have partners confer. Remind them that partners will read and discuss their writing with each other. Encourage the students to listen for at least one thing they like about their partner’s writing to share with her.

### 6 Reflect on Pair Conferences

Signal for the students’ attention. Facilitate a discussion using the questions that follow, and encourage the students to give their full attention to the person who is speaking. Ask:

- Q *Did you or your partner write about a month, like In November, today? Tell us about it.*
- Q *What sensory details did you or your partner include?*



- Q *What did you enjoy or appreciate about your partner’s writing today? [pause] Turn to your partner.*

# WRITING ABOUT READING

## WRITING ABOUT READING ACTIVITIES

Writing About Reading activities provide the students with opportunities to write opinions about and make connections to texts they discuss in the *Being a Writer* program. The activities are optional and can be done at the end of the lesson or another time. For more information, see “Writing About Reading” on page xx.

### Materials

- *In November* from Day 4

## Make Connections to *In November*

Show the cover of *In November* and remind the students that they heard this book earlier. Ask:

**Q** *What do you remember about the book In November?*

Have volunteers share their thinking. After a few volunteers have shared, ask:

**Q** *How does this book remind you of your own life?*

#### Students might say:

“It reminds me of visiting my grandma for Thanksgiving last year.”

“I like playing in the snow, and this book reminds me of that.”

“This book reminds me of my little brother because he was born in November.”

Explain that when you write or talk about how a book reminds you of your own life you are making a connection to the book. Point out that making connections to books and stories helps us enjoy and remember them. Ask the students to watch as you model writing about how *In November* reminds you of your life.

#### You might say:

“I’m going to write about how this book reminds me of my own life. I’ll start by introducing the book and the author: *In her book In November, author Cynthia Rylant tells about some foods people eat in November, such as squash and pumpkin. Next, I’ll describe the book’s connection to my own life: That reminded me of the first time I made a pumpkin pie. When I was making it, I forgot to add salt. That made the pie taste strange. Nobody wanted to eat it. Finally, I’ll write one last sentence to finish my paragraph: Now I always remember to add salt when I make pumpkin pie!”*

Explain that the students will now write about how *In November* reminds them of their own lives. Have the students return to their seats and write about their connections. If time permits, invite the students to share their writing with the class.

## In this lesson, the students:

- Hear and discuss a narrative text
- Use sensory details in their writing
- Write freely about things that interest them
- Select and share a favorite sentence
- Give their full attention to the person who is sharing

## Materials

- *In November* from Day 4
- *Student Writing Handbook* page 2
- “Writing Time” chart (WA16)
- Copy of this unit’s family letter (BLM1) for each student

## GETTING READY TO WRITE

### 1 Gather and Explore Sensory Details in *In November*

Have the students bring their pencils and gather with partners sitting together, facing you. Remind the students that yesterday they heard *In November* by Cynthia Rylant. Ask:

**Q** *What do you remember from this book about the month of November?*

Ask the students to close their eyes and imagine as you read a passage aloud from the book. Ask them to listen for words and phrases that help them get a mental picture. Read the following passage aloud twice:

**p. 4** “In November, the earth is growing quiet. It is making its bed, a winter bed for flowers and small creatures. The bed is white and silent, and much life can hide beneath its blankets.”

Ask:

**Q** *What words or phrases did you hear that helped you imagine?*

Distribute the *Student Writing Handbooks*, one to each student. Explain that the *Student Writing Handbook* contains copies of passages from the read-alouds, as well as spelling lists and other kinds of pages to help the students with their writing this year.

Have the students open their copies of the handbook to page 2, and explain that this passage and several others from *In November* are reproduced on the page. Ask partners to work together to read the four passages and to underline words and phrases that help them get mental images.

After a few minutes, call for the students’ attention and have several pairs share words that they underlined. Encourage them to give their full attention to the people who are speaking.

Before Writing Time today, ask the students to circle a word or phrase they particularly like on *Student Writing Handbook* page 2. Challenge them to try to include that word or phrase somewhere in their own writing today.

## WRITING TIME

### 2 Write Independently

Ask the students to return to their seats. Explain that they will choose a favorite sentence after Writing Time today, and encourage them to write interesting sentences that they can share with the class. Display the “Writing Time” chart (WA16) and have the students write silently for 15–20 minutes.

#### Writing Time

- Work on a piece you started earlier.
- Start a new piece of writing.
- Try to include the circled word or phrase in your own writing.
- Include other sensory details.

WA16

Join the students in writing for 5–10 minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you her writing, read some of it aloud to you, and talk about her ideas and feelings about writing. Ask the student questions such as the following and record her responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Share Favorite Sentences

Ask the students to take a moment to look over this week’s writing and underline a favorite sentence that they wrote to share with the class. Explain that it can be a sentence with good sensory details, interesting action, or anything else that makes it a special sentence.

After allowing sufficient time for the students to select their sentences, go around the room and have each student read his sentence aloud, without discussion. Encourage the students to give their full attention to the person who is sharing his writing.

When everyone has shared, ask and briefly discuss questions such as:

- Q *What did you hear that got you interested in someone else’s writing?*
- Q *Did knowing that you were going to share a sentence help you to write more interesting sentences today? Tell us about it.*

### 4 Reflect on Sharing and Giving Full Attention to the Person Speaking

Ask and briefly discuss:

- Q *How does it feel to have everyone’s full attention when you share your writing? How does it feel when you don’t have everyone’s full attention?*

**Students might say:**

“I feel like people are really interested in what I’ve written. That feels good.”

“I agree with [Henry]. When everyone listens, I feel like my writing is interesting to other kids.”

“In addition to what [Maria] said, if I know that people are really going to listen to my writing, it makes me try harder to be a good writer.”

Encourage the students to continue to build the writing community by giving their full, respectful attention whenever a classmate is sharing his thinking or writing.

## EXTENSION

### Discuss the Students’ Writing Goals and Interests

Remind the students that during individual writing conferences over the past few weeks, you asked each student questions about her ideas and feelings about writing. Tell the students that you learned a lot about

#### Teacher Note

The end-of-lesson reflection is important to the students’ growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about the structure of the *Being a Writer* lessons, see “A Typical Daily Lesson” on page xix. To learn more, view “Predictable Structure of the Writing Lessons” (AV3).



#### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 68.

what the class is interested in writing about during the *Being a Writer* lessons, as well as how each student wants to improve as a writer.

**You might say:**

"Many of you said that you were interested in writing reports this year. We'll spend time learning how to research a topic, take notes, and then organize your notes into a report. Some of you said that you'd like to learn how to use dialogue in your writing, and others said that they would like to practice writing poems. I also learned that a few students are going to try to write longer stories this year."

Explain that you will use this information to make sure that everyone has fun writing this year. Ask and briefly discuss:

- Q *What do you want to do better as a writer this year?*
- Q *What are you excited to write about this year?*

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of Unit 1. Students will keep the same partners in Unit 2.
- Send home with each student a copy of this unit's family letter (BLM1) (see "Do Ahead" on page 47).

### Assessments

- (Optional) Prior to moving on to the next unit, you might review the students' responses to the questions on the "Conference Notes" record sheet (CN1) to identify patterns across the members of the class, as well as individual comments that stand out to you. After analyzing the students' responses, you might facilitate a class discussion with them about what you learned about them as writers and how you plan to build their love of writing over the course of the year. For ideas on how to facilitate this discussion, see the extension "Discuss the Students' Writing Goals and Interests" on page 67.
- (Optional) If you obtained beginning-of-year writing samples, you might want to reflect on each student's writing using the "Beginning-of-year Writing Sample Record" sheet (WS1) on page 4 of the *Assessment Resource Book*. For more information on analyzing the writing samples, see "Beginning- and End-of-the-year Writing Samples" on page ix of the *Assessment Resource Book*.

## Unit 2

# The Writing Process

During this two-week unit, the students learn about the writing process by working with pieces of writing from their first drafts through publication. They select drafts to develop and publish. They reread their work critically and revise it, replacing overused words with more interesting ones and exploring strong opening sentences and effective titles. They learn procedures for proofreading for spelling and conventions using the Word Bank and Proofreading Notes section of their *Student Writing Handbooks*. They write final versions, publish them as books, and present their books to the class from the Author's Chair. They learn about a professional author's writing process, and they continue to confer about their writing in a caring and responsible way.



# Unit 2

## The Writing Process

### RESOURCES

#### Read-aloud

- “More About Judy Blume”



#### Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 2, “Maintaining Privacy Online”



#### Technology Extensions

- “Learn More About Judy Blume”
- “Use an Online Dictionary”
- “Use the Whiteboard to Play Web-based Grammar and Punctuation Games”
- “Publish Student Writing Online”

#### Extensions

- “Generate Alternatives for Other Overused Words”
- “Use a Thesaurus”
- “Introduce ‘Student Self-assessment’”

#### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 7, “Common and Proper Nouns”
- Lesson 13, “Verbs”
- Lesson 19, “Adjectives”
- Lesson 26, “Writing Book Titles”

#### Assessment Resource Book

- Unit 2 assessments

#### Student Writing Handbook

- Word Bank
- Proofreading Notes



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA13

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Unit 2 family letter (BLM1)

#### Professional Development Media

- “Managing Pair Conferences” (AV8)
- “Adapting Lessons for English Language Learners” (AV32)
- “Assessing Student Writing” (AV37)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)
- “Using Web-based Whiteboard Activities” tutorial (AV74)
- “Using Web-based Teaching Resources” tutorial (AV75)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Selecting and Completing Drafts:</b> “More About Judy Blume” <b>Focus:</b> <ul style="list-style-type: none"> <li>Judy Blume</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Guided revision to generate alternatives to overused words</li> </ul>	<b>Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Asking questions</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Guided revision of opening sentences</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring effective titles</li> </ul>
Week 2	<b>Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Initiating pair conferences</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Spelling</li> </ul>	<b>Proofreading and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Punctuation and capitalization</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Making books</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author’s Chair sharing</li> </ul>

# Week 1

## OVERVIEW



### "More About Judy Blume"

excerpted from *Author Talk*, compiled and edited by Leonard S. Marcus, and from judyblume.com (see page 94)

Judy Blume shares about her writing process.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA1–WA7

#### Assessments Forms

- "Class Assessment Record" sheets (CA1–CA2)
- "Conference Notes" record sheet (CN1)

#### Professional Development Media

- "Managing Pair Conferences" (AV8)
- "Adapting Lessons for English Language Learners" (AV32)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

## TEACHER AS WRITER

*“The beautiful part of writing is that you don’t have to get it right the first time, unlike, say, a brain surgeon. You can always do it better, find the exact word, the apt phrase, the leaping simile.”*

— Robert Cormier

Select a short draft that you wrote during Unit 1 to revise and develop. Use self-stick notes to mark places you might revise.

Consider:

- What places in your draft do you really like? Why do you like them?
- Where could you write more clearly?
- What words could you replace with more interesting ones?
- How could you make your opening sentences stronger?
- What would be an effective title for your piece?

Revise your draft, either by marking up your first draft or by writing a second draft.

### Writing Focus

- Students learn about a professional author’s writing practice.
- Students review their recent drafts, and each selects one to develop and publish.
- Students reread their writing critically and revise it.
- Students generate alternatives for overused words.
- Students explore strong opening sentences and effective titles.
- Students confer with one another and the teacher.

### Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selection with your English Language Learners before you read it to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA1) on page 14 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, review the pieces you have written so far this year and select a short passage to use to model replacing overused words with more interesting ones. Prepare your sample writing to display. Alternatively, you can use the “Sample First Draft” chart (WA3).
- ✓ Prior to Day 2, make a class set of the “Conference Notes” record sheet (CN1) on page 17 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 15 of the *Assessment Resource Book*.

# Day 1

## Selecting and Completing Drafts

### Materials

- “More About Judy Blume” (see page 94)
- *The Pain and the Great One* from Unit 1
- “Questions About First Drafts” chart (WA1)
- “Class Assessment Record” sheet (CA1)

### Teacher Note

In this unit, the students will work with the same partners they had in Unit 1.

### In this lesson, the students:

- Learn about a professional author’s writing process
- Review their recent drafts, and each selects one to develop and publish
- Reread their writing critically
- Complete the first draft of their selected writing pieces
- Use Writing Time responsibly

### ABOUT TEACHING THE WRITING PROCESS

In Unit 2, the students are introduced to the writing process. They select drafts to develop, analyze and revise the drafts, proofread their work, and publish it. They confer about their drafts and consider various ways to improve their writing. The process they learn in this unit will be repeated in each of the genre units, so the students will have multiple opportunities to hone their revision, proofreading, and publishing skills.

If your students are familiar with the writing process from prior years, acknowledge this prior learning and explain that during this unit they will review and learn more about the writing process.

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Remind the students that over the past weeks they have been hearing various kinds of books and getting many different ideas for writing. Explain that in the coming weeks, each student will develop one piece of writing into a book for the classroom library. Point out that because other people will read their books, they will want to make the books as interesting, enjoyable to read, and free of errors as any other book in the library. Today they will review all of the drafts they have written so far this year, and each will select one to finish and develop into a book.

Before the students select their drafts, explain that they will learn how Judy Blume, a professional author they met in Unit 1, develops a piece of writing into a book.

### 2 Review What the Class Has Learned About Judy Blume

Show the cover of *The Pain and the Great One* and read the title and the author’s name aloud. Remind the students that they heard this book

earlier. If necessary, reread one or two passages to help the students recall the story.

Remind the students that they also learned a little about the author, Judy Blume. Ask:

**Q** *What do you remember about Judy Blume?*

After a few volunteers have shared, explain that today you will read a little more about Judy Blume from some interviews she has given. Point out that in this excerpt, Judy Blume talks about her typical day and her *writing process*, or how she writes.

Read the excerpt aloud slowly and clearly (see “More About Judy Blume” on page 94). After reading, use “Think, Pair, Share” to discuss:



**Q** *What did you learn about Judy Blume’s writing process?* [pause] *Turn to your partner.*

Signal for the students’ attention and have one or two volunteers share their thinking with the class. Then use “Think, Pair, Share” to discuss:



**Q** *Why do you think she feels the most creative when she’s rewriting?* [pause] *Turn to your partner.*

Signal for the students’ attention and have one or two volunteers share their thinking.

**Students might say:**

“I learned that revising is what Judy Blume likes best about writing.”

“I think she means that she has her story together, and now she can have some fun coming up with ways to make it really good.”

### 3 Prepare to Review Drafts

Point out that professional authors usually work a long time on a piece of writing to get it ready to be *published*, or made into a book to be read by others. Authors start with an idea or a first draft. After that, they rewrite, do research, add and take out words and information, and make the piece as interesting and clear as possible. This process is called *revision*. Explain that in the coming two weeks, each student will revise a piece of writing to get it ready to publish.

Explain that during Writing Time today, you would like the students to carefully reread all of the drafts they have written in their notebooks and each select one draft to revise and publish. Encourage the students to select drafts that interest them, that they can imagine making changes to, and that will be fun to develop into books for their classmates to read.

### 4 Reread Drafts and Select One to Develop

Have the students get their notebooks and pencils and sit at desks with partners together. Ask the students to reread their drafts and each select one draft to develop into a book. Then have the students start

#### **ELL Note**

You might provide the prompt “I remember that . . .” to your English Language Learners to help them verbalize their answers to this question. For more information about supporting English Language Learners, see “Additional Strategies for Supporting ELLs” on page xlix.

To learn more, view “Adapting Lessons for English Language Learners” (AV32).



thinking about what they can add or change to make their drafts more interesting, clear, and complete.

As the students review their drafts, circulate around the room. Encourage the students to select pieces that offer revision possibilities. These include narratives of most kinds. If you notice them selecting pieces with limited potential for revision (for example, pieces they feel are already “perfect,” or very long or very short pieces), gently guide them toward more appropriate choices. Also guide them away from drafts that are not double-spaced. Support the students by asking them questions such as:

- Q *Why did you choose this piece to revise?*
- Q *What can you imagine adding or changing in this piece to make it more interesting?*

## 5 Discuss Completing First Drafts

When the students have finished reviewing their drafts, display the “Questions About First Drafts” chart (WA1). Ask the students to think quietly to themselves about each of the questions. Then read the questions one at a time, pausing after each to give the students time to think. (Do not stop to discuss the questions at this point.)

### Questions About First Drafts

- Does your writing make sense? What parts might you want to check again to make sure that they make sense?
- What still needs to be added to your first draft for it to be finished?
- What else might readers want to know about when they are reading your piece?
- Read the last sentence of your piece. Does it feel like an ending? What more can you write to make it feel like an ending?

WA1



Have partners turn to face each other and discuss their thinking. After both partners have had a chance to share their writing and thinking, signal for the students’ attention and have a few volunteers share with the class.

Explain that the students will finish their drafts today, making sure they have included everything they want to say at this point. Any student who finishes with her draft may set it aside until tomorrow and work on another piece of writing. Encourage the students to work responsibly and independently during Writing Time.

## WRITING TIME

### 6 Complete First Drafts of Selected Pieces

Have the students work silently for 20–25 minutes to finish their first drafts. Join them in writing for 5–10 minutes, and then circulate around the room and observe, assisting students as needed.



#### CLASS ASSESSMENT NOTE

Observe the students as they work on their drafts. Ask yourself:

- Have the students selected drafts that lend themselves to revision?
- Will most of the students have finished drafts that they can start revising tomorrow?
- If not, how much additional time might they need to finish their drafts?

If you notice that many students need more time to finish their first drafts, make time for them to finish before you go on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 14 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will begin to revise their drafts tomorrow.

## SHARING AND REFLECTING

### 7 Reflect on Writing and Taking Responsibility

Help the students reflect on their work today by asking:

- Q *What did you do to take responsibility for your own work during Writing Time today?*
- Q *How does it help to build our community when you do that?*



## TECHNOLOGY EXTENSION

### Learn More About Judy Blume

If the students are interested in finding out more about Judy Blume, have them watch a conversation with her or read another interview with her online. To find a video or print interview with the writer, search

#### Teacher Note

If necessary, remind students who finish writing their first drafts before Writing Time is over that they can look in the writing ideas section of their notebooks to get ideas for new pieces to write.

#### Teacher Note

If necessary, remind the students to use the discussion prompts they learned in Unit 1 as they respond. They are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”



#### Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).





## Technology Tip

You might teach the following Technology Mini-lessons to help your students learn how to participate safely in online communities: Mini-lesson 1, “Navigating Safely Online”; and Mini-lesson 2, “Maintaining Privacy Online,” in Appendix A. For more information, see “About Digital Citizenship Lessons” on page 702.

# Day 2

## Analyzing and Revising Drafts

### Materials

- Chart paper and a marker
- Pad of small (1½" × 2") self-stick notes for each student
- “Revising for Uninteresting Words” chart (WA2)
- Your own charted first draft OR “Sample First Draft” chart (WA3)
- “Writing Time” chart (WA4)
- Class set of “Conference Notes” record sheets (CN1)

### Teacher Note

Teacher modeling is a regular feature of the *Being a Writer* program. You can use chart paper or interactive whiteboard charts (whiteboard activities) for your modeling. For more information about whiteboard activities in the *Being a Writer* program, view the “Using CCC’s Whiteboard Activities” tutorial (AV73).



### TEKS 11.C.vii

Student/Teacher Narrative  
Steps 1–3 (all, beginning on page 78 and continuing on to page 80)

### In this lesson, the students:

- Generate alternatives for overused words
- Reread their drafts critically
- Revise their drafts
- Work independently during Writing Time
- Give their full attention to the person who is speaking

### ABOUT TEACHING REVISION

The lessons in this unit are designed to give the students guided practice with rereading and critically analyzing their drafts before they put pencil to paper to revise. In the initial step of the process, you will ask the students specific questions about their drafts, and they will use self-stick notes to mark places where they could possibly revise. They will then watch you model making some revisions to your piece before they start to revise their own drafts.

## GETTING READY TO WRITE

### 1 Gather and Generate Interesting Words

Have the students get their notebooks and pencils and sit at desks with partners together. Review that they completed their first drafts yesterday. Remind the students that the purpose of revision is to make their pieces of writing as interesting and enjoyable to read as possible before publishing them. Explain that today you will ask them to think about specific ways that they might improve their drafts.

Explain that one thing authors do to make their writing better is replace uninteresting, everyday words with other, more interesting words to communicate exactly what they mean. Title a sheet of chart paper “Use More Interesting Words,” and write *I read a good book* beneath the title. Underline the word *good* and explain that this is an example of a word that can be used too often. Then ask:

**Q** *What other words could we use to mean good in this sentence? For example, what words might we use to describe a book that was very, very good?*

Record the words as students report them. Point out that the words the students suggest are not only more interesting and fun, but they also communicate exactly what the writer means.

**Students might say:**

“exciting”

“wonderful”

“amazing”

“excellent”

“great”

Follow the same procedure to have the students brainstorm alternative words for *big* and *small*. (Alternatives for *big* include *large*, *huge*, *humongous*, and *enormous*. Alternatives for *small* include *tiny*, *little*, *short*, *petite*, and *microscopic*.) Add these to the “Use More Interesting Words” chart.

Point out that in addition to *adjectives* (or descriptive words) like *good*, *big*, and *small*, many *verbs* (or action words) can be used too often, such as *run*, *walk*, *sit*, and *said*. Explain that these words can also be replaced with more interesting words.

Use “Think, Pair, Share” to discuss:



**Q** *What interesting words can you think of to replace said? [pause] Turn to your partner.*

Have partners discuss for a few moments, and then signal for the students’ attention. Ask volunteers to report their ideas as you record them on the chart. Alternatives for *said* include *asked*, *shouted*, *replied*, *exclaimed*, *mumbled*, *whined*, and *cried*. Add these to the “Use More Interesting Words” chart.

## 2 Facilitate Guided Rereading of Drafts

Have each student open his notebook to his completed first draft and quietly reread it. Ask the students to look up when they are finished.

### Teacher Note

This lesson may require an extended period. To ensure that the lesson is well paced and that the modeling in Step 3 goes smoothly, you might prepare the draft you will use and your remarks about revising it in advance.

### Skill Practice Note

Recognizing adjectives and verbs and understanding their functions may be review for some of your students. However, if the students need more practice with these skills, take time to review them (see Lesson 13 and Lesson 19 in the *Skill Practice Teaching Guide*).

### Teacher Note

Save the “Use More Interesting Words” chart to use on Day 3 and throughout the unit. For more practice with generating interesting words, see the extensions “Generate Alternatives for Other Overused Words” on page 83 and “Use a Thesaurus” on page 92.

### Teacher Note

The purpose of the guided rereading is to give the students experience thinking about their drafts and reading them critically *before* they begin to revise.

## Teacher Note

Have pads of small self-stick notes available for the students to use during the revision phase of this unit and of each genre unit. If necessary, model attaching a self-stick note to the outer margin of a notebook page so that it marks the text without covering it.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about a couple of specific things in their drafts.

Display the “Revising for Uninteresting Words” chart (WA2) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark them with self-stick notes.

WA2

### Revising for Uninteresting Words

- Look for the words *good*, *big*, and *small* in your draft. Mark them with a self-stick note.
- Look for other everyday, uninteresting words that you might be able to replace with more interesting words. For each one, mark the margin next to the word with a self-stick note and write *replace* on the note.

Have one or two volunteers share with the class the words they marked. Probe their thinking by asking questions such as:

- Q *Why did you decide to mark that word?*
- Q *What word could you use to replace the one you marked?*

## 3 Model Revising

Explain that during Writing Time today the students will look at the words they marked with self-stick notes and replace them with more interesting words. Ask the students to watch as you model making revisions.

Display your own charted first draft or the “Sample First Draft” chart (WA3) and read it aloud. If you are using your own writing, begin by identifying overused words and writing *replace* in the margin next to those words. Then model replacing words like *said*, *good*, *big*, and *small* by crossing them out and writing alternative words above or below them.

#### You might say:

“I used the word *said* to describe how I was talking to my parents. *Said* is an everyday, uninteresting word that can be used too often. What is a more interesting word that could replace it? I was talking very loudly, so maybe I’ll replace *said* with *exclaimed*.”

## Sample First Draft

One Saturday last summer, my parents drove my brother and me to the home of their friends George and Patty. I didn't want to go. I <sup>exclaimed</sup> ~~said~~, "Mom and Dad, I want to stay home and ride my bike!" replace

George and Patty met us at the door with beaming smiles. We followed them through their house and out to the backyard. I heard some soft barks and some loud barks. Four <sup>tiny</sup> ~~small~~ puppies came running up to us! There also was a <sup>huge</sup> ~~big~~ dog that turned out to be the puppies' mother. replace

My brother and I played with the puppies for a while. They were all <sup>wonderful</sup> ~~good~~ dogs. Then my dad said something I still can't believe. replace

"Which puppy do you want, kids?" he asked. "That is, if you even want one."

Did we ever! It only took us a minute to agree on the smallest puppy of the group. And that's how we got Beck, the best dog in the world.

Explain that the students will follow the same procedure to delete and replace everyday, uninteresting words in their own drafts. Encourage the students to refer to the "Use More Interesting Words" chart as they replace everyday, uninteresting words with more interesting words.

## WRITING TIME

### 4 Revise Drafts

Display the "Writing Time" chart (WA4) and have the students work silently on the charted tasks for 15–20 minutes.

**TEKS 11.C.vii**  
Student/Teacher Activity  
Step 4 (all, beginning on page 81  
and continuing on to page 82)

### ELL Note

English Language Learners may benefit from talking with partners about words they have marked in their drafts. Provide a place for them to confer quietly during Writing Time.

### Writing Time

- Review the places you marked with self-stick notes.
- Replace everyday, uninteresting words with more interesting words.
- Remove the self-stick notes when you finish the revision.
- If you finish, look for other places to make the words more interesting, or work on another piece of writing.

Explain that you will confer with the students after the first 5–10 minutes of Writing Time, so you expect the students to work independently. Join the students in writing for a few minutes, and then confer with individual students.



### TEACHER CONFERENCE NOTE

Over the next two weeks, confer for 5–10 minutes with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will continue to revise their drafts tomorrow.

## SHARING AND REFLECTING

### 5 Share Revisions and Reflect on Participation

Have the students put their pencils away and gather with their notebooks to share their writing. Have one or two volunteers share a revision they made today by first reading aloud their original passage and then reading their revised passage. Encourage the rest of the students to give their full attention to the person who is sharing. Facilitate discussion about each volunteer’s revised passage by asking questions such as:

- Q *[Anna], why did you choose to revise that passage?*
- Q *How do you think [Anna’s] revision improves the piece?*
- Q *What questions can we ask [Anna] about her revision?*

Help the students reflect on their participation in this discussion by asking questions such as:

- Q *How did you do today giving your full attention to the person who was sharing his or her writing?*
- Q *If you weren’t giving your full attention today, what will help you give your full attention the next time we have a class discussion?*

#### Students might say:

“I was distracted today. I think it would help for me to sit closer to the person who’s sharing.”

“It might help if we don’t have anything in our hands when people are sharing.”

“I want to remember to turn and face the person who’s sharing.”

#### Teacher Note

If the students have difficulty answering this question, offer suggestions like those in the “Students might say” note.

## EXTENSION

### Generate Alternatives for Other Overused Words

Using the same procedure you used in today’s lesson (see Day 2, Step 1 on page 78), brainstorm words that can replace other everyday, uninteresting words, such as *bad* and *sad*. Add these to the “Use More Interesting Words” chart. (Examples of words you might substitute for *bad* are *awful*, *terrible*, *appalling*, *ghastly*, and *horrific*; examples for *sad* include *depressing*, *gloomy*, *miserable*, *pitiful*, and *tragic*.) For an additional activity, see the extension “Use a Thesaurus” on page 92.

# Day 3

## Pair Conferencing

### Materials

- Chart paper and a marker
- “Use More Interesting Words” chart from Day 2
- “Class Assessment Record” sheet (CA2)
- “Writing Time” chart (WA5)

### Teacher Note

This lesson may require an extended class period. To ensure that the lesson moves smoothly, keep discussions focused and brief. (See the Facilitation Tip on page 233 for additional support for pacing class discussions.)

### Teacher Note

If the students have difficulty answering this question, suggest some ideas like those in the “Questions for My Partner About My Draft” chart and ask, “What else can you ask your partner?”

### In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Use pair conference time responsibly

## GETTING READY TO WRITE

### 1 Prepare for Pair Conferences

Explain that today partners will meet to confer about their drafts. This is an opportunity for each student to get feedback from a reader about the strengths of her piece and how it might be improved.

Explain that, in the writing community, the goal of giving feedback is to help the other person create the best possible piece of writing. It is important that each student shares what he likes about his partner’s piece and also offers suggestions and questions to help his partner improve the piece. Ask:

- Q What kind of feedback do you think would be helpful to improve a piece of writing? Why?*
- Q If you have questions or suggestions for improving the piece, how would you want to communicate that so it helps your partner?*

Encourage partners to use a helpful tone when giving each other feedback about their writing.

### 2 Think About What to Ask Partners During Pair Conferences

Before beginning the pair conferences, ask the students to reread their own drafts and think about what they want to ask their partners about their writing. After the students have had a chance to read, ask:

- Q What would you like to ask your partner today about your own draft?*

Have volunteers share their thoughts and record these as questions on a sheet of chart paper titled “Questions for My Partner About My Draft” (see diagram on page 85).

## Questions for My Partner About My Draft

What part do you like best?

Is anything confusing?

What can I write to make it clearer?

Explain that partners will take turns reading their drafts, including revisions, aloud. Remind the students to use the questions on the chart to get specific feedback before going on to discuss their partners' drafts.

Before having the students work in pairs, model conferring with a volunteer. Begin by deciding together who will go first. When you discuss your draft, model referring to the "Questions for My Partner About My Draft" chart to get ideas. When you discuss your partner's draft, model giving helpful feedback.

### You might say:

"Would you like to read first, or would you like me to read first?"

"Is there anything in my draft that you found confusing?"

"I thought the part about [scoring a goal] was really exciting. I wasn't quite sure if that happened before or after [your coach called the time-out]. Maybe you could make that part clearer."

### 3 Confer in Pairs



Give the students ample time to confer in pairs. You might let pairs spread out in the classroom during the conferences so partners can hear each other.



### CLASS ASSESSMENT NOTE

Observe conferring pairs without interacting with them. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are they discussing questions from the "Questions for My Partner About My Draft" chart?
- Are partners giving each other specific feedback?
- Are they giving feedback in a helpful way?

Note any difficulties you observe so you can discuss them with the students in Step 4. Record your observations on the "Class Assessment Record" sheet (CA2); see page 15 of the *Assessment Resource Book*.

### Teacher Note

For more information, view "Managing Pair Conferences" (AV8).



### Facilitation Tip

Continue to prompt the students to **turn and look** at the person who will speak. (For example, you might say, “James is going to speak now. Let’s all turn and look at him.”) During the discussion, scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind them of your expectations.

### Teacher Note

Save the “Questions for My Partner About My Draft” chart to use in Week 2.

## 4 Reflect on Pair Conferences and Feedback Received

Gather the class and briefly discuss questions such as:

- Q *What was helpful about the way your partner talked to you today?*
- Q *What problems, if any, did you have during pair conferences? What will you do to avoid those problems next time?*

Share any problems you noticed, and discuss what the students will do to avoid those problems next time. Ask:

- Q *What is one thing your partner told you about your piece?*

Explain that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible.

## WRITING TIME

### 5 Revise Drafts Based on Conference Feedback

Have the students return to their desks. Display the “Writing Time” chart ( WA5) and have the students work silently on the charted tasks for 15–20 minutes. Remind them to refer to the “Use More Interesting Words” chart, if needed.

#### Writing Time

- Add or change things in your draft based on partner feedback.
- Replace everyday, uninteresting words with more interesting words.
- If you finish, work on another piece of writing.

WA5

As the students work, circulate around the room. Support any student who is having difficulty incorporating feedback into her draft by having her join you at a back table and quietly discuss questions such as:

- Q *What feedback did your partner give you about your draft? Do you agree or disagree with it? Why?*
- Q *Your partner said that he [got confused at the end of your story]. What did he say was [confusing] to him? How can you rewrite it [so it’s clear]?*

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Revisions

Have a few volunteers share revisions they made today by reading their original passages aloud and then reading their revised passages. Have the volunteers tell the class why they made their revisions and how the changes improve their pieces.

## Analyzing and Revising Drafts

## Day 4

### In this lesson, the students:

- Explore strong opening sentences
- Reread their writing critically
- Finish revising their drafts
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Read and Discuss Strong Opening Sentences

Have the students get their notebooks and pencils and sit at desks with partners together. Tell the students that today they will focus on the *opening sentences* (the first few sentences) of their pieces. Explain that authors pay especially close attention to these sentences because good opening sentences get readers interested and make them want to keep reading. Explain that the students will listen to opening sentences from several read-aloud books from earlier in the year. They will think about how each author tries to grab our attention at the very beginning of the book.

Show the first page (page 5) of *The Pain and the Great One* and read it aloud twice. Use “Think, Pair, Share” to discuss:



**Q** *How do these sentences grab your attention and make you want to keep reading?* [pause] *Turn to your partner.*

Have partners discuss for a few moments. Then signal for the students’ attention and ask one or two volunteers to report their ideas.

### Materials

- *The Pain and the Great One* from Unit 1
- *Grandpa’s Face* from Unit 1
- *Atlantic* from Unit 1
- *In November* from Unit 1
- “Writing Time” chart (WA6)

**Students might say:**

"When the sister says her little brother won't get out of bed in the morning and the mom has to carry him into the kitchen, it makes you imagine what's happening."

"In addition to what [Nancy] said, it makes you want to keep reading to find out why she calls her brother a pain."

"In addition to what [Chris] said, the opening sentences make it seem like the book is going to be funny."

Repeat this procedure using the opening sentences from *Grandpa's Face* (page 5), *Atlantic* (page 5), and *In November* (page 4).

Point out that strong opening sentences often grab the reader's attention with interesting details ("In November, the earth is growing quiet. It is making its bed, a winter bed for flowers and small creatures"), hint at what is coming in the piece ("I am the Atlantic Ocean"), or introduce an important character ("Tamika loved her grandpa. She loved the quiet way he talked and the surprise of his loud laughter").

## 2 Review Opening Sentences in Drafts

Ask the students to reread the first few sentences of their own drafts. Use "Think, Pair, Share" to discuss:



**Q** *How might you revise your opening sentences to grab your reader's attention and make him or her want to keep reading? [pause] Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class.

**Students might say:**

"I think my opening sentence will grab the reader's attention because it says 'I thought it was going to be a regular old Saturday, but it wasn't.'"

"Maybe I'll add some more details so the reader can really imagine what everything looks like."

"I think I'm going to revise my opening sentences because right now my story just starts with 'One day I went to the store.' It's not very interesting."

Encourage the students to revise their opening sentences during Writing Time today.

## WRITING TIME

### 3 Revise Drafts

Tell the students that tomorrow they will start writing final versions of their pieces to go into their books. Display the "Writing Time" chart (WA6) and have the students work silently on the charted tasks for 15–20 minutes.

### Teacher Note

The students will learn more about the characteristics of strong opening sentences in the genre units this year.

### Writing Time

- Revise your opening sentences so that they grab your reader's attention.
- Make any other revisions you think are needed to make your piece as interesting as it can be.

Join the students in writing for 5–10 minutes, and then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer for 5–10 minutes with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Revised Opening Sentences as a Class

Have a few volunteers share the opening sentences they revised by reading both their original and their revised sentences. As the students share, encourage discussion by asking the class questions like those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

- Q *How is [Rodrigo's] revised opening different from his original?*
- Q *What do you think about when you hear the revised opening?*

# Day 5

## Analyzing and Revising Drafts

- Q *What questions can we ask [Rodrigo] about his revised opening sentences?*
- Q *What are you learning about revising to make your writing better?*

### Materials

- Read-aloud books from Unit 1
- “Writing Time” chart (WA7)
- Supply of loose, lined paper for final drafts

### Teacher Note

If the students have difficulty answering these questions, offer some ideas like those in the “Students might say” note.

### Skill Practice Note

After the students have discussed the titles, you might point out that most, if not all, of the words in these titles are capitalized. Explain that this is generally true of book titles. (For example, all the words are capitalized in the titles *Grandpa’s Face* and *In November*. Most of the words in *Things Will Never Be the Same* are capitalized, except *the*.) If the students need more practice with this skill, see Lesson 26 in the *Skill Practice Teaching Guide*.

### In this lesson, the students:

- Explore effective titles
- Reread their writing critically
- Finish revising their drafts
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Review and Discuss Effective Titles

Have the students get their notebooks and pencils and sit at desks with partners together. Remind the students that yesterday they heard examples of strong opening sentences and thought about whether they wanted to revise their own opening sentences to make them stronger. Explain that, just as authors pay attention to their opening sentences, they also think carefully about what title to give their piece of writing. Display the read-aloud books from Unit 1 and read the titles aloud. Ask:

- Q *What do you notice about these titles?*
- Q *How does the title [The Pain and the Great One] make you want to read the book?*
- Q *What are some things that you might want to keep in mind when you are deciding on a title?*

#### Students might say:

“The title *The Pain and the Great One* makes me curious. I want to know who is the pain and who is the great one.”

“Good titles sometimes make readers get a question in their head, like ‘Why will things never be the same?’”

“A good title gives a clue about what the book is about.”

### 2 Have the Students Think About Their Own Titles

Ask each student to think about the title of the piece she is developing for publication. Use “Think, Pair, Share” to discuss:



- Q *What might you title your piece to grab your reader’s attention and get him or her to open your book? [pause] Turn to your partner.*

After partners have briefly discussed the question, ask a few volunteers to share their thinking with the class.

Encourage the students to think about effective titles for their writing as they revise their drafts today.

## WRITING TIME

### 3 Revise Drafts

Display the “Writing Time” chart (WA7) and have the students work silently on the charted tasks for 20–25 minutes.

#### Writing Time

- Think of an interesting title for your piece.
- Make other changes until you are satisfied that your piece is as interesting and as enjoyable to read as possible.

WA7

Join the students in writing for 5–10 minutes, and then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer for 5–10 minutes with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that pairs will confer about their drafts next week.

## SHARING AND REFLECTING

### 4 Share Revisions as a Class

Have a few volunteers share their titles with the class. As the students share, encourage discussion by asking the class the questions that follow:

- Q *What do you think about when you hear [Joslyn's] title?*
- Q *What questions can we ask [Joslyn] about this title?*



#### Technology Tip

This activity focuses on using a print thesaurus, but you can modify it to support the students in using an online thesaurus. To find one, search online using the keywords “online thesaurus.” After the students have navigated to the thesaurus you selected, have them type a familiar word, such as *scary* or *jump*, into the Search box. Discuss the word entry format and the information provided for the word. Then have partners use the thesaurus to look up words from the “Use More Interesting Words” chart.

#### Teacher Note

You might point out that most thesauruses include helpful information at the beginning about how to use the thesaurus. If the particular thesaurus your students are using includes other features, such as antonyms or related words, point these out as well.

## EXTENSION

### Use a Thesaurus

Distribute a thesaurus to each pair of students. Tell the students that today they will have the chance to discuss and practice using a reference book called a *thesaurus*. Tell them that each pair of students will first look through their thesaurus and talk about what a thesaurus is and when they might use one. Then partners will share their ideas with the class. Give partners a couple of minutes to explore and discuss their thesaurus. Then discuss as a class:

- Q *What is a thesaurus?*
- Q *When might you use a thesaurus? In what ways might a thesaurus be helpful?*

If necessary, explain that a *thesaurus* is a “book of *synonyms*, or words that mean the same thing or almost the same thing.” You might use a thesaurus when you are writing to help you find just the right word or to avoid using the same word over and over again.

Have each pair open their thesaurus to the first two-page spread of words. Point out that the words are listed alphabetically and that the guide words at the top of each page are the first and last words on the page. Explain that guide words help you find a word you are looking for. Also point out that, for each word, the thesaurus provides the word’s part of speech (for example, noun, verb, adjective, or other part of speech) and its synonyms.

Direct the students’ attention to the “Use More Interesting Words” chart, and review that these are synonyms for the overused words *good*, *big*, *small*, and *said*. Explain that partners will choose one of these overused words, look it up in the thesaurus, and share the synonyms they find with the class.

Give partners a minute or two to choose a word, find it in the thesaurus, and discuss its synonyms. When most pairs have finished, discuss the words and their synonyms as a class by asking:

**Q** *What word did you look up? What synonyms did you find for the word?*

Follow up by asking:

**Q** *Which of these synonyms are already on our chart? Which synonyms should we add to the chart?*

Add the synonyms the students suggest to the chart.

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### Teacher Note

Circulate as the students look up the words. If the students are having trouble finding a word, call for their attention and show them how to use the guide words to locate a word.

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### Teacher Note

You might explain that, when using a thesaurus, it is a good idea for the students to look up the synonyms they are finding in a dictionary for more information about the words' meanings and how they are used. Synonyms listed for a word in a thesaurus may have varying shades of meaning and uses.



## More About Judy Blume

excerpted from *Author Talk*, compiled and edited by Leonard S. Marcus and from judyblume.com

### What is a typical workday like for you?

When I'm working on a book, I eat my breakfast, get dressed, and go to work, pretending that I'm leaving the house and going to an office. I work until lunchtime. I force myself to sit at my desk. I might doodle a lot while I'm writing a first draft. Doodling is very important to me. I'll write down a word and decorate it. By the time I get to the end of a first draft, I have a good sense of the characters. During the next two rewrites I work longer hours and with more enthusiasm. By the third draft I'm so into my characters, I have to be dragged away from my desk.

### How do you go about writing a book?

I start by filling a notebook with notes on characters—anything and everything that may never go into the book. This becomes my security blanket. Over the years I've learned to worry less that the words and ideas won't come. I trust that they will.

### Do you know from the start how a book will end?

I know the beginning—about the day when something different happens—and generally where the story's going. But how it will get there is what I worry about every time I begin a new book. I ask myself, *How am I going to fill up two hundred or three hundred pages!* But if I think of it as a whole book too soon, I'm going to scare myself. So I try to focus on one scene at a time. It may be just a page, it may be five or ten pages.

### Judy Blume's advice to young writers:

Whenever I talk to kids about writing and tell them it's the rewriting I enjoy most, they groan. I guess if you're in school, rewriting means copying your papers over. But to me, rewriting is the most exciting part of the process. When I'm rewriting, I feel most creative. I've got all the pieces to the puzzle and now I get to put them together. I go through four or five drafts of each book.

Read your work aloud! This is the best advice I can give. When you read aloud you find out how much can be cut, how much is unnecessary. You hear how the story flows. And nothing teaches you as much about writing dialogue as listening to it.

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# Week 2

## OVERVIEW

### Writing Focus

- Students confer with one another and the teacher.
- Students learn procedures for proofreading their writing.
- Students write their final versions and publish them as books.
- Students present their books to the class from the Author’s Chair.

### Social Development Focus

- Students work in a responsible way.
- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.
- Students express interest in and appreciation for one another’s writing.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA8–WA13

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Unit 2 family letter (BLM1)

#### Professional Development Media

- “Assessing Student Writing” (AV37)
- “Using Web-based Whiteboard Activities” tutorial (AV74)

## DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 16 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, collect enough writing folders (manila, pocket, or any other kind) for each student in the class to have one.
- ✓ Prior to Day 4, create a sample handmade book by stapling together several blank pages with a construction-paper cover.
- ✓ Prior to Day 5, establish a procedure for the students to follow when they are ready to present their completed books from the Author’s Chair. You might have the students place their finished work in a basket, and then, during the sharing time, you can call on authors in the order in which they completed their books to read them aloud to the class. Designate a place in the class library for the students to put their published books after they have shared them from the Author’s Chair and shown them to their families. (See “Tips for Managing the Program in Your Classroom” on page xli for other suggestions about organizing the writing program in your classroom.)
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might have the students type and print their pieces for publication this week. You can also recruit parent volunteers to help with this task.

## TEACHER AS WRITER

*“I believe more in the scissors than I do in the pencil.”*

— Truman Capote

Carefully reread the draft you revised in Week 1. Consider:

- Are there words or sentences in this draft that seem extraneous—like they do not really belong?
- Are there ideas you can express in fewer words?

Think about what you can delete from your draft or rewrite for concision. Make these revisions, either by marking on your current draft or by writing a new one.

# Day 1

## Pair Conferencing

### Materials

- “Questions for My Partner About My Draft” chart from Week 1
- “Writing Time” chart (WA8)
- Supply of loose, lined paper for final versions
- “Class Assessment Record” sheet (CA3)

### TEKS 1.A.i

Student/Teacher Activity  
Step 1 (all, on page 98) and  
Step 3 (all, on page 100)

### In this lesson, the students:

- Begin writing the final versions of their pieces
- Initiate pair conferences
- Act responsibly while writing and conferring during Writing Time
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Discuss Initiating Pair Conferences

Have the students stay at their seats. Explain that this week the students will work on final versions of the pieces they revised last week and make them into books for the class library. Explain that partners will confer about their revised drafts. Remind the students that, in earlier lessons, everyone conferred at the same time. This week, however, the students may initiate their own conferences whenever they want feedback about their writing.

Explain that today you will signal about halfway through Writing Time that the students may confer in pairs about their writing, if they wish. If possible, designate a place in the room for pair conferences that is a little apart from where the students are writing. Tell the students that they should ask their assigned partners to confer first. If a student’s partner is busy writing and would rather not stop to confer, the student may ask someone else. Ask questions such as:

- Q *How can you respectfully ask someone to confer with you?*
- Q *If someone asks you to confer and you would rather keep writing, how can you respond to that person respectfully?*
- Q *What else will you do to be responsible if you confer with a partner today?*

Direct the students’ attention to the “Questions for My Partner About My Draft” chart from Week 1, and review the chart. Ask:

- Q *What other questions might you want to ask your partner about your draft?*

Add any new questions to the chart and encourage the students to use the questions, if they choose to confer with a partner today.

# WRITING TIME

## 2 Write Independently and Confer

Display the “Writing Time” chart (🗨️ WA8) and distribute loose, lined paper to each student. Have them work silently on the charted tasks for 20–25 minutes.

### Writing Time

- Reread your draft.
- Make any other revisions you think are needed to make your piece the most interesting it can be.
- When you are satisfied with it, start copying it neatly, in pencil, on lined paper.

WA8



Join the students in writing for 5–10 minutes, and then walk around and observe, assisting students as needed. About halfway through the writing period, signal that the students may confer in pairs, if they wish.



### CLASS ASSESSMENT NOTE

Observe the students as they initiate and participate in pair conferences.

Ask yourself:

- Are the students able to find partners and begin conferring, with minimal disruption to the class?
- What problems are the students having initiating pair conferences?
- Do conferring pairs seem to stay on task, reading and discussing their writing?
- Do they return promptly to their writing at the end of their conferences?
- Is the noise level such that the students can continue to write if they wish?

Note any problems you observe and be ready to bring them up during the reflection discussion. Record your observations on the “Class Assessment Record” sheet (CA3); see page 16 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Facilitation Tip

Continue to remind the students to **turn and look** at the person who will speak. Ask speakers to wait until they have the class's attention before starting to speak. Scan the class to ensure that all students are actively listening and participating in the discussion. Notice the effect of using this facilitation technique on the students' engagement in class discussions over time.

### Teacher Note

Save the "Questions for My Partner About My Draft" chart to use in the Personal Narrative and Fiction genre units.

## SHARING AND REFLECTING

### 3 Reflect on Pair Conferences

Gather the students to discuss how they did writing and conferring during Writing Time today. Remind them that, in the writing community, the goal of giving feedback is to help the other person create the best possible piece of writing. Ask questions such as:

- Q *If you participated in a pair conference today, what questions did you ask your partner about your writing?*
- Q *What did your partner do or say that helped you?*
- Q *If you continued to write while pair conferences were going on, were you able to concentrate? Why or why not?*
- Q *I noticed that [the room got very noisy when people were walking around looking for partners to confer with]. What can we do next time to avoid this problem?*



### SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print the record sheet from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or make a copy from page 172 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in the winter and spring.

## Day 2

## Proofreading

### Materials

- *Student Writing Handbooks*
- "Writing Time" chart (WA9)
- Supply of loose, lined paper for final versions
- Writing folder for each student

### In this lesson, the students:

- Proofread their drafts for spelling
- Become familiar with their word banks and learn how to add words to them
- Act responsibly while writing and conferring during Writing Time
- Act considerately toward others

### MORE ABOUT REVISION AND PROOFREADING EARLY IN THE YEAR

Remember that the students are just being introduced to the writing process in this unit. They will repeat the process in every genre unit, so they will have multiple opportunities to practice their revision and proofreading skills and

to learn new skills (see “Skills and Conventions” on page xxiii). Do not worry at this point if you notice that students are publishing pieces that could have undergone more revision. The students will improve with repeated practice over time.

## GETTING READY TO WRITE

### 1 Discuss Proofreading for Spelling

Have the students stay at their seats. Review that this week the students are working on their final versions and making them into books for the class library. Point out that published pieces of writing need to include correct spelling and have as few errors as possible. Today and tomorrow the students will *proofread* their drafts, or check them for spelling, punctuation, and capitalization errors.

### 2 Introduce the Word Bank in the *Student Writing Handbook*

Ask the students to reread their revised drafts (even if they have already begun copying them as final versions) and circle any words they aren’t sure are spelled correctly. Stop the students after a couple of minutes and ask:

**Q** *What words have you circled so far?*

Have a few volunteers report the words they circled. Ask the students to open their *Student Writing Handbooks* to the Word Bank section. Explain that this section contains an alphabetical list of correctly spelled words students their age often use in writing.

Ask the students to each look up the first word that they circled in their word banks, check the spelling, and correct it in their drafts, if necessary. Briefly discuss as a class:

**Q** *If the word does not appear in the word bank, what else might you do to check the spelling?*

**Students might say:**

“I could ask someone at my table to help me spell it.”

“I could ask my partner about it during a conference.”

“I could ask you.”

“If I know where I read that word in a book, I can go look it up there.”

“I could look it up in a dictionary.”

Point out that each page of the word bank has blank lines where the students can add new words that they learn. After finding the correct spelling of a new word, they will add it to the appropriate page in the word bank (see diagram on page 102). Then the word will be there for them in the future, if they need it.

#### Teacher Note

If the students have difficulty looking up words, take time to review dictionary skills. Write a word where everyone can see it, and then look it up together as a class. Repeat with other words, if necessary. For more practice, see the technology extension “Use an Online Dictionary” on page 104.

#### Teacher Note

If the students have difficulty answering this question, offer some examples like those in the “Students might say” note.

**TEKS 1.A.ii**  
 Student/Teacher Activity  
 Step 3 (all, beginning on  
 page 102 and continuing on  
 to page 103)



Explain that the word bank is the first place the students should go to check the spelling of a word. Tell them that they will check and correct their spelling before starting or continuing to work on their final versions today.

## WRITING TIME

### 3 Write Independently and Confer in Pairs

Display the “Writing Time” chart (WA9) and have the students work silently on the charted tasks for 20–25 minutes. Distribute more loose, lined paper to the students, if needed.

#### Writing Time

- Check and correct your draft for spelling.
- Start or continue to write your final version neatly, in pencil.

WA9

If necessary, remind the students who have already begun writing their final versions to correct any misspellings they may have copied into them. Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs, if they wish. Briefly discuss:

**Q** *If you choose to confer with a partner today, how will you go about it in a way that is considerate of your classmates?*

Encourage the students to act responsibly and considerately during Writing Time.

Join the students in writing for a few minutes, and then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.



After 10–15 minutes, signal that the students may confer in pairs.

Signal to let the students know when Writing Time is over. Distribute a writing folder to each student, and tell the students that they will keep any loose pages they are working on in their folders. Ask the students to write their names on the front of their folders.

## SHARING AND REFLECTING

### 4 Reflect as a Class

Ask and briefly discuss questions such as:

- Q *What words did you check the spelling of today? Which of these words did you find in your word bank? How did you check words that were not in the word bank?*
- Q *If you participated in a pair conference, what did you do to be considerate of your classmates? How do you think that helped your classmates today?*

Explain that the students will continue to work on their final versions tomorrow.



### Technology Tip

To find an appropriate online dictionary, search the Internet using the keywords “children’s dictionary” or “online dictionary for students.”



## TECHNOLOGY EXTENSION

### Use an Online Dictionary

Write the following words where everyone can see them: *chorus*, *inlet*, *poet*, *seek*, and *heave*.

Have partners sit together at computers. Have the students navigate to the dictionary you selected. Direct their attention to the Search box. Ask them to type a familiar word such as *airplane* or *walk* into the box and click the Search button or icon. Then discuss:

**Q** *What information is provided for the word [airplane]?*

Have volunteers share their thinking. As necessary, point out these key features:

- The division of the word into syllables
- The pronunciation of the word, which may include both a phonetic respelling and an audio pronunciation, accessed through an Audio button or icon
- The word’s part of speech (whether the word is a noun, verb, adjective, or other part of speech)
- The definition(s) of the word
- A sentence or phrase that shows how the word is used

Point out any additional information or features, which may include lists of synonyms or antonyms, the etymology (history) of the word, or links to related words or other information. Then briefly discuss:

**Q** *In what ways is this online dictionary [different from/the same as] a print (book) dictionary?*

**Q** *Which type of dictionary do you prefer? Why?*

Direct the students’ attention to the words on the board, and explain that the words are from *Atlantic*, one of the stories they heard in Unit 1. Tell the students that partners will choose one of the words they want to know about, search for the word in the online dictionary, and share what they learned about the word with the class.

Give pairs a minute or two to choose a word, find it in the dictionary, and read and discuss the word’s entry. When most pairs have finished, discuss each word as a class by asking:

**Q** *Who looked up the word [chorus]? What did you find out about the word?*

**Q** *Who else looked up the word [chorus]? What can you add to what [Sam and Katie] told us about the word?*

Encourage the students to continue to use online or print dictionaries to look up the meanings of words they do not know.

## In this lesson, the students:

- Proofread for punctuation and capitalization
- Become familiar with their proofreading notes and start using them
- Act responsibly while writing and conferring during Writing Time
- Discuss problems that arise in pair conferences

## GETTING READY TO WRITE

### 1 Discuss Proofreading for Punctuation and Capitalization

Have the students stay at their desks. Review that yesterday the students learned how to proofread their drafts for spelling. Remind them that published pieces of writing need to be as free from errors as possible. Today they will learn how to proofread their drafts for punctuation and capitalization.

### 2 Introduce the Proofreading Notes in the *Student Writing Handbook*

Explain that the students will reread their revised drafts and check that each of their sentences begins with a capital letter and ends with a period, question mark, or exclamation point. Also ask them to check whether they have capitalized the first letter of any names and other proper nouns. If necessary, remind the students that a *proper noun* is a “noun that names a specific person, place, thing, or group.”

Have the students take several minutes to proofread their drafts for punctuation and capitalization (even if they have already begun copying their final versions).

Ask the students to open their *Student Writing Handbooks* to the Proofreading Notes section. Explain that the students will use this section to keep track of the conventions (rules) of writing that they will learn this year. Over time, this section will become a checklist of things to pay attention to when the students get ready to publish their drafts.

Display the “Proofreading Notes” chart (WA10) and write the notes from the diagram on page 106 on it. Ask the students to copy these notes onto the first page of the Proofreading Notes section in their handbooks.

## Materials

- *Student Writing Handbooks*
- “Proofreading Notes” chart (WA10)
- “Writing Time” chart (WA11)
- Supply of loose, lined paper for final drafts
- (Optional) Computers for typing and printing final drafts

## Skill Practice Note

Using beginning and ending punctuation and capitalizing the first letters of proper nouns will be review skills for many of your students. However, if the students need more practice with these skills, take time to review them (see Lesson 1 and Lesson 7 in the *Skill Practice Teaching Guide*).

## Teacher Note

Additional conventions are taught in the genre units of this program (see “Skills and Conventions” on page xxiii). The students will record the conventions that they learn in their proofreading notes as they learn them.

**Proofreading Notes**

Rule	Example	Notes
Capitalize the first letter of sentences.	Last week she visited . . .	
Punctuate the end of sentences.	They ran. Did they run? They ran very fast!	
Capitalize the first letter of proper nouns.	Judy, Doctor Cruz, Chicago, Illinois, United States, Friday, November, Empire State Building, Congress	A proper noun names a specific person, place, thing, or group.

Explain that the students will check and correct their punctuation and capitalization before they work on their final versions today.

**WRITING TIME**

**3 Write Independently and Confer in Pairs**

Display the “Writing Time” chart (WA11) and have the students work silently on the charted tasks for 20–25 minutes.

**Writing Time**

- Check and correct your draft for punctuation and capitalization.
- Finish checking and correcting your draft for spelling.
- Continue to write your final version neatly, in pencil.

Remind the students who have already begun writing their final versions to correct any punctuation or capitalization errors they may have copied into them.

Tell the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs. As the students write, confer with individual students.



**Technology Tip**

If computers are available, you might have some students type their final versions (see “Do Ahead” on page 97).



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?
- Does the student proofread his writing using his proofreading notes?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.



After 10–15 minutes, signal that the students may confer in pairs.

Signal to let the students know when Writing Time is over. Have them put their loose pages in their folders until tomorrow.

## SHARING AND REFLECTING

### 4 Reflect on Pair Conferences

Remind the students that the goal of conferring is to help one another create the best possible piece of writing. By helping one another, they build the writing community. However, sometimes problems can arise during pair conferences. Ask questions such as:

- Q *What kinds of problems have you experienced when finding a partner to confer with? How can we avoid those problems?*
- Q *What kinds of problems have you experienced [during/at the end of] conferences? How can we avoid those problems?*
- Q *What can we do to make sure everyone is invited to confer sometimes?*

**Students might say:**

“Sometimes I have to ask five different people before anyone will confer with me. It’s frustrating.”

“It seems like people don’t know what to do after they finish a conference. They hang around and start bothering people.”

“We want to make sure everyone gets asked to confer so no one feels left out of our community. Maybe we can try to ask someone we haven’t asked before.”

At the end of this discussion, summarize the students’ ideas for avoiding or solving problems during pair conferences. Encourage the students to keep these things in mind the next time they confer. Tell them that you will check in with them to see how they are doing.



## TECHNOLOGY EXTENSION

### Use the Whiteboard to Play Web-based Grammar and Punctuation Games

Interactive games are an engaging way for students to review grammar and punctuation skills. Begin by teaching and practicing a skill using a lesson in the *Skill Practice Teaching Guide*. Then, for additional practice, use the interactive whiteboard to play a web-based game. To find age-appropriate games, search the community area provided by the manufacturer of your interactive whiteboard system or search online using the keywords “[grammar/punctuation] activities.” Introduce each game and play it as a class before inviting pairs of students or individuals to play the game.



#### Technology Tip

To learn more about using web-based whiteboard activities to support students’ writing, view the “Using Web-based Whiteboard Activities” tutorial (AV74).



**In this lesson, the students:**

- Explore features of published books
- Make their final versions into books
- Handle materials responsibly
- Share materials fairly

**ABOUT PUBLISHING FOR THE CLASS LIBRARY**

In this lesson, the students learn a simple procedure for turning a final written version into a book. They will staple together the pages of their final versions, along with any illustrations they have created, using construction-paper covers. The goal at this point is to give the students a way to publish their writing quickly, without investing a great deal of time in a bookmaking project. For suggestions about publishing materials you might provide and other suggestions about managing the program, see “Tips for Managing the Program in Your Classroom” on page xli.

**GETTING READY TO WRITE****1 Explore Features of Published Books**

Have the students stay at their desks. Explain that the students who have finished writing their final versions may create their books today.

Show the sample book that you made and pass it around for the students to see. Explain that they may add illustrations on unlined paper, if they wish. They will assemble the completed pages, in the proper order, with a construction-paper cover and then write the book title and their name on the cover.

Explain that the students may wish to include additional features that professional authors sometimes include in their books. Use the read-aloud books from Unit 1 to review some of the features the students could include, such as a title page, dedication, author note, and back-cover blurb. Tell the students that these books will be available during Writing Time so they can look at these features more closely.

**Materials**

- Read-aloud books from Unit 1
- Sample handmade book
- Supply of loose, lined paper for final versions
- Supply of unlined paper for illustrations
- Construction paper for book covers
- Markers, crayons, and other supplies for making illustrations
- Stapler
- “Writing Time” chart (WA12)
- (Optional) Computers for typing and printing final versions

**Technology Tip**

There are a number of methods for creating beautiful handmade books that you might teach your students later this year. Search for ideas online using the keywords “making books with children.”

**Teacher Note**

If you are teaching the *Making Meaning* reading comprehension program from the Center for the Collaborative Classroom, you might include books from *Making Meaning* Units 1 and 2 in this discussion.

## 2 Discuss Handling Materials Responsibly and Sharing Them Fairly

Make sure all of the necessary bookmaking materials are in a central location, and explain the procedure you would like the students to follow to get and return the materials. Ask and briefly discuss questions such as:

- Q *How will you handle the bookmaking materials responsibly?*
- Q *You may need to share supplies, like markers or the stapler. If someone is using something you need, what can you do?*
- Q *If you're using something that someone else needs, what can you do to share it fairly?*

Encourage the students to keep these things in mind as they work today. Tell them that you will check in with them later to see how they did.

## WRITING TIME

### 3 Write Independently and Confer in Pairs

Display the “Writing Time” chart (📄 WA12) and have the students work silently on the charted tasks for 20–25 minutes.

#### Writing Time

- Finish your final version.
- Include illustrations and other features, if you wish.
- Assemble your book and staple it together with a cover.
- Write the title and your name on the cover and decorate it.

WA12

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs. As the students write, confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?
- Does the student proofread her writing using her proofreading notes?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.

After 10–15 minutes, call for the students’ attention and explain that in a moment you will signal that they may confer in pairs. Remind them that yesterday they talked about some possible problems that could arise during pair conferences and how they might avoid those problems. Ask and briefly discuss:

- Q *What do you want to remember today to help avoid problems during pair conference time?*

Continue with Writing Time and then signal that the students may confer in pairs.



Signal to let the students know when Writing Time is over. Have the students return classroom materials to their proper places.

## SHARING AND REFLECTING

### 4 Reflect on Writing Time and Conferring

Ask and briefly discuss questions such as:

- Q *How did you handle our class materials responsibly today?*
- Q *What problems did we have with sharing the materials today? How can we avoid those problems tomorrow?*
- Q *What problems were you able to avoid or solve during pair conference time today?*
- Q *I noticed today that [people returned to their seats when they finished their conference]. How did that help our Writing Time go smoothly?*

Encourage the students to continue to think of ways to be responsible during Writing Time and pair conference time.



## TECHNOLOGY EXTENSION

### Publish Student Writing Online

There are a number of websites where students can publish their writing online. Publishing online allows family members and friends to easily access and enjoy students' writing. You might make this an option for interested students. Search online for such websites using the keywords "publishing student writing online."

# Day 5

## Publishing

### Materials

- Chart paper and a marker
- "Writing Time" chart (WA13)
- A chair to use for the Author's Chair
- Copy of this unit's family letter (BLM1) for each student

### Teacher Note

If the students need more time to finish their writing, consider doing Steps 3-6 (Author's Chair sharing) on another day.

### In this lesson, the students:

- Review and reflect on the writing process
- Finish making their books
- Present their books to the class from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Reflect on Writing Process and Community

Gather the class with partners sitting together, facing you. Explain that over the past several weeks they have learned how to take a piece of writing through the writing process, from the very first idea to a published book. Ask:

**Q** *What have you learned about how to take a piece of writing from a first draft to a published book?*

Title a sheet of chart paper "Writing Process" and write the steps that follow as you remind the students what they did (see diagram on page 113).

## Writing Process

1. Generate ideas.
2. Write drafts.
3. Select a draft to develop.
4. Analyze and revise it.
5. Proofread it.
6. Write a final version and publish it.

Explain that the students will go through this writing process numerous times this year as they explore different kinds of writing, including fiction, nonfiction, and poetry.

Remind the students that they have been building a writing community in which everyone feels safe, cared for, and supported. Use “Think, Pair, Share” to discuss:



- Q** *How will being part of a writing community help us as we go through the writing process? [pause] Turn to your partner.*
- Q** *What part(s) of the writing process do you want to get better at this year? [pause] Turn to your partner.*

Signal for the students’ attention and have one or two volunteers share their thinking with the class.

## WRITING TIME

### 2 Write Independently

Have the students return to their seats. Display the “Writing Time” chart (WA13) and have the students work silently on the charted tasks for 20–25 minutes.

#### Writing Time

- Finish your final version.
- Include illustrations and other features, if you wish.
- Assemble your book and staple it together with a cover.
- Write the title and your name on the cover and decorate it.
- If you finish, work on another piece of writing.

WA13

#### Teacher Note

Post the “Writing Process” chart where everyone can see it.

If necessary, review the procedures for getting materials. As the students write, confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece that each is developing for publication. Ask the student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Do the ideas connect in a way that makes sense?
- Do the revisions make sense and improve the piece?
- Does the student recognize misspelled words and correct them?
- Does the student proofread his writing using his proofreading notes?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 17 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. As the students return classroom materials to their proper places, place the chair that you have designated as the Author’s Chair at the front of the area where you gather the class.

## SHARING AND REFLECTING

### 3 Introduce Author’s Chair Sharing

Gather the class with partners sitting together, facing you. Explain that when they publish pieces of writing this year, they will present them to the class from the Author’s Chair.

Explain the procedure you would like the students to follow when they are ready to present their books from the Author’s Chair (see “Do Ahead” on page 97).

### 4 Discuss Speaking Clearly and Expressing Interest in Other People’s Writing

Before asking a volunteer to share from the Author’s Chair today, have a discussion about how the students will act, both as presenting

**TEKS 1.A.i**  
Student/Teacher Activity  
Steps 4–6  
(all, beginning on page  
114 and continuing on  
to page 115)

authors and as members of the audience. Ask and briefly discuss questions such as:

- Q *Why is it important to speak in a loud, clear voice when you're sharing your book with the class?*
- Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*
- Q *How will you let the author know that you're interested in his or her writing? Why is it important to express interest in other people's writing?*

Encourage the students to be attentive and considerate audience members. Tell them that you will check in with them later to see how they did.

## 5 Conduct the Author's Chair Sharing

Ask for a volunteer who has finished publishing her book to read it aloud from the Author's Chair. Encourage the author to show any illustrations and any additional features she included. At the end of the reading, facilitate a discussion using questions like those that follow. Give the author an opportunity to respond to the class's comments and questions.

- Q *What was interesting to you about [Mona's] book?*
- Q *Which part did you really like? Why?*
- Q *What parts were [funny/scary/suspenseful/surprising]? Why?*
- Q *What questions can we ask [Mona] about her book?*

Follow this procedure and have a few more students share from the Author's Chair. Assure the students that they will all have a chance to share their books from the Author's Chair in the next few days.

## 6 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss questions such as:

- Q *How did we do today as an audience? What might we want to work on during the next Author's Chair sharing?*
- Q *If you shared a book today, how did you feel? What did the members of the audience do that made you feel [relaxed/nervous/proud]?*

Show the students the place in the class library that you have designated for their published books. Explain that these books will be available for them to read during independent reading time. Emphasize that the students must handle their classmates' handmade books carefully and return them to the class library when they are done.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 117.

### Teacher Note

Prior to doing this activity, you will need to make a class set of the “Student Self-assessment” record sheet (SA1) on page 19 of the *Assessment Resource Book*.

### Teacher Note

If necessary, you might model filling out the “Student Self-assessment” record sheet using your own writing or the “Sample First Draft” chart (WA3) from earlier in the unit.

## EXTENSION

### Introduce “Student Self-assessment”

Have the students bring their published writing and pencils, and sit at desks with partners together. Tell the students that when writers complete a piece of writing, they often reread it and think about what they did well and what they might do better in their next piece. Distribute a “Student Self-assessment” record sheet (SA1) to each student, and explain that the sheet lists characteristics of good writing. Tell the students that today they will read their published pieces to see which of the characteristics they included in their writing and which characteristics they need to work on next time.

Refer to the “Student Self-assessment” record sheet. Ask the students to follow along as you read aloud the characteristics in the left column. After reading, explain that the students will read their stories and look for these characteristics in their own writing. Point out that if they see a characteristic in their writing a lot, they will put a check in the box under the words “I did it!” If they see the characteristic some of the time, they will put a check in the box under the words “I did it some of the time.” If they still need to work on including a characteristic in their writing, they will put a check in the box under the words “I’m still working on it.”

Read the reflection questions at the bottom of the record sheet aloud. Ask the students to think about the questions and write their responses in the space provided.

Give the students enough time to analyze their writing and fill out the record sheet. When most students have finished, have partners share with one another what they did well and what they want to continue to work on. Then ask and briefly discuss:

- Q *What did you do to make your writing fun and interesting to read?*
- Q *What is something you want to continue to work on as you write this year?*

Collect the record sheets to put in the students’ writing portfolios. At the end of the next unit, you might have each student complete another record sheet and compare his responses.

# End-of-unit Considerations

## Wrap Up the Unit

- This is the end of Unit 2. The next unit you teach will be a genre unit. While the genre units may be taught in any order, Personal Narrative or Fiction is a good choice at this point. We recommend that you teach the Expository Nonfiction unit later in the year. Whichever genre unit you select, continue to build the students' stamina toward the goal of writing independently for 30 minutes.
- You will need to reassign partners before you start the next unit.
- Send home with each student the student's published piece and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

## Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 20 of the *Assessment Resource Book*.
- You might record your students' progress over the course of the year using the "Individual Writing Assessment Class Record" sheet (CR1) on page 176 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze her writing using the "Student Self-assessment" record sheet (SA1) on page 19 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 116.

### Teacher Note

For more information, view "Assessing Student Writing" (AV37).





# Genre

# Personal Narrative

During this four-week unit, the students explore the genre of personal narrative and write about significant topics and events from their lives. They explore the characteristics of a good personal narrative, including sensory details, temporal words and phrases, engaging openings, and effective endings. The students practice relevant skills and conventions, such as correcting commonly misused words, run-on sentences, and sentence fragments. They hear, discuss, and write personal narratives. Socially, they ask one another questions about their writing and give feedback in helpful and respectful ways. They also practice giving their full attention to the person who is speaking and expressing interest in and appreciation for other people's writing.



## RESOURCES

## Read-alouds

- *Grandma's Records*
- "Our House," "Chores," and "John and the Snake" from *Childtimes: A Three-Generation Memoir*
- *My Father's Hands*
- "First Day of School"
- "Believing in Myself"
- "How I Saved a Dog's Life"

## Writing About Reading Activities

- "Write Opinions About *Childtimes*"
- "Make Connections to 'How I Saved a Dog's Life'"



## Technology Mini-lesson

- Mini-lesson 7, "Creating Documents"



## Technology Extensions

- "Listen to and Write About the Music of *Grandma's Records*"
- "Publish Student Writing Online"
- "Record Personal Narratives"

## Extensions

- "Recognize and Explain the Function of Adjectives in *My Father's Hands*"
- "Read More from *Childtimes*"
- "Recognize and Use Abstract Nouns"
- "Write Letters Home About Personal Narratives"



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

## Whiteboard Activities

- WA1–WA26

## Assessment Forms

- "Class Assessment Record" sheets (CA1–CA6)
- "Conference Notes" record sheets (CN1–CN2)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Student Self-assessment" record sheet (SA1)

## Reproducible

- Personal Narrative genre unit family letter (BLM1)

## Professional Development Media

- "Building a Community of Writers" (AV1)

- "Managing Pair Conferences" (AV8)
- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV11)
- "Using 'Think, Pair, Share'" (AV13)
- "Asking Open-ended Questions and Using Wait-time" (AV18)
- "Introducing Vocabulary During a Read-aloud" (AV30)
- "Conferring About Personal Narrative" (AV40)
- "Exploring Personal Narrative" (AV41)
- "Sharing One Sentence and Reflecting" (AV42)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

## RESOURCES *(continued)*

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 2, “Incomplete Sentences”
- Lesson 6, “Singular and Plural Nouns”
- Lesson 10, “Possessive Pronouns”
- Lesson 19, “Adjectives”
- Lesson 27, “Contractions”
- Lesson 28, “Commas in Addresses”

### Assessment Resource Book

- Personal Narrative genre unit assessments

### Student Writing Handbook

- “Excerpt from *My Father’s Hands*”
- “First Day of School”
- “Opening Sentences from Four Personal Narratives”
- “Closing Sentences from Three Personal Narratives”

## DEVELOPMENT ACROSS THE GRADES

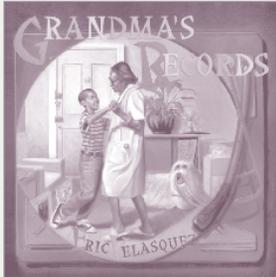
	Elements of Personal Narrative	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>Writing about true stories from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Visualizing story ideas</li> <li>Drawing and writing to tell a story</li> </ul>	<ul style="list-style-type: none"> <li>Using letters, words, or sentences to tell a story</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Writing about true stories from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Writing stories with a beginning, middle, and end</li> <li>Including feelings in stories</li> <li>Exploring temporal words</li> <li>Exploring features of book covers</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing proper nouns</li> <li>Using exclamation points</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Writing about interesting events or topics from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Rereading and adding to writing</li> <li>Adding sight and sound words</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing beginnings of sentences</li> <li>Punctuating sentences</li> <li>Capitalizing proper nouns</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Writing about interesting events or topics from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory details</li> <li>Using temporal words and phrases</li> <li>Writing engaging openings</li> <li>Writing endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>then/than; your/you're</i>)</li> <li>Recognizing and correcting sentence fragments</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Writing about single events from students' own lives</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory details</li> <li>Using transitional words and phrases</li> <li>Writing engaging openings</li> <li>Writing endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>its/it's; to/too/two</i>)</li> <li>Recognizing and correcting sentence fragments</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Writing about significant experiences from students' own lives</li> <li>Exploring how those experiences resulted in learning or change</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory details</li> <li>Writing engaging openings</li> <li>Adding information about learning or change</li> <li>Writing endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>there/their/they're</i>)</li> <li>Maintaining consistency in verb tenses</li> <li>Recognizing and correcting sentence fragments</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Writing about significant experiences from the students' own lives</li> <li>Exploring how those experiences resulted in learning or change</li> <li>Exploring ways to organize or structure a personal narrative</li> </ul>	<ul style="list-style-type: none"> <li>Using sensory and descriptive details</li> <li>Integrating information about learning or change</li> <li>Cultivating an individual voice</li> <li>Using transitional words and phrases</li> <li>Writing engaging openings and endings that draw a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and correcting commonly misused words (<i>accept/except; lose/loose; who's/whose</i>)</li> <li>Recognizing and correcting sentence fragments and run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Drafting</b>					
<b>Week 1</b>	<b>Exploring Personal Narrative:</b> <i>Grandma's Records</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Experiences with loved ones</li> </ul>	<b>Exploring Personal Narrative:</b> <i>"Our House"</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing about home</li> </ul>	<b>Exploring and Drafting Personal Narrative:</b> <i>"Chores"</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Sensory details</li> </ul>	<b>Exploring and Drafting Personal Narrative:</b> <i>My Father's Hands</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details</li> </ul>	<b>Exploring and Drafting Personal Narrative</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details</li> </ul>
<b>Week 2</b>	<b>Exploring and Drafting Personal Narrative:</b> <i>"John and the Snake"</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing about single incidents</li> </ul>	<b>Exploring and Drafting Personal Narrative:</b> <i>"First Day of School"</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Remembering the first day of school</li> </ul>	<b>Exploring and Drafting Personal Narrative:</b> <i>"Believing in Myself"</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Perseverance through challenges</li> </ul>	<b>Exploring and Drafting Personal Narrative:</b> <i>"How I Saved a Dog's Life"</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Learning situations</li> </ul>	<b>Exploring Personal Narrative and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Temporal words and phrases</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 3</b>	<b>Selecting and Completing Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>What to look for when selecting drafts</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Temporal words and phrases</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Strong opening sentences</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Endings that draw a story's events to a close</li> </ul>
<b>Week 4</b>	<b>Self-assessing and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Giving and receiving feedback</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Commonly misused words and sentence fragments</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Spelling, punctuation, and run-on sentences</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Class book features</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author's Chair sharing</li> </ul>

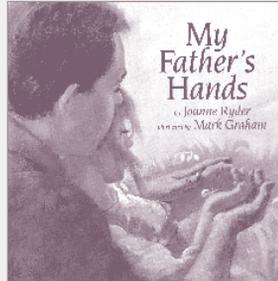
# Week 1

## OVERVIEW



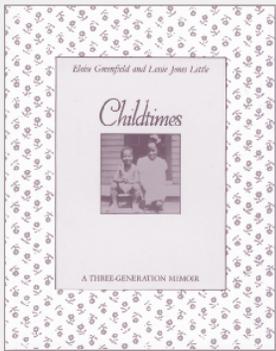
### **Grandma's Records**

by Eric Velasquez  
Eric's grandmother plays the music of her childhood in Puerto Rico.



### **My Father's Hands**

by Joanne Ryder, illustrated by Mark Graham  
A father and daughter marvel over the tiny creatures that inhabit their garden.



### **Childtimes: A Three-Generation Memoir**

by Eloise Greenfield and Lessie Jones Little  
Three generations of women remember their "childtimes."



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### **Whiteboard Activities**

- WA1-WA4

### **Assessment Forms**

- "Class Assessment Record" sheet (CA1)
- "Conference Notes: Focus 1" record sheet (CN1)

### **Professional Development Media**

- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV11)
- "Using 'Think, Pair, Share'" (AV13)
- "Asking Open-ended Questions and Using Wait-time" (AV18)
- "Introducing Vocabulary During a Read-aloud" (AV30)
- "Conferring About Personal Narrative" (AV40)
- "Exploring Personal Narrative" (AV41)
- "Sharing One Sentence and Reflecting" (AV42)
- "Using Web-based Teaching Resources" tutorial (AV75)

## TEACHER AS WRITER

*“No surprise for the writer,  
no surprise for the reader.  
For me the initial delight is in  
the surprise of remembering  
something I didn’t know I knew.”*

— Robert Frost

Think about memorable events from your life that you could write about. List these in your notebook, and then select one or two of the most vivid memories to describe in short drafts. Write about what happened, when it happened, who was involved, and what was memorable about each event.

### Writing Focus

- Students hear and discuss personal narratives.
- Students generate writing ideas from their own lives.
- Students visualize sensory details.
- Students draft personal narratives, focusing on single, interesting events or topics from their own lives.

### Social Development Focus

- Teacher and students build the writing community.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Because the readings from *Childdtimes* do not have illustrations, consider bringing in visual aids (such as images of old-fashioned houses, coal-burning stoves, and antique irons) to support the students’ comprehension.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA1) on page 32 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 38 of the *Assessment Resource Book*.



# Day 1

## Exploring Personal Narrative

### Materials

- *Grandma's Records*
- "Writing Time" chart (WA1)
- "Class Assessment Record" sheet (CA1)

### Teacher Note

For more information about personal narrative, view "Exploring Personal Narrative" (AV41).



### Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today's lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

### Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

### In this lesson, the students:

- Work with new partners
- Hear and discuss a personal narrative
- Quick-write about something special done with loved ones
- Write freely about things that interest them

### ABOUT PERSONAL NARRATIVE

Personal narratives offer writers the opportunity to think about and write true stories about the meaningful experiences of their lives. Personal narratives describe significant events and explain how those events led to learning or a change of some kind. Character change in a narrative, whether of a fictional character or a real person, often results from learning an important lesson or gaining a new realization about oneself or the world. Personal narratives also include sensory details to make the writing come alive for readers, as well as temporal words and phrases to help readers follow the sequence of events.

In the study of personal narrative at grade 3, the students identify interesting single events from their lives and write about them in detail. They use sensory details and temporal words and phrases, and they write engaging openings and endings that draw a story's events to a close.

### GETTING READY TO WRITE

#### 1 Pair Students and Discuss Working Together

Randomly assign partners and make sure they know each other's names (see "Do Ahead" on page 125). Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Explain that today's lesson is the beginning of a four-week unit in which the students will explore a kind of writing called *personal narrative*. In personal narratives, authors tell stories about true things that have happened to them. Explain that partners will stay together for the unit. Ask:

**Q** *What have you learned about working with a partner that can help your new partnership go well?*

**Students might say:**

"We can ask each other questions and help each other."

"I agree with [Zach]. You can work better together if you get to know someone."

"In addition to what [Felicia] said, you don't have to be best friends—you just have to work together."

Encourage the students to keep these ideas in mind as they begin working with their new partners today.

## 2 Introduce and Read *Grandma's Records* Aloud

Show the cover of *Grandma's Records* and read the title and the author's name aloud. Explain that the author, Eric Velasquez, has written a personal narrative about growing up in New York City in the 1960s. Read aloud the dedication on page 3, in both Spanish and English. Ask:

**Q** *What does the dedication tell us about the author?*

**Students might say:**

"The book is dedicated to the author's grandmother, so he must like her a lot."

"In addition to what [Mele] said, the dedication is in Spanish and English, so I bet the author's grandmother spoke Spanish."

Explain that in this book, the author describes memories of summers he spent with his grandmother. Ask the students to think as they listen about what it might be like to write about their own memories.

Read *Grandma's Records* aloud slowly and clearly, including the song lyrics and biographies on pages 31–32. Clarify vocabulary as you read.

### Suggested Vocabulary

**El Barrio:** (Spanish) a New York City neighborhood, also called Spanish Harlem (p. 4)

**percussion:** instruments such as drums and maracas (p. 15)

**destiny's will:** what had to happen (p. 31)

**Borinquen:** (Spanish) Puerto Rico (p. 31)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**concert:** music performance (p. 17)

**subway:** underground train (p. 21)

### Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- "I agree with \_\_\_\_\_ because ..."
- "I disagree with \_\_\_\_\_ because ..."
- "In addition to what \_\_\_\_\_ said, I think ..."

### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 2, Day 2 on page 29. For more information, view "Introducing Vocabulary During a Read-aloud" (AV30).



### Teacher Note

To review the procedure for “Turn to Your Partner,” see Unit 1, Week 1, Day 3 (page 13). To see an example, view “Using ‘Turn to Your Partner’” (AV11).



### Teacher Note

Note that on Days 1 and 2 of this week, the students may write personal narratives or anything else they wish. On Day 3, after exposure to a few examples of personal narrative, they will all begin writing in this genre.

### ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and then talk quietly with you or a partner about their drawing. If necessary, write out key words and phrases they want to use so that they can copy the words into their writing.

## 3 Briefly Discuss the Reading

Ask and briefly discuss the question that follows. Be ready to reread from the text to help the students recall what they heard.

**Q** *In this story, Eric writes about special things he did with someone he loved. What special things does he write about?*

## 4 Quick-write: Special Things Done with a Loved One

Ask:



**Q** *If you wanted to write about special things you’ve done with someone you love, what could you write about? Turn to your partner.*

Scan the class as partners talk. When they have had sufficient time to discuss the question, signal for their attention. Have them open their writing notebooks to the next blank page in the writing ideas section, label it “Special Things I’ve Done,” and list some special things they have done with a loved one. After a few minutes, call for the students’ attention and have a few volunteers share their lists with the class.

Explain that during Writing Time today the students may write about one of the ideas they listed or about anything that interests them.

## WRITING TIME

### 5 Write Independently

Have the students sit at desks with partners together. Display the “Writing Time” chart (WA1) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write about something special you’ve done with someone you love.
- Write about anything else that interests you.

WA1

Remind the students to double-space their writing. If necessary, review that during the writing period there should be no talking, whispering, or walking around.

Join the students in writing for a few minutes, and then walk around the room and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students staying in their seats and writing silently?
- Do they write readily about themselves?
- Are they double-spacing their writing?
- Do the students who have difficulty getting started eventually do so?

If you notice many students having difficulty starting to write, call for the class's attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class, and then have them resume silent writing. If necessary, remind students to double-space their writing.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 32 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Writing and Reflect



Have partners share with each other what they wrote today. Then, as a class, briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

**Q** *Who wrote about something special you did with a loved one? Tell us about it.*

**Q** *What other topics did you write about? Tell us about them.*

Help the students reflect on their partnerships by asking:

**Q** *What did you find out about your partner today?*



## TECHNOLOGY EXTENSION

### Listen to and Write About the Music of *Grandma's Records*

Obtain a recording of Grandma's special song from *Grandma's Records*, "En mi viejo San Juan" by Noel Estrada. Recordings can be found online by searching for the song title. Provide the students with copies of the song lyrics (from page 31 of *Grandma's Records*).



### Technology Tip

For more information about using web-based resources, view the "Using Web-based Teaching Resources" tutorial (AV75).



With your students, reread the lyrics of “En mi viejo San Juan” aloud. Then play the recording as the students listen and follow along with the lyrics. Ask questions such as:

- Q *What do you like about the words of this song? What do you like about the music? How does this song make you feel?*
- Q *Why do you think this song might be special to someone like Eric Velasquez’s grandma?*
- Q *Who has a song that you think is special? Tell us about it.*

If your students are interested, invite them to write about their responses to “En mi viejo San Juan” or to write about songs that are special to them. Alternatively, you might invite the students to write lyrics about a special place.

## Day 2

## Exploring Personal Narrative

### Materials

- “Our House” (*Childtimes*, pages 19–23)
- Chart paper and a marker
- *She Come Bringing Me That Little Baby Girl* from Unit 1
- *Grandpa’s Face* from Unit 1
- “Writing Time” chart (WA2)

### Teacher Note

Save the “Notes About Personal Narratives” chart to use later this week and throughout the unit.

### In this lesson, the students:

- Informally explore features of personal narratives
- Hear and discuss a personal narrative
- Write freely about things that interest them

## GETTING READY TO WRITE

### 1 Start “Notes About Personal Narratives” Chart

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind the students that yesterday they heard *Grandma’s Records*, a personal narrative by Eric Velasquez.

Title a sheet of chart paper “Notes About Personal Narratives.” Remind the students that a *personal narrative tells a true story from the author’s own life*. Add this to the chart. Explain that you will continue to add to the chart as the students learn more about what makes personal narratives different from other kinds of writing.

### 2 Introduce *Childtimes*

Show the cover of *Childtimes* and read the title, subtitle, and authors’ names aloud. Explain that the subtitle, *A Three-Generation Memoir*, means that this book of personal narratives contains true stories of the memories of three generations of women from a single family: Eloise

Greenfield; her mother, Lessie Jones Little; and her grandmother Pattie Ridley Jones. Remind the students that they heard the fiction stories *Grandpa's Face* and *She Come Bringing Me That Little Baby Girl* by Eloise Greenfield earlier this year.

Show the photographs of the women on pages 1, 49, and 119, and explain that each section contains stories told by one of the women about what it was like to grow up during her time.

Explain that you will read some of the personal narratives from *Childtimes* in the coming days. Encourage the students to think about what it might be like to write narratives like these themselves.

### 3 Read "Our House" Aloud

Explain that the personal narrative you will read today is by Pattie Ridley Jones, the eldest of the three women. Read page 7 aloud slowly and clearly, and then read "Our House" (pages 19–23) aloud, clarifying vocabulary as you read.

#### Suggested Vocabulary

**plank:** flat piece of wood (p. 22)

**mill:** factory where tree trunks are made into boards for building (p. 22)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**for the life of me:** even if I try very hard (p. 22)

### 4 Discuss the Reading

Ask and briefly discuss the questions that follow. Be ready to reread from the text to help the students recall what they heard.

- Q *What do we find out about Pattie Ridley Jones's childhood from this piece?*
- Q *What are some special things she remembers about her home?*

#### Students might say:

"We found out that Pattie had a brother and three sisters. It sounds like they had fun playing together."

"I agree with [Jonel] that they had fun. Pattie also remembers how they had a big backyard with a garden."

"She remembers that her dad built their house and that her sisters planted some pretty trees in front."

#### Facilitation Tip

During this unit, we invite you to focus on two questioning techniques: **asking open-ended questions** and **using wait-time**. Notice that most of the questions we suggest are open-ended, inviting many responses. These questions cannot be answered with a single word and often begin with words like *what*, *how*, and *why*. We encourage you to try asking the questions as they are written and noticing how the students respond. Since these questions require thought, we suggest that you use at least 5-10 seconds of wait-time after asking each question before calling on anyone to respond. This gives everyone a chance to think before talking. To see this Facilitation Tip in action, view "Asking Open-ended Questions and Using Wait-time" (AV18).



### Teacher Note

Remember to pause for 10 seconds for the students to think before you say “Turn to your partner.” To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 2 (page 29). To see an example, view “Using ‘Think, Pair, Share’” (AV13).



**Q** *If you were going to write about your home, what might you say?* [pause]  
*Turn to your partner.*

Invite the students to write about their home, a memory, or about anything else they wish during Writing Time today.

## WRITING TIME

### 5 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA2) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write about your home.
- Write about a memory.
- Write about anything else that interests you.

WA2

Remind the students to double-space their writing. Join them in writing for a few minutes, and then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q** *Who wrote about their home today? Tell us about it.*
- Q** *Who wrote about a memory today? Tell us about it.*
- Q** *What other topics did you write about? Tell us about them.*

# Exploring and Drafting Personal Narrative

## Day 3

### In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Visualize sensory details
- Quick-write about sensory details

## GETTING READY TO WRITE

### 1 Add to “Notes About Personal Narratives” Chart

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that earlier the students heard *Grandma’s Records* and “Our House,” both personal narratives. Remind the students that, in each of these narratives, the author writes about things he or she remembers from childhood. Direct the students’ attention to the “Notes About Personal Narratives” chart and add *write about a memory* to it.

Explain that today you will read another personal narrative by Pattie Ridley Jones. Remind the students that she is the eldest of the three women who tell about their lives in *Childtimes: A Three-Generation Memoir*. Explain that in this personal narrative, Pattie Ridley Jones uses words that help the reader imagine what is happening. Invite the students to listen for these words as you read.

### 2 Read “Chores” Aloud

Read “Chores” (pages 31–33) aloud slowly and clearly, clarifying vocabulary as you read.

#### Suggested Vocabulary

**cooking eyes:** (idiom) places on the stove where the pots and pans go (p. 31)

**bedstead:** wooden part of the bed (p. 32)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**mattress:** part of the bed you sleep on (p. 32)

#### Materials

- “Chores” (*Childtimes*, pages 31–33)
- “Notes About Personal Narratives” chart from Day 2
- “Quick-write” chart (WA3)
- Class set of “Conference Notes: Focus 1” record sheets (CN1)

### 3 Discuss the Reading

Ask:



Q *What did you imagine (see in your mind) as you listened to this personal narrative? Turn to your partner.*

Have volunteers share their thinking.

#### Students might say:

"I imagined designs on the ground from the broom."

"In my mind, I saw a really hot stove with irons sitting on top of it."

"I imagined the bed with the puffed-up mattresses and lacy pillows."

### 4 Quick-write: Sensory Details

Display the "Quick-write" chart (WA3) and ask the students to think quietly as they listen to the questions on it. Say the questions one at a time, pausing after each question (without discussing it) to give the students time to think.

WA3

#### Quick-write

- What kinds of chores do you do at home?
- Imagine yourself doing one of those chores. What do you see? Hear? Smell?
- What do you touch with your hands when you do the chore? What does that feel like?



Ask the students to open their writing notebook to the next blank page and quick-write about what they imagined. Stop them after 3–4 minutes of silent writing and have partners talk about their thinking. Then have them resume silent writing for a few more minutes.

Call for the students' attention and have a few volunteers share their ideas with the class.

Explain that you would like all of the students to try writing about their own lives during Writing Time today. Encourage them to include *sensory details*, or words that help a reader see, hear, smell, taste, and feel what is happening. They may continue a piece about their own lives they started earlier or write any true story about their lives.

#### Teacher Note

The students are just beginning to explore personal narrative. They are not expected to know or incorporate specific features of the genre into their writing at this point. They will build on their understanding as they explore the genre in the coming weeks.

## WRITING TIME

### 5 Draft Personal Narratives

Have the students return to their seats and work silently on their personal narratives for 20–30 minutes. Remind them to double-space their writing.

Join them in writing for a few minutes, and then begin conferring with individual students.



#### TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students about their personal narratives. Ask each student to show you his writing and read some of it aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Share and Reflect on Writing

Ask and discuss the question that follows, inviting the students to read passages of their writing aloud, if they wish.

- Q *What event or memory from your own life did you write about? Tell us about it.*

Explain that the students will continue to write drafts of personal narratives during the coming weeks.

#### Teacher Note

The students will write all first drafts of personal narratives, double-spaced, in their notebooks. In Week 3, they will select one of the drafts to develop and publish. Double-spacing now allows space for revision later. The students will write their final versions in Week 4 on loose, lined paper (or on a computer, if available).

#### Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Personal Narrative” (AV40).



# Day 4

## Exploring and Drafting Personal Narrative

### Materials

- *My Father's Hands*
- “Notes About Personal Narratives” chart from Day 3
- “Excerpt from *My Father's Hands*” (WA4)
- *Student Writing Handbook* page 2

### In this lesson, the students:

- Hear and discuss a personal narrative
- Explore sensory details in a passage
- Draft personal narratives
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Briefly Review Personal Narrative

Have the students bring their *Student Writing Handbooks* and pencils and gather with partners sitting together, facing you. Review that yesterday they began writing drafts of personal narratives. Ask and briefly discuss:

**Q** *What makes personal narrative writing different from other kinds of writing?*

If necessary, review the “Notes About Personal Narratives” chart to help the students remember what they learned. Add any new ideas they mention.

### 2 Read Aloud and Discuss *My Father's Hands*

Show the cover of *My Father's Hands* and read the title and the names of the author and the illustrator aloud. Explain that in this personal narrative, author Joanne Ryder writes about a childhood memory of a special time she shared with her father. Encourage the students to listen for sensory words that help them imagine what is happening.

Read pages 3–10 of *My Father's Hands* aloud slowly and clearly, showing the illustrations. Ask:



**Q** *What do you think the father has found? Turn to your partner.*

Without stopping to discuss as a class, reread the last sentence and continue reading to the end of the book.

### 3 Explore Sensory Details

Ask and briefly discuss:

**Q** *What did you imagine seeing as you listened to this book?*

**Q** *What did you imagine hearing?*

**Q** *What other senses did you imagine using?*



Ask the students to open to *Student Writing Handbook* page 2 as you display “Excerpt from *My Father’s Hands*” (WA4). Ask partners to reread the passage and together underline words that help them imagine what is happening, using their senses.

After a few minutes, ask pairs to share the words they underlined with the class. Underline words on the displayed excerpt as the students report them. Ask:

**Q** *Which of your senses do you imagine using when you read those words?*

Point out that in many personal narratives, including this one, the author includes sensory details that help us imagine with our senses what is happening.

Explain that the students will continue to write personal narratives today, and encourage them to look for places where they can include sensory details. They may continue a personal narrative they started earlier or begin a new one.

## WRITING TIME

### 4 Draft Personal Narratives

Have the students return to their seats and work silently on personal narratives for 20–30 minutes. Join them in writing for a few minutes, and then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each student show and read some of her writing aloud to you. Help the student extend her thinking about personal narrative by asking questions such as:

- Q** *Why did you choose to write about this [event/memory/thing]?*
- Q** *What else do you remember about it that you can add to the narrative?*
- Q** *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q** *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Teacher Note

If it is helpful, write the five senses where everyone can see them: *sight, hearing, smell, taste, and touch*.

Some sensory details in this narrative include: “hands curl like a flower budding, then unfolding wide,” “leaf-green mantis,” “long thin legs,” “green prickly feet,” “huge round eyes,” “so light,” and “my hands soft and warm.”

## SHARING AND REFLECTING

### 5 Share and Reflect on Writing

Have a few volunteers read their writing aloud. Encourage the other students to express their interest or appreciation after each reading, using questions such as:

Q *What did you like about [Anil's] piece?*

Q *What questions can we ask [Maddy] about what she wrote?*

Explain that the students will continue to draft personal narratives tomorrow.

---

## EXTENSION

### Recognize and Explain the Function of Adjectives in *My Father's Hands*

Review that in the book *My Father's Hands*, a father and daughter look at insects that live in their garden, including a mantis. Reread the passage beginning “Green prickly feet find their footing on my steady fingers” on page 22 of the book, and continue reading to the end of page 24.

Write the sentence *Green prickly feet find their footing on my steady fingers* where everyone can see it, and read it aloud. Circle the word *feet* and explain that *feet* is a *noun*, or a word that names a person (or other living creature), a place, or a thing. Point out that in this sentence, the author uses two words, *green* and *prickly*, to tell more about the mantis's feet. Explain that words that tell more, or describe, a noun are called *adjectives*, and that adjectives can describe how a noun feels, looks, tastes, smells, or sounds. In this sentence, *green* is an adjective that tells how the mantis's feet look, and *prickly* is an adjective that tells how the mantis's feet feel on the author's fingers. (You may wish to point out that adjectives can also describe a noun's size, such as *big*, or its quantity, such as *three*.)

Explain to the students that writers use adjectives to make their writing more interesting to readers. Point out that when writers add sensory details, many of the words they add are adjectives.

Ask the students to reread the sentence you have written: *Green prickly feet find their footing on my steady fingers*. Ask:

Q *What is another adjective in this sentence? What noun does it describe?*  
*Turn to your partner.*

Have a few volunteers share their thinking with the class. If necessary, follow up by asking questions such as:

**Q** *How do we know that fingers is a noun?*

**Q** *How does the word steady tell us more about the author's fingers?*

If time permits, you may wish to discuss adjectives in other sentences from *My Father's Hands*. Examples include:

**p. 4** "Thin cracks run down my father's fingers."

**p. 24** "The mantis tilts his pointed face, his huge round eyes watching me watch him."

**p. 24** "He is so light, so bold, so strange."

## Exploring and Drafting Personal Narrative

# Day 5

### In this lesson, the students:

- Review sensory details
- Draft personal narratives
- Express interest in one another's writing
- Ask one another questions about their writing

### Materials

- "Notes About Personal Narratives" chart from Day 4

## GETTING READY TO WRITE

### 1 Gather and Review Sensory Details

Gather the class with partners sitting together, facing you. Review that yesterday the students heard *My Father's Hands* by Joanne Ryder. Ask and briefly discuss:

**Q** *What do you remember about the story My Father's Hands?*

Review that Joanne Ryder uses sensory details in her personal narrative. Direct the students' attention to the "Notes About Personal Narratives" chart and add *sensory details help the reader see, hear, smell, taste, or feel what happens* to it.

Explain that the students will continue to write personal narratives today. Encourage them to look for places where they can include sensory details. They may continue a personal narrative they started earlier or begin a new one.

## WRITING TIME

### 2 Draft Personal Narratives

Have the students return to their seats and work silently on personal narratives for 20–30 minutes. Join them in writing for a few minutes, and then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students, having each student show and read some of his writing aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Share One Sentence and Reflect

Ask the students to review the writing they did today. Ask each student to underline one sentence she would like to share with the class. Give the students a moment to select their sentences. Then go around the room and have each student read her sentence aloud, without comment.

Facilitate a brief discussion using questions such as:

- Q *What sentence did you hear that got you interested in someone else’s writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will continue to write drafts of personal narratives during the coming weeks.

### Teacher Note

The intention in this activity is to hear one sentence from every student in the class. This lets the students hear what their classmates are writing and builds their accountability. After they underline their sentences, have them put their pencils away. Have them read their sentences promptly, one after another, without stopping to comment. In the discussion afterward, they are not expected to remember every sentence they heard.

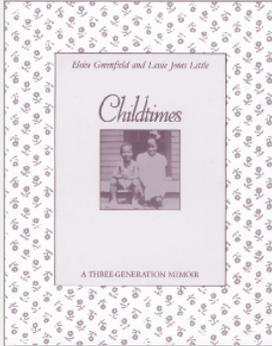
To see an example of this technique, view “Sharing One Sentence and Reflecting” (AV42).





# Week 2

## OVERVIEW



### **Childtimes: A Three-Generation Memoir**

by Eloise Greenfield and Lessie Jones Little

Three generations of women remember their “childtimes.”

### Essays

### **“First Day of School,” “Believing in Myself,” and “How I Saved a Dog’s Life”**

excerpted from *Kids Write Through It: Essays from Kids Who Have Triumphed Over Trouble*, compiled by the editors at Fairview Press (see pages 162-165)

Young people write about how they have triumphed over trouble.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activities**

- WA5–WA10

#### **Assessment Forms**

- “Class Assessment Record” sheet (CA2)
- “Conference Notes: Focus 1” record sheet (CN1)

#### **Professional Development Media**

- “Building a Community of Writers” (AV1)

## TEACHER AS WRITER

*“Try to be one of the people on whom nothing is lost!”*

— Henry James

Select one of the pieces you wrote last week about a memorable event and reread it. Where could you include words and phrases that would help readers imagine using their senses? See how many senses you can appeal to with the sensory details you add to your piece.

### Writing Focus

- Students hear, discuss, and draft personal narratives.
- Students generate writing ideas from their own lives.
- Students explore sensory details.
- Students explore temporal words and phrases.
- Students confer with one another and the teacher.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions and solve problems respectfully.
- Students express interest in and appreciation for one another’s writing.

## 🕒 DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA2) on page 33 of the *Assessment Resource Book*.

# Day 1

## Exploring and Drafting Personal Narrative

### Materials

- “John and the Snake” (*Childtimes*, pages 35–38)
- “Writing Time” chart (WA5)

### In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Explore writing about single, interesting incidents from their lives
- Explore sensory details in text

## GETTING READY TO WRITE

### 1 Gather and Briefly Review Week 1

Gather the class with partners sitting together, facing you. Review that they have been exploring personal narratives. This week, they will continue to hear personal narratives and write their own drafts. Next week, they will select one of their drafts to revise and publish for the class library.

### 2 Read “John and the Snake” Aloud

Show the cover of *Childtimes* and remind the students that they heard “Our House” and “Chores,” two personal narratives by Pattie Ridley Jones, last week. Explain that today you will read “John and the Snake,” also by Pattie Ridley Jones. In this personal narrative, she describes one incident (event) from her childhood. Invite the students to imagine what is happening as they listen.

Read “John and the Snake” on pages 35–38 of *Childtimes* aloud slowly and clearly.

### 3 Briefly Discuss the Reading

Ask and briefly discuss:

**Q** *What incident does Pattie Ridley Jones describe in this personal narrative?*

**Q** *What did you see in your mind? What other senses did you imagine using?*

Point out that many personal narratives, like this one, tell about just one interesting incident from the author’s life. Use “Think, Pair, Share” to discuss:



**Q** *What is one interesting incident from your life that you could write about?*  
[pause] *Turn to your partner.*

Explain that the students will continue to write personal narratives today. Encourage them to think of interesting incidents from their own lives to write about and to use sensory details.

### Teacher Note

After asking the question, pause for 10 seconds to give the students time to think. Then say “Turn to your partner” and have partners discuss the question.

## WRITING TIME

### 4 Write Independently

Ask the students to return to their seats. Display the “Writing Time” chart (WA5) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write about an interesting incident from your own life.
- Work on a personal narrative you started earlier.
- Start a new personal narrative about anything from your own life.

WA5

Join the students in writing for a few minutes, and then confer with individual students.



### TEACHER CONFERENCE NOTE

As you did in Week 1, continue to confer with individual students. Have each student show and read some of her writing aloud to you. Help the student extend her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about an interesting incident from your own life? Tell us about it.*
- Q *What other topics from your own life did you write about? Tell us about them.*

### Teacher Note

In grade 4 of the *Being a Writer* program, the students will hear the narratives “Hot Rolls,” “Learning the Hard Way,” “First Days,” “Mama Sewing,” and “Joe Louis” from Part II and Part III of *Childtimes*.

### Materials

- *Childtimes* from Day 1

## EXTENSION

### Read More from *Childtimes*

If your students are interested, read and discuss other narratives from *Childtimes*. Take time to discuss how the narrators describe memories about specific incidents, using sensory details to help the reader imagine what happened. Encourage the students to continue to think about interesting events in their own lives that they can write about.

## WRITING ABOUT READING

### Write Opinions About *Childtimes*

Show the cover of *Childtimes* and remind the students that they heard the personal narratives “Our House,” “Chores,” and “John and the Snake” by Pattie Ridley Jones. As a class, briefly review each narrative. Ask:

**Q** *What do you remember about [“Our House”/“Chores”/“John and the Snake”]?*

Have volunteers share their thinking. You might reread portions of each narrative aloud to help students remember them. Then use “Think, Pair, Share” to discuss:

**Q** *Which of these three personal narratives do you like best? Why is it your favorite?* [pause] *Turn to your partner.*

Have volunteers share their thinking.

#### Students might say:

“I like ‘Our House’ best because it sounded like the family was really happy there.”

“My favorite is ‘Chores.’ It was fun to hear about the old-fashioned chores the author did. Her chores are so different from mine!”

“I like ‘John and the Snake’ best because it is exciting. I didn’t know if John would get well.”

If necessary, explain to the students that when they talk about liking something (or disliking it), they are giving an *opinion*, or expressing their own point of view. Point out that people might have different opinions about the same thing, and that is fine. Explain that what is important is that they give reasons that support their opinions.

Ask the students to watch as you think aloud and model writing a short opinion paragraph about your favorite personal narrative from *Childtimes*.

### You might say:

"I'll begin by telling the reader exactly what my opinion is: 'Our House,' by Pattie Ridley Jones, is my favorite personal narrative in *Childtimes*. I remembered to write the title of the narrative, the author's name, and the book title in my first sentence. That makes my first sentence very clear and easy for the reader to understand. Next I'll explain why 'Our House' is my favorite by giving a reason that supports my opinion. I'll write: *It's my favorite because the author describes her family's garden really well.* To make my reason convincing, I'll include some details from the narrative. I'll add: *For example, she describes the cucumbers, sweet potatoes, and beans in the vegetable garden. She also tells about all the different flowers her mother planted. After I read that, it was easy for me to imagine this beautiful garden!* Now I'll finish my paragraph by adding some sentences that remind the reader about my opinion and wrap up my paragraph. I'll write: *'Our House' is a very fun read. I definitely recommend it!*"

Explain that each student will write his own short opinion paragraph about his favorite narrative from *Childtimes*. Ask each student to include a reason that supports his opinion and to end his paragraph with a sentence that reminds the reader what the opinion is. If time permits, invite the students to share their opinion paragraphs with the class.

## Exploring and Drafting Personal Narrative

## Day 2

### In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Explore writing about single, interesting incidents from their own lives
- Share their partners' thinking with the class
- Discuss and solve problems that arise in their work together

### Materials

- "First Day of School" (page 162)
- "Notes About Personal Narratives" chart from Week 1
- "Writing Time" chart (WA6)

## GETTING READY TO WRITE

### 1 Add to "Notes About Personal Narratives" Chart

Gather the class with partners sitting together, facing you. Review that the students heard "John and the Snake" by Pattie Ridley Jones yesterday and talked about how a personal narrative can be about just one interesting incident, such as when the author's brother was bitten by a snake. Direct the students' attention to the "Notes About Personal Narratives" chart and add *write about single, interesting incidents* to it.

## 2 Read “First Day of School” Aloud

Explain that today you will read a personal narrative written by a ten year old named Jennifer. In it, she writes about a single incident in her life that was important to her. Encourage the students to think as they listen about the important incident she writes about.

Read the essay aloud slowly and clearly (see “First Day of School” on page 162).

## 3 Discuss the Reading

Ask and briefly discuss:

Q *What incident does Jennifer describe in this personal narrative?*

Q *What did she learn on the first day of school?*

 Q *What do you remember about your own first day of school? Turn to your partner.*

Explain that everyone will work on personal narratives during Writing Time today. Invite the students to write about what they remember about their first day of school, if they wish.

## WRITING TIME

### 4 Write Independently

Have the students take out their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (📄 WA6) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write what you remember about your first day of school.
- Work on a personal narrative you started earlier.
- Start a new personal narrative about anything from your own life.

WA6

Join the students in writing for a few minutes. Then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student show and read some of his writing aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Writing in Pairs

Explain that partners will share with each other what they wrote today. Alert the students to be ready to share what their partners wrote about during the whole-class discussion.



Have partners share, and then signal for their attention and ask questions such as:

- Q *What did your partner write about today?*
- Q *Did your partner include any sensory details in his or her writing? Tell us about one.*

Have the students reflect on their partner work by asking:

- Q *What problems, if any, did you and your partner have working together today? What can you do to avoid those problems next time?*

**ELPS 2.I.iii**  
**ELPS 2.I.iv**  
Step 5 (all)

### Teacher Note

Questions like this help the students develop good working relationships with their partners. When students feel connected to others, they learn to relax and take the risks necessary to grow academically, socially, and ethically. For more information, view “Building a Community of Writers” (AV1).



# Day 3

## Exploring and Drafting Personal Narrative

### Materials

- “Believing in Myself” (page 163)
- “Writing Time” chart (WA7)

### In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Quick-write about perseverance
- Use sensory details in their writing

## GETTING READY TO WRITE

### 1 Read “Believing in Myself” Aloud

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that they have been writing drafts of personal narratives and that next week they will select one to develop, revise, and publish for the class.

Explain that today you will read another personal narrative, “Believing in Myself,” by a ten year old named Joshua. In it, he describes a challenge he faces and how he overcomes it. Encourage the students to think, as they listen, about how they might write about their own challenges.

Read the essay aloud slowly and clearly (see “Believing in Myself” on page 163). Clarify vocabulary as you read.

### Suggested Vocabulary

**corrective reading and math classes:** classes to help students improve at reading and math

**psychologist:** person who studies human behavior

**learning disabilities:** difficulties with learning

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**pronouncing:** saying

**had trouble grasping:** had trouble understanding

## 2 Discuss the Reading

Ask and briefly discuss:

- Q *What challenges does Joshua describe in his personal narrative?*
- Q *In what ways do you think Joshua has persevered to overcome his challenges?*

## 3 Quick-write: Perseverance Through Challenges

Use “Think, Pair, Share” to discuss the following questions:



- Q *What challenge have you faced that you might be able to write about?*  
[pause] *Turn to your partner.*
- Q *What did you do to persevere when you faced that challenge?* [pause]  
*Turn to your partner.*

Without discussing the questions as a class, ask the students to open their notebooks to the next blank page and spend a few minutes writing about a time they persevered in the face of a challenge. After about 5 minutes, signal for the students’ attention and have a few volunteers share what they wrote with the class.

### Students might say:

“I wrote about learning to ride a bike. I fell lots of times, and I had to keep getting back up.”

“Last year science class was very challenging for me, and I felt bad about it. But my parents helped me persevere and learn new ways of studying. Now I’m doing better.”

“It’s challenging to have a baby brother. I wrote that he needs lots of attention. Sometimes it’s hard to be patient with him, but I persevere!”

Explain that the students will continue to write personal narratives today. They may continue the pieces they started during the quick-write or work on any personal narrative.

## WRITING TIME

### 4 Draft Personal Narratives

Ask the students to return to their seats. Display the “Writing Time” chart (WA7) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on the piece you started during the quick-write.
- Continue a personal narrative you started earlier.
- Start a new personal narrative.
- Include sensory details in your writing.

WA7

### Teacher Note

If necessary, write the word *persevere* where everyone can see it, and explain that *persevere* is a verb that means “keep trying without giving up.”

Join the students in writing for a few minutes, and then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student show and read some of her writing aloud to you. Help the student extend her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote about a time you faced a challenge and persevered? Tell us about it.*
- Q *What other topic from your life did you write about? Tell us about it.*

---

## EXTENSION

### Recognize and Use Abstract Nouns

Remind the students that they heard and discussed the personal narrative “Believing in Myself” (page 163) by Joshua, age ten. Write the word *persevere* where everyone can see it, and pronounce the word. Review that they learned this word, which means “keep trying without giving up.” Point out that *persevere* is an action word, or verb, as in the sentence *Joshua persevered and overcame the challenge he faced*.

Write the word *perseverance* under the word *persevere*, and pronounce the word. Explain that this is a related word, which means “the act of trying without giving up,” as in *The coach admired Susan’s perseverance. Susan always tried hard, even when her team was losing.* Tell the students that *perseverance* belongs to a group of nouns called *abstract nouns*. Explain that abstract nouns describe things that cannot be seen, touched, tasted, smelled, or heard. Provide examples of other abstract nouns, such as *idea, childhood, honesty, responsibility, and curiosity*, and write them next to *perseverance*. Point out that none of these nouns is a thing that you can experience with your five senses.

Tell the students that abstract nouns can help them explain important ideas in their writing. Point out that they might use an abstract noun in their personal narratives to explain what they learned from an experience. Give an example using an abstract noun such as *responsibility*.

**You might say:**

“Taking care of my hamster taught me about responsibility.”

Write your example sentence where everyone can see it. Invite the class to work together to brainstorm more sentences using such abstract nouns as *responsibility, honesty, and curiosity*. As students make suggestions, discuss them and then write them under the first sentence.

### Skill Practice Note

For more practice recognizing and using abstract nouns, see Lesson 6 in the *Skill Practice Teaching Guide*.

## Exploring and Drafting Personal Narrative

# Day 4

### In this lesson, the students:

- Hear, discuss, and draft personal narratives
- Informally explore the idea of learning in personal narratives
- Express interest in one another’s writing

## GETTING READY TO WRITE

### 1 Add to “Notes About Personal Narratives” Chart

Gather the class with partners sitting together, facing you. Remind the students that they heard “First Day of School” and “Believing in Myself,” two personal narratives written by young people. Ask:

**Q** *What do you remember about “First Day of School”?*

### Materials

- “How I Saved a Dog’s Life” (page 164)
- “Notes About Personal Narratives” chart from Day 2
- “Writing Time” chart (WA8)
- “Class Assessment Record” sheet (CA2)

### ELL Note

You might provide the prompt “I remember that . . .” to your English Language Learners to help them verbalize their answers to these questions.

### Teacher Note

The concept of learning in personal narratives can be challenging for young students. In this unit, the students begin to explore the idea informally. They are not expected to incorporate this into their own personal narrative writing at this point.

### Teacher Note

If the students have difficulty thinking of times when they learned something, suggest ideas such as those in the “Students might say” note, and then ask, “What else have you learned?”

Point out that in “First Day of School,” Jennifer learns that even new and uncomfortable situations can turn out all right if you focus on looking for kind faces and being yourself. Explain that good personal narratives usually include something about what the writer learns as a result of what happens. Ask:

**Q** *What do you remember about “Believing in Myself”? What did the author learn as a result of facing his learning disabilities?*

#### Students might say:

“I think he learned that if he keeps working hard, he can do well in school.”

“I agree with [Ronin]. He named the story ‘Believing in Myself’ because that’s what he learned to do.”

Direct the students’ attention to the “Notes About Personal Narratives” chart, and add *the writer learns something* to it. Explain that you will read another narrative by a young person today. Invite the students to listen for what the writer learns.

## 2 Read “How I Saved a Dog’s Life” Aloud

Explain that today’s personal narrative was written by a seven year old named Kate. Read the essay aloud slowly and clearly (see “How I Saved a Dog’s Life” on page 164). Clarify vocabulary as you read.

### Suggested Vocabulary

**SPCA:** place that cares for homeless animals

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**veterinarian:** doctor who takes care of animals

## 3 Discuss the Reading

Ask and briefly discuss the questions that follow. Be ready to reread from the text to help the students recall what they heard.

**Q** *What experience does Kate write about in this personal narrative?*

**Q** *What does she learn from adopting Shelly?*

Use “Think, Pair, Share” to discuss:



**Q** *When did you learn something, and how did you learn it? [pause] Turn to your partner.*

Have volunteers share their thinking.

**Students might say:**

"I used to be really shy. But after I met my best friend, I learned that I can be more outgoing."

"When I went camping for the first time, I learned that I really love nature and being outside."

"When I played after-school soccer, I learned about being a good teammate."

Explain that the students will continue to write personal narratives today. Encourage them to write about situations in which they have learned something, if they wish.

## WRITING TIME

### 4 Draft Personal Narratives

Ask the students to return to their seats. Display the "Writing Time" chart (📄 WA8) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue a personal narrative you started earlier.
- Start a new personal narrative.
- Try to include information about what you learned.

WA8

Join the students in writing for a few minutes, and then walk around and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students write with engagement about their own lives?
- Do they include sensory details in their writing?
- Will all of the students have personal narrative drafts that they can start to develop for publication next week?

If necessary, work with individual students to ensure that all of the students will have a draft that they can develop for publication, beginning on Day 1 of next week.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share One Sentence and Reflect

Ask the students to review the writing they did today and to each underline one sentence to share with the class. Give the students a moment to select their sentences. Then go around the room and have each student read his sentence aloud, without comment.

After all the students have read their sentences, facilitate a brief discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else's writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

### Materials

- "How I Saved a Dog's Life" from Day 4 (see page 164)

## WRITING ABOUT READING

### Make Connections to "How I Saved a Dog's Life"

Remind the students that they heard the personal narrative "How I Saved a Dog's Life" by Kate, age seven, earlier. Ask:

- Q *What do you remember about "How I Saved a Dog's Life"?*

Have a few volunteers share their thinking. After they have shared, ask:

- Q *How does Kate's personal narrative remind you of your own life?*

#### Students might say:

"It reminds me of my cat Snowball and how I adopted him when his old family moved away."

"Just like Kate, I want to be a veterinarian someday. Her narrative reminds me of that."

"It reminds me of how much I want a pet!"

Explain that when you write or talk about how a book or piece of writing reminds you of your own life, you are making a connection to it. Point out that making connections to books and other pieces of writing helps us enjoy and remember them. Ask the students to watch as you model writing about how "How I Saved a Dog's Life" reminds you of your life.

**You might say:**

"I'm going to write about how Kate's personal narrative reminds me of my own life. I'll start by introducing the narrative and telling the reader a little about it: *In her personal narrative 'How I Saved a Dog's Life,' Kate tells how she got a new pet puppy.* Next I'll explain why Kate's story makes me think of something in my own life: *Kate's narrative reminded me of my grandma's pet parrot, Silver. He was the funniest pet I ever knew.* Now I'll add some details about Silver and my feelings about him: *He loved to say silly things and ride around on my grandma's shoulder. Sometimes he even rode the bus with her! I thought Silver was amazing. He lived to be 48 years old.* Finally I'll write one or two sentences to finish my paragraph: *I always smile when I remember Silver. Maybe someday I'll get a parrot of my own.*"

Have the students write about how "How I Saved a Dog's Life" reminds them of their own lives. If time permits, invite the students to share their writing with the class.

## Exploring Personal Narrative and Pair Conferring

## Day 5

**In this lesson, the students:**

- Explore temporal words and phrases
- Draft personal narratives
- Practice procedures for pair conferences
- Express interest in and appreciation for one another's writing

### GETTING READY TO WRITE

#### 1 Briefly Review and Discuss "First Day of School"

Have the students bring their *Student Writing Handbooks*, notebooks, and pencils and gather with partners sitting together, facing you.

Remind the students that earlier this week, they heard "First Day of School" by a ten-year-old author named Jennifer. Remind them that Jennifer wrote about her first day of school, how she felt that day, and

#### Materials

- "First Day of School" (page 162) from Day 4
- "First Day of School" chart (WA9)
- *Student Writing Handbook* page 3
- "Notes About Personal Narratives" chart from Day 4
- Chart paper and a marker
- "Writing Time" chart (WA10)

**TEKS 8.C.i**  
Student/Teacher Activity  
Step 2 (all)

### Teacher Note

Other temporal words and phrases in “First Day of School” are *first, instantly, when I looked back, now, right away, and after a while.*

### Teacher Note

You might explain that *temporal* means “having to do with time.”

### Teacher Note

Other temporal words and phrases include *next, then, last, finally, later, yesterday, today, tomorrow, in the meantime, immediately,* and any phrases that mention times of day, days of the week, months, or years.

how she feels about school now. Ask and briefly discuss the following questions. Be ready to reread the narrative to help students recall what they heard (see “First Day of School” on page 162).

- Q *How did Jennifer feel when she first started going to school?*
- Q *How did Jennifer feel about school later, by the end of the essay?*

#### Students might say:

“At first, Jennifer felt scared. She wasn’t sure that people would be friendly.”

“I agree with [Abdul]. Jennifer said that, at first, school felt like a strange place, and she didn’t like it.”

“Later on, Jennifer felt better about school. Her teacher was nice to her, and that helped.”

If necessary, point out to the students that Jennifer’s feelings changed over time.

## 2 Analyze Temporal Words and Phrases in “First Day of School”

Display the “First Day of School” chart (WA9) and point out that the author, Jennifer, uses the phrase *When I first* and the word *before* (in the first two sentences). Underline these words on the displayed story. Explain that these words and phrases help readers understand exactly when in the story something happened.

Ask the students to open to *Student Writing Handbook* page 3, where the story is reproduced. Have partners work together to underline other words or phrases that tell exactly when in the story something happened.

After a few minutes, have volunteers share their ideas with the class. As they identify words and phrases that help them understand when in the story something happened, underline them on the displayed essay.

Explain that these are called *temporal words and phrases* and that authors use them to help readers understand exactly when something in the story happened (the order of events).

Direct the students’ attention to the “Notes About Personal Narratives” chart, and add *temporal words and phrases help the reader understand when something happens in a story* to it. Title another sheet of chart paper “Temporal Words and Phrases,” write the heading *Tell when something in a story happens,* and list the words and phrases you and the students have identified in “First Day of School.” Ask:

- Q *What other temporal words and phrases might you use in a personal narrative to help readers understand when something happened?*

Add the students’ ideas to the chart.

### 3 Analyze Writing for Use of Temporal Words

Have the students reread the writing they did yesterday and look up when they are finished. Say the following prompt and then give the students a few quiet minutes to review their drafts and mark passages.

**Q** *Where do you use, or where might you use, a temporal word or phrase? Draw a small star in the margin next to that place.*



After a moment, have partners turn and share their ideas with each other.

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Add any temporal words and phrases they mention to the "Temporal Words and Phrases" chart.

Explain that the students will continue to work on personal narratives today. Encourage them to use temporal words and phrases to help readers understand exactly when something happened in their narrative, and to use sensory details to help bring their writing to life. They may continue a personal narrative they started earlier or begin a new one. Next week they will select one of their drafts to work on and publish for the class library.

## WRITING TIME

### 4 Draft Personal Narratives

Have the students sit at desks with partners together. Display the "Writing Time" chart (🗨️ WA10) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue a personal narrative you started earlier.
- Start a new personal narrative.
- Try to include sensory details and temporal words and phrases in your writing.

WA10

Join the students in writing for a few minutes, and then confer with individual students.

#### Teacher Note

Save the "Temporal Words and Phrases" chart to use throughout the unit.

#### Teacher Note

You may want to shorten today's Writing Time slightly to leave more time for the pair conferences in Step 5.

**TEKS 1.A.ii**  
Student/Teacher Activity  
Step 5 (all)

**TEKS 1.D.i**  
Student/Teacher Activity  
Step 5 and Step 6 (all,  
beginning on page 160  
and continuing on to  
page 161)

### Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student show and read some of his writing aloud to you. Help the student extend his thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q *What temporal words and phrases are you using to help readers understand when something happened?*
- Q *What other experiences from your own life might you want to write about?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 38 of the *Assessment Resource Book*. Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

## 5 Confer in Pairs About Personal Narrative Drafts

Explain that today the students will each read one of their personal narrative drafts to their partner and confer about it. Briefly review the procedure you established for pair conferring (see Unit 1, Week 3, Day 2, Step 4 on page 54), and remind the students that *conferring* means not only reading their writing to each other but talking about it as well. Explain that today partners will each tell each other one thing they like about the other’s draft. Ask and briefly discuss:

- Q *What will you do during the conference to show that you are interested in your partner’s draft?*

### Students might say:

“I’ll show I’m interested by asking my partner questions about her draft.”

“I’ll listen to my partner’s whole story without interrupting.”

“I will tell him things I liked in his story.”



Have partners share their writing. Scan the class without intervening, providing sufficient time for both partners to share their writing before signaling for their attention.

## SHARING AND REFLECTING

### 6 Reflect on Pair Conferences

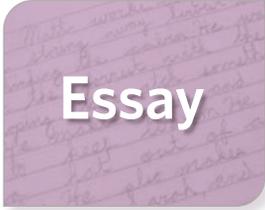
Help partners reflect on their work together by asking questions such as:

- Q *What did your partner do or say to show interest in your draft? How did that feel?*
- Q *Why is it important that we all get to feel that our partners are interested in our writing?*



#### Facilitation Tip

Notice the **open-ended questions** that you are asking during this discussion. To study the effect of open-ended questions on students' thinking, experiment by asking a closed question first (*Did your partner do or say something to show interest in your draft? Do you think it's important that we all get to feel that our partners are interested in our writing?*) and noting the response. Then restate the question as an open-ended question and note the response. Remember to use 5-10 seconds of **wait-time** after the question before you invite the students to respond.



## Essay

### First Day of School

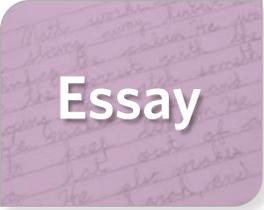
by Jennifer, age 10

from *Kids Write Through It: Essays from Kids Who Have Triumphed Over Trouble*

When I first started going to school, I was scared that the other kids might laugh at me. I had never been to school before, and I didn't really know what to think. I remember when I first saw my classroom I felt bad and started to cry. I instantly knew I wanted my mom, but when I looked back, my mom was gone. Being in a strange place, I wasn't sure everyone was friendly, and now that my mom was gone, I started to cry even more. My teacher came to me and kindly told me that everything was going to be fine. That didn't help right away, but after a while I felt better about being there.

Having a kind teacher and friends who were nice to me on my first day of school makes this memory a good one. If you ask me what I learned on my first day of school, I'd tell you that even though you're in a new place doing something you never did before, and it's uncomfortable, if you look for kind faces and be yourself, it'll be all right. Kind faces and loving acts can make everything around you seem a little better.

"First Day of School" from *Kids Write Through It: Essays from Kids Who Have Triumphed Over Trouble*.  
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## Essay

### Believing in Myself

by Joshua Jay L., age 10

from *Kids Write Through It: Essays from Kids Who Have Triumphed Over Trouble*

Hi. My name is Joshua and I'm ten years old. I'm in the fourth grade. I seemed to have problems in school pronouncing words, understanding what I read, talking loud enough, and even doing some math problems. This led to me being put in corrective reading and math classes. There seemed to be a slight improvement, but I still needed more help.

The next step was to be tested by the school psychologist. I was diagnosed with learning disabilities. The school psychologist told my mom and dad that I had trouble grasping every word the teacher said. I needed help with my vowel sounds, speaking out in class, and other skills. The psychologist did say that I had potential and, with some hard work, could improve. They decided to keep me in corrective classes but added speech classes to the list.

I was upset. It was bad enough that I was in two of those classes, now they had added another one. I was angry at myself. I felt different from the other kids. I had no confidence in myself. I was afraid to speak in front of others because I felt they would laugh at me if I pronounced a word wrong. So I began writing my thoughts and feelings on paper. Then one day my mom saw an article in one of her magazines about a club for kids who like to write.

I joined the club, called The Write News. Every month or so, they have a contest in their newsletter. I decided to enter one of my essays and, to my surprise, I won! After that, I won about three or four other times. I also won a contest in school for a poem I wrote.

This made me believe in myself. I'm working harder at school and starting to read a lot better in class. I'm no longer afraid to speak in front of my classmates.

I'm still in corrective classes, but my teachers have seen a great improvement in me. They are great. With their help and the help of my family, I found the strength to overcome my disabilities.

I hope my story will help other children with learning disabilities to overcome their fears and to believe in themselves. I hope each of them will become the confident person that I have become.

"Believing in Myself" from *Kids Write Through It: Essays from Kids Who Have Triumphed Over Trouble*. Copyright © 1998 Fairview Press. Reprinted with permission of Fairview Press.

## Essay

### How I Saved a Dog's Life

by Kate, age 7

from *Kids Write Through It: Essays from Kids Who Have Triumphed Over Trouble*

When my old dog, Winston, died, it was sad for all of us. So one day we went to the SPCA to look for a new dog. Of course, I knew we could never, ever, replace Winston, but if I didn't have a dog I would be sad forever. When I went in, I wanted every puppy in sight. Then I saw Shelly. I wanted her so badly, I thought my heart was going to hop right out of my chest. I had to get her.

Sometimes, the dogs at the SPCA are put to sleep if people don't buy them. Not this dog. I saved her.

Shelly is a very lucky puppy. She got a good owner, and she didn't have to be killed. I am glad she wasn't killed, and so is my whole family. Shelly is very cute and funny, but not always. Sometimes she gets into trouble. She is always cute, though.

To get her, we had to sign a sheet of paper, tell them what her name would be, and promise that we would take care of her. We had to promise to feed her the right food and to take her to the vet to get her shots.

I don't like to watch them give her shots, but I do anyway. I taught her some tricks, too. I taught her to catch the treat when I throw it in the air. And I taught her to fetch. I'm going to teach her more stuff, but I try to remember she is just a dog. Shelly is the best puppy in the world. I know that.

Sometimes I cry when I think of Winston. And sometimes Shelly makes me mad because she bites me. I don't like that. But I'm not the only one who gets bitten. My sister Katie, my mommy, and my step-dad also get bitten. She even bites herself sometimes. Other than that, she is a good puppy.

When I am grown up I'm going to be a veterinarian. I will help the sick puppies, especially Shelly. I really want to be a veterinarian. I hope I get the job because I like animals. . . .

What I learned from my experience of getting a dog from the SPCA is that you need to give a dog a chance. You need to give them a good home to live in. And you need to treat them like any other person. You also need to give your love, and a lot of it.

(continues)

"How I Saved a Dog's Life" from *Kids Write Through It: Essays from Kids Who Have Triumphed Over Trouble*. Copyright © 1998 Fairview Press. Reprinted with permission of Fairview Press.

## How I Saved a Dog's Life

(continued)

You may cry sometimes when you remember your old dog. I do that a lot. I remember how I used to play with him. I bet other children will cry sooner or later if their dog dies, or maybe they already did. I'm glad to give them my experience for fair warning.

"How I Saved a Dog's Life" from *Kids Write Through It: Essays from Kids Who Have Triumphed Over Trouble*. Copyright © 1998 Fairview Press. Reprinted with permission of Fairview Press.

# Week 3

## OVERVIEW

### Writing Focus

- Students review their drafts and each selects one to develop, revise, proofread, and publish.
- Students add sensory details to their writing.
- Students add temporal words and phrases to their writing.
- Students explore strong opening sentences.
- Students explore endings that draw a story's events to a close.

### Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA11–WA19

#### Assessment Forms

- “Class Assessment Record” sheets (CA3–CA5)
- “Conference Notes: Focus 2” record sheet (CN2)

#### Professional Development Media

- “Asking Open-ended Questions and Using Wait-time” (AV18)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)

## DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 34 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, review the pieces you have written so far this year and select a page of personal narrative to use to model how to develop and revise a draft. Prepare your sample writing to display (see “Charts” on page xli for more information). Alternatively, you can use the “Sample Personal Narrative” chart (WA12).
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA4) on page 35 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA5) on page 36 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 39 of the *Assessment Resource Book*.
- ✓ (Optional) If computers are available, you might have some students type and print their drafts or recruit parent volunteers to help the students do so.

## TEACHER AS WRITER

*“I am always surprised. I go through life perpetually astonished at everything that happens around me.”*

— Eugene Ionesco

Select one of the personal narrative drafts you wrote in Week 1 and think about what you learned or how you changed as a result of the event you wrote about. Perhaps you expected something different to happen than what actually did. Perhaps you learned or realized something. Write a second draft of your narrative and include information about what you were like before the event, what you were like after it, and how the experience changed you.

# Day 1

## Selecting and Completing Drafts

### Materials

- “Notes About Personal Narratives” chart from Week 2
- “Temporal Words and Phrases” chart from Week 2
- “Class Assessment Record” sheet (CA3)

**TEKS 12.A.i**  
Student/Teacher  
Narrative  
Step 2 and Step 3 (all,  
beginning on page 168  
and continuing on to  
page 169)

### In this lesson, the students:

- Review their drafts and select one to develop and publish
- Reread their writing critically
- Complete the first drafts of their selected writing pieces
- Use Writing Time responsibly

## GETTING READY TO WRITE

### 1 Briefly Review Personal Narrative

Gather the class with partners sitting together, facing you. Review that over the past two weeks, the students have been writing drafts of personal narratives. Ask:

**Q** *What have you learned about personal narrative, compared to other kinds of writing?*

Direct the students’ attention to the “Notes About Personal Narratives” chart and review the items on it.

Explain that this week the students will each select one of their drafts and begin to develop it for publication. Each student will revise her draft to make it clearer and more interesting, proofread it for correctness, and publish it by contributing it to a class book.

### 2 Prepare to Review Drafts

Explain that today the students will reread all of the personal narrative drafts they have written so far, and each student will select one to develop for the class book. Explain that the drafts they select do not have to be complete, and they should choose drafts that they can imagine making changes to. Ask:

**Q** *As you’re looking through your drafts, what might you want to look for to help you decide which one to develop?*

#### Students might say:

“I want to look for a draft that I’m really interested in or have some strong feelings about.”

“I will look for drafts that describe situations where I learned something.”

“I want my story to be different from everyone else’s, so I’m going to look for a draft that is unique.”

### 3 Reread Drafts and Select One to Develop

Have the students return to their seats, reread their drafts, and each select one piece to develop and publish. Students who select their drafts before the time is up can start thinking about how they can change, add to, or improve their drafts.

As the students review their drafts, circulate around the room and support students by asking them questions such as:

- Q *Why did you choose this piece to revise?*
- Q *What can you imagine adding or changing in this piece to make it more interesting?*

If you notice the students selecting pieces with limited potential for revision (for example, pieces they feel are already “perfect,” very long or very short pieces, pieces that are not double-spaced), gently guide them toward a more workable choice.

## WRITING TIME

### 4 Complete First Drafts of Selected Pieces

Have the students work silently for 20–30 minutes to finish their drafts. Encourage them to use sensory details and temporal words and phrases in their writing and to refer to the “Temporal Words and Phrases” chart for ideas about temporal words or phrases they might include. Join them in writing for 5–10 minutes, and then circulate around the room and observe, assisting students as needed.

**TEKS 12.A.i**  
Student/Teacher  
Activity  
Step 4 (all)



### CLASS ASSESSMENT NOTE

Observe the students as they work on their drafts. Ask yourself:

- Have the students selected drafts that lend themselves to revision?
- Will all of the students have finished drafts that they can start revising tomorrow?

If you notice that many students need more time to finish their drafts, make time for them to finish before going on to the Day 2 lesson. Students who have finished may work on another piece of writing.

Record your observations on the “Class Assessment Record” sheet (CA3); see page 34 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Facilitation Tip

After **asking open-ended questions**, remember to use at least 5-10 seconds of **wait-time** to give everyone a chance to think before talking. If you hear from the same few students during class discussions, extend the wait-time to encourage broader participation. To see this Facilitation Tip in action, view “Asking Open-ended Questions and Using Wait-time” (AV18).



## SHARING AND REFLECTING

### 5 Reflect on Writing and Taking Responsibility

Help the students reflect on their work today by asking:

- Q *What did you do to take responsibility for your own work during Writing Time today?*
- Q *How does it help to build our community when you do that?*

Explain that the students will begin revising their drafts tomorrow.

# Day 2

## Analyzing and Revising Drafts

### Materials

- Pad of small (1½" × 2") self-stick notes for each student
- “Revising for Sensory Details” chart (WA11)
- Your sample writing OR “Sample Personal Narrative” chart (WA12)
- “Writing Time” chart (WA13)
- “Class Assessment Record” sheet (CA4)

### Teacher Note

The purpose of the guided rereading is to give the students experience reading their drafts critically *before* they begin to revise.

### Teacher Note

Have pads of self-stick notes available for students to use during the revision phase of each genre unit. If necessary, model attaching a self-stick note to the outer margin of a notebook page so that it marks the text without covering it up.

### In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts where they might add sensory details
- Begin revising their drafts
- Use Writing Time responsibly

## GETTING READY TO WRITE

### 1 Facilitate Guided Rereading of Drafts

Have the students take out their notebooks and pencils and sit at desks with partners together. Ask them to open their notebooks to the personal narrative drafts they selected yesterday. Explain that the students will carefully reread their drafts and that you will help them think about ways they can add to, revise, and improve them. Have them quietly reread their drafts and look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about several specific things in their drafts.

Display the “Revising for Sensory Details” chart (WA11) and read the prompts aloud one at a time, giving the students several quiet minutes between each prompt to review their drafts and mark passages with self-stick notes.

**TEKS 12.A.ii**  
Student/Teacher Narrative  
Step 1 and Step 2 (all,  
beginning on page 170 and  
continuing on to page 172)

### Revising for Sensory Details

- Find a place in your draft where you describe, or could describe, what something looks like. Put a self-stick note in the margin next to it and write *looks* on it.
- Find a place where you describe, or could describe, what something sounds like. Put a self-stick note in the margin next to that place and write *sounds* on it.
- Find a place where you describe, or could describe, what something feels like. Put a self-stick note in the margin next to that place and write *feels* on it.
- Find a place where you describe, or could describe, how something smells or tastes. Put a self-stick note in the margin next to that place and write *smells* or *tastes* on it.

When most students have finished, call for their attention and ask a few volunteers to read what they marked.

## 2 Model Developing a Marked Section of the Draft

Explain that during Writing Time today, the students will look at the places they marked with self-stick notes and add details to help their readers imagine what is happening. Ask the students to watch as you model adding details to a draft.

Display your own writing or the “Sample Personal Narrative” chart (WA12) and read it aloud. If you are using your own writing, begin by writing *looks*, *sounds*, *feels*, *smells*, or *tastes* in the margin next to places where you describe or could describe things using sensory details. Wonder aloud about sensory details you could add. Model using an arrow (caret) to insert new text.

#### You might say:

“I want to add words that tell what the gas station looked like. I’ll insert a new sentence: *It was lit up brightly in the dark night.* I also want to describe the blankets Mike and I were sleeping under and how they felt, so after ‘and him in the back seat’ I’ll write: *under warm, soft blankets.* Finally, I’ll add a new sentence after ‘The traffic light turned green, and my mom took off.’ I’ll write: *Our tires screeched.* The screeching tires add a detail about hearing to my piece.”

### TEKS 11.B.ix

Student/Teacher Activity  
Steps 2–4 (all, beginning on page 171 and continuing on to page 173)

### Teacher Note

Teacher modeling is a regular feature of the *Being a Writer* program. You can use chart paper or interactive whiteboard charts (whiteboard activities) for your modeling. For more information about whiteboard activities in *Being a Writer*, view the “Using CCC’s Whiteboard Activities” tutorial (AV73).



### Sample Personal Narrative

One summer evening, my mom packed up the car with suitcases, sandwiches, and my brother Mike and me, and we drove all night to visit my grandparents.

It was lit up brightly in the dark night. *looks*  
 Around midnight, we pulled into a gas station. Mike and I were asleep, me in the front and him in the back seat, *under warm, soft blankets feels*

I didn't wake up until my mom slammed the door and said, "That should do it. We won't need to stop again for 100 miles."

### Teacher Note

Save the revised "Sample Personal Narrative" to use on Day 3.

**TEKS 12.A.i**  
 Student/Teacher Activity  
 Step 3 (all, beginning on page 172 and continuing on to page 173)

**TEKS 12.A.ii**  
 Student/Teacher Activity  
 Step 3 and Step 4 (all, beginning on page 172 and continuing on to page 173)

Explain that the students will follow the same procedure to add details to their own drafts today. Use "Think, Pair, Share" to discuss:



**Q** What sensory details might you add to your piece to help the reader imagine what's happening? [pause] Turn to your partner.

## WRITING TIME

### 3 Revise First Drafts

Display the "Writing Time" chart (WA13) and have the students write silently for 20–30 minutes.

### Writing Time

- Add sensory details to places you marked to help the reader imagine what is happening.
- Remove the self-stick notes when you finish adding details.

Join the students in writing for a few minutes, and then walk around the classroom and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to add sensory details to their drafts?
- Do they seem engaged in thinking of ways to develop their drafts?

Support any student who is having difficulty by asking him questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader imagine what's happening?*

Record your observations on the "Class Assessment Record" sheet (CA4); see page 35 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Writing and Taking Responsibility

Have the students put their pencils and self-stick notes away and gather with their notebooks to share their writing. Discuss questions such as those that follow, and invite students to read from their drafts as they share.

- Q *What sensory details did you add to your draft? Read us that part.*
- Q *What do you imagine when you hear [Mindy's] passage?*

Help the students reflect on their work today by asking:

- Q *What did you do to take responsibility for your own work during Writing Time today?*
- Q *How does that help to build our writing community?*

Explain that the students will continue to work on their drafts tomorrow.

### Materials

- “Temporal Words and Phrases” chart from Day 1
- “Revising for Temporal Words and Phrases” chart (WA14)
- Your revised sample writing OR the revised “Sample Personal Narrative” (WA12) from Day 2
- “Writing Time” chart (WA15)

### In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts where they might add temporal words and phrases
- Revise their drafts
- Give their full attention to the person who is speaking
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Briefly Review Purpose of Revision

Have the students get out their notebooks, pencils, and self-stick notes and sit at desks with partners together. Ask them to open their notebooks to the personal narrative that they are developing. Review that they began to analyze and revise their drafts yesterday. Remind them that the purpose of revision is to make their piece as interesting and readable as possible before they publish it for their classmates. Explain that today you will ask the students to think about another way they might improve their drafts.

Direct the students’ attention to the “Temporal Words and Phrases” chart and read the list aloud. Remind the students that last week they thought about how the author of “First Day of School” uses temporal words and phrases to help readers understand exactly when various events happened in their stories. Explain that you will help them think about where they might add temporal words and phrases to their own pieces.

### 2 Facilitate Guided Rereading of Drafts

Have the students quietly reread their drafts and look up when they are finished. Display the “Revising for Temporal Words and Phrases” chart (WA14) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their draft and mark passages with self-stick notes.

### Revising for Temporal Words and Phrases

- Find a place where you use, or could use, a temporal word or phrase to help readers better understand exactly when something happens in your story. Put a self-stick note in the margin next to that place and write *when* on it.
- Find another place where you use, or could use, a temporal word or phrase to help readers better understand exactly when something happens in your story. Put a self-stick note in the margin next to that place and write *when* on it.

## 3 Model Developing a Marked Section of the Draft

Explain that during Writing Time today, the students will look at the places they marked with self-stick notes and add temporal words and phrases to their drafts. Ask the students to watch as you model adding details to a draft.

Display your own writing (or the revised “Sample Personal Narrative”) (WA12) and read it aloud. If you are using your own writing, begin by identifying places where you use, or could use, temporal words or phrases, and writing *when* in the margin next to those places. Wonder aloud about temporal words and phrases you could add. Model using an arrow (caret) to insert new text.

#### You might say:

“I want to tell readers exactly when I heard the loud bang on the car window. I heard it as soon as we pulled up to the stoplight, so at the beginning of that sentence I’ll insert: *Just then*. When I yelled ‘Wait!’ I recognized my brother immediately, so just before the sentence that starts ‘I recognized that the person . . .’ I’ll insert: *Right away*. I think these revisions will help my readers understand exactly when things in my story happen.”

said, “That should do it. We won’t need to stop again for 100 miles.”

when She drove out of the gas station and pulled up to a stoplight. <sup>Just then</sup> I heard a loud bang on my window. I looked up to see a dark shape standing next to the car.

when “There’s someone trying to get in the car!” I screamed. <sup>Our tires screeched.</sup> <sup>sounds</sup> The traffic light turned green, and my mom took off. <sup>Right away</sup> “Wait!” I yelled. I recognized that the person outside the car was my brother!

## Teacher Note

Save the revised “Sample Personal Narrative” chart to use again in Week 4. Save the “Temporal Words and Phrases” chart to use in the Fiction genre unit.

Add any temporal words and phrases you use in your draft to the “Temporal Words and Phrases” chart.

Explain that the students will follow the same procedure to add temporal words and phrases to their own drafts today. Use “Think, Pair, Share” to discuss:



- Q** *What temporal words and phrases might you add to your writing to help readers understand exactly when events happen in your story? [pause]*  
*Turn to your partner.*

## WRITING TIME

### 4 Revise First Drafts

Display the “Writing Time” chart (WA15) and have the students write silently for 20–30 minutes.

#### Writing Time

- Add temporal words and phrases to help readers understand exactly when events happen in your story.
- Remove the self-stick notes when you finish adding temporal words and phrases.
- Add to your story until it is finished.

WA15

As the students work, circulate around the room. Support students who are having difficulty adding to their drafts by having them join you individually at a back table and quietly discussing questions such as:

- Q** *What were you thinking about when you marked this place on your draft?*
- Q** *What were you thinking or feeling at this point in the situation? What sentence could you add to help your reader understand that?*
- Q** *What temporal words and phrases could you add here to help your reader understand exactly when events happened?*

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Revisions and Participation

Have a few volunteers share by reading an original and a revised passage aloud to the class. Encourage discussion by asking the class questions such as those that follow. Be ready to have the volunteers reread aloud, if necessary.

- Q** *What did you imagine as you listened to [Rob’s] revision?*

Q How is [Rob’s] revision different from his original passage?

Q What questions can we ask [Rob] about his revision?

Help the students reflect on their participation in this discussion by asking questions such as:

Q How did you do today giving your full attention to the people who were sharing their writing?

Q If you weren’t giving your full attention today, what will help you give your full attention the next time we have a class discussion?

## Analyzing and Revising Drafts

## Day 4

### In this lesson, the students:

- Explore strong opening sentences
- Reread their writing critically
- Revise their drafts
- Give their full attention to the person who is speaking

## GETTING READY TO WRITE

### 1 Analyze Strong Opening Sentences

Have the students get out their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Explain that they will continue to work on their personal narrative drafts today. Before they start working, they will take some time to think about an important feature of all narratives: strong opening sentences.

Explain that the opening sentences of a piece of writing need to grab a reader’s attention, making her want to keep reading. Explain that you will read the opening sentences from some personal narratives the students heard earlier in the unit. Ask them to think about how the authors get the reader interested with these openings.

Have the students open their *Student Writing Handbooks* to page 4, where the opening sentences are reproduced. At the same time, display the “Opening Sentences from Four Personal Narratives” chart (WA16). Together, reread the first passage, from *Grandma’s Records*, and ask:

Q What does the author do to get us interested in reading this piece?

Q What words or phrases help us imagine what’s happening?

### Materials

- “Opening Sentences from Four Personal Narratives” chart (WA16)
- *Student Writing Handbook* page 4
- “Writing Time” chart (WA17)
- “Class Assessment Record” sheet (CA5)

**TEKS 11.B.iv**

**TEKS 11.B.vii**

**Student/Teacher Activity Steps 1–4 (all, beginning on page 177 and continuing on to page 179)**

### Teacher Note

Words or phrases the students might report include:

- “a terrible thing happened,” “schoolyard” (from “John and the Snake”)
- “I was scared,” “kids might laugh at me” (from “First Day of School”)
- “my old dog, Winston, died,” “look for a new dog,” “I would be sad forever” (from “How I Saved a Dog’s Life”)

#### Students might say:

“The author gets us interested by making us imagine the beginning of summer vacation.”

“The words ‘cool summer clothes’ help me imagine shorts and T-shirts.”

“The words ‘my dog, Daisy’ make me think it must be fun to take your dog to your grandmother’s house with you.”

“‘El Barrio’ tells me that his grandmother probably lives in an interesting neighborhood.”

As volunteers respond, underline the words and phrases they mention on the chart.



Ask the students to work in pairs to read the remaining opening sentences and underline words and sentences that they feel are especially effective at making the reader want to keep reading the story.

After several minutes, signal for the students’ attention. Ask volunteers to report what they talked about for each of the openings and underline words and phrases they mention on the chart. As they report, ask:

**Q** *How does that [word/sentence] help you get interested in reading the story?*

## 2 Review Opening Sentences in Drafts

Ask the students to reread the first few sentences of their own personal narratives. Ask and have the students think quietly about:

**Q** *How might you revise your opening sentences to grab the reader’s attention and make him or her want to keep reading?*

Without discussion as a class, explain that the students will revise their opening sentences and then work on completing the writing and revision of their personal narratives today.

## WRITING TIME

### 3 Revise and Complete Drafts

Display the “Writing Time” chart (📄 WA17) and have the students write silently for 20–30 minutes.

#### Writing Time

- Revise your opening sentences so that they grab your reader’s attention.
- Make any other revisions or additions so that your piece is complete and as interesting as it can be.

WA17

Join the students in writing for a few minutes, and then walk around the classroom and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to revise their opening sentences so they grab the reader's attention?
- Do they seem engaged in thinking of ways to develop their drafts?

Support any student who is having difficulty by asking her questions such as:

- Q *What were you thinking about when you wrote this opening sentence?*
- Q *How could you revise this sentence to grab your readers' attention and make them want to keep reading?*

Record your observations on the "Class Assessment Record" sheet (CA5); see page 36 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Opening Sentences as a Class

Have a few volunteers share the opening sentences of their personal narratives. As students share, encourage discussion by asking the class questions such as those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

- Q *What words did you hear in [Ernesto's] opening sentence(s) that make you want to keep reading?*
- Q *What ideas, if any, does this give you for your own opening sentences?*

### Materials

- “Notes About Personal Narratives” chart from Day 1
- “Closing Sentences from Three Personal Narratives” chart (WA18)
- *Student Writing Handbook* page 5
- “Writing Time” chart (WA19)
- Class set of “Conference Notes: Focus 2” record sheets (CN2)

### In this lesson, the students:

- Explore endings that draw a story’s events to a close
- Reread their writing critically
- Revise their drafts
- Give their full attention to the person who is speaking

## GETTING READY TO WRITE

### 1 Analyze Closing Sentences

Have the students get out their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Review that yesterday the students thought about how to make their opening sentences strong. Direct the students’ attention to the “Notes About Personal Narratives” chart and add *strong openings grab readers’ attention and make them want to keep reading*. Explain that they will continue to work on their personal narrative drafts today. Before they start working, they will take some time to think about an important feature of all narratives: endings that draw a story’s events to a close.

Explain that the closing sentences of a piece of writing need to wrap up the piece. Tell the students that you will read the closing sentences from some personal narratives they heard earlier in the unit. Ask them to think about how the authors draw their story’s events to a close.

Have the students open their *Student Writing Handbook* to page 5, where the closing sentences are reproduced. At the same time, display “Closing Sentences from Three Personal Narratives” (WA18). Together, reread the first passage, from *Grandma’s Records*, and ask:

**Q** *What does the author do to wrap up this story?*

**Q** *What words or phrases show you that the story has reached an end?*

#### Students might say:

“The author says that he still plays ‘Grandma’s special song’ today.”

“I agree with [Julia]. When the author says ‘I imagine I’m back in Grandma’s living room,’ that tells us a long time has passed and that the story is ending.”

“In addition to what [Kevin] said, the words ‘Grandma’s special song surrounds me’ also wrap up the story.”

As volunteers respond, underline the words and phrases they mention on the chart.



Ask the students to work in pairs to reread the remaining closing sentences and underline words and sentences that they feel are especially effective at wrapping up the pieces.

After several minutes, signal for the students' attention. Ask volunteers to report what they talked about for each of the closings. As they share, underline words and phrases they mention on the chart. For each word or phrase, ask:

**Q** *How does that [word/sentence] help wrap up the story?*

## 2 Review Closing Sentences in Drafts

Direct the students' attention to the "Notes About Personal Narratives" chart and add *endings that draw a story's events to a close*. Ask the students to reread the last few sentences of their own personal narratives. Ask and have the students think quietly about:

**Q** *How might you revise your closing sentences to wrap up your piece?*

Without discussing as a class, explain that the students will revise their closing sentences and then work on completing the writing and revision of their personal narratives today.

## WRITING TIME

### 3 Revise and Complete Drafts

Display the "Writing Time" chart (🗨️ WA19) and have the students write silently for 20–30 minutes.

#### Writing Time

- Revise your closing sentences to wrap up your piece in a satisfying way.
- Make any other revisions or additions so your piece is complete and as interesting as it can be.

WA19

During Writing Time, begin conferring with individual students about the piece each is developing for publication.

#### Teacher Note

Words or phrases the students might report include:

- "No one will ever bring me better treasures" (from *My Father's Hands*)
- "I hope my story will help other children with learning disabilities," "I hope each of them will become the confident person that I have become" (from "Believing in Myself")



## TEACHER CONFERENCE NOTE

Today and over the next week, confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Does this student's piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use temporal words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Closing Sentences as a Class

Have a few volunteers share the closing sentences of their personal narratives. As students share, encourage discussion by asking the class questions such as those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

**Q** *What words did you hear in [Jenner's] closing sentence(s) that wrapped up the piece for you?*

**Q** *What ideas, if any, does this give you for your own closing sentences?*



# Week 4

## OVERVIEW

### Writing Focus

- Students assess their own writing.
- Students proofread for spelling, grammar, and punctuation.
- Students write their final versions and publish them in a class book.
- Students present their personal narratives to the class from the Author's Chair.
- Students confer with one another and the teacher.

### Social Development Focus

- Students work in a responsible way.
- Students help one another to improve their writing.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another's writing.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA12; WA20–WA26

#### Assessment Forms

- “Class Assessment Record” sheet (CA6)
- “Conference Notes: Focus 2” record sheet (CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Personal Narrative genre unit family letter (BLM1)

#### Professional Development Media

- “Managing Pair Conferences” (AV8)
- “Using Web-based Teaching Resources” tutorial (AV75)

## DO AHEAD

- ✓ Prior to Day 1, create a chart titled “Self-assessment Questions” with the following questions written on it:

*Does my piece describe an interesting personal experience?*

*Is my meaning clear in every sentence?*

*Are there sensory details in it?*

*Are there temporal words or phrases in it?*

*Does it include a strong opening?*

*Does it include a closing that wraps the piece up?*

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA6) on page 37 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might teach Technology Mini-lesson 7, “Creating Documents,” in Appendix A to help the students type and print the final versions of their stories. Alternatively, you might recruit parent volunteers to help them do so.

## TEACHER AS WRITER

*“For him no simple feeling any longer exists. All that he sees, his joys, his pleasures, his suffering, his despair, all instantaneously become objects of observation.”*

— Guy de Maupassant

Look at the personal narrative draft you wrote in Week 3, in which you described an event and how it changed you. Close your eyes and try to remember what you felt before, during, and after the event. Look for places in your draft where you can insert information about your thoughts or feelings before, during, and after the event.

# Day 1

## Self-assessing and Pair Conferencing

### Materials

- “Self-assessment Questions” chart, prepared ahead
- Your revised sample writing OR the revised “Sample Personal Narrative” chart (WA12) from Week 3
- “Questions for My Partner About My Draft” chart from Unit 2, Week 2
- “Class Assessment Record” sheet (CA6)
- “Writing Time” chart (WA20)

### In this lesson, the students:

- Assess their own writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Use pair conference time responsibly

## GETTING READY TO WRITE

### 1 Prepare to Self-assess

Have the students get out their notebooks and pencils and sit at desks with partners together. Explain that partners will meet to confer about their drafts today. Before conferring, each student will ask himself some questions about his own draft and decide what he wants to ask his partner when they meet.

Direct the students’ attention to the “Self-assessment Questions” chart. Explain that you would like the students to ask themselves these questions as they reread their drafts. Read the questions aloud and then display your revised writing from Week 3 or the revised “Sample Personal Narrative” chart (WA12). Model rereading your draft, asking yourself the questions, and thinking aloud about the answers.

### 2 Self-assess and Think About What to Ask Partners

Have the students reread their own drafts and ask themselves the charted self-assessment questions. After most students have had time to finish, signal for their attention and ask:

**Q** *What questions do you want to ask your partner today about your draft?*

As the students report questions, record them on the “Questions for My Partner About My Draft” chart. Remind the students that they started this chart earlier in the year, and review the questions on it. Ask:

**Q** *What other questions on this chart do you want to ask your partner today?*

#### Students might say:

“I want to ask my partner if she can imagine what’s happening.”

“I want to ask my partner if he can tell what I learned from what I wrote.”

“I want to find out whether anything is confusing to my partner.”

Explain that partners will read their drafts aloud to each other, including their revisions, and then ask each other questions about their own drafts.

### 3 Confer in Pairs

 Give the students ample time to confer in pairs.



#### CLASS ASSESSMENT NOTE

Circulate among pairs and observe without intervening. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are the students asking each other questions about their own drafts?
- Are partners giving each other specific feedback?
- Are they giving feedback in a helpful way?

Note any difficulties you observe to discuss with the students in Step 4.

Record your observations on the “Class Assessment Record” sheet (CA6); see page 37 of the *Assessment Resource Book*.

When most pairs have had time to discuss their drafts, signal for the class’s attention.

### 4 Reflect on Feedback

Gather the class and briefly discuss:

- Q *What was helpful about the way your partner talked to you today?*
- Q *What problems, if any, did you have during pair conferences? What will you do to avoid those problems next time?*

Share any problems you noticed and discuss what the students will do to avoid those problems next time. Ask:

- Q *What is one thing your partner told you about your piece?*

Remind the students that authors pay close attention to their readers’ feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible.

Explain that during Writing Time today, each student will revise her draft based on her self-assessment and the feedback she received from her partner. Encourage the students to finalize their drafts today so that they can begin proofreading and publishing them tomorrow.

## WRITING TIME

### 5 Revise and Complete Drafts

Have the students return to their seats. Display the “Writing Time” chart ( WA20) and have the students write silently for 20–30 minutes.

#### Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so. For more information, view “Managing Pair Conferences” (AV8).



### Writing Time

- Revise your draft based on self-assessment and partner feedback.
- Finish revising your draft.
- If you finish, work on another piece of writing.

During Writing Time, confer with individual students about the pieces they are publishing.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Does this student's piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use temporal words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing

Help the students reflect on their work today by briefly discussing:

**Q** *Who used feedback from your partner to revise your draft today? Tell us about it.*

Explain that the students will start proofreading their final versions tomorrow.



## TECHNOLOGY EXTENSION

### Publish Student Writing Online

This week, the students will publish their personal narratives for the class library. Some students might also be interested in publishing their writing online. A number of websites exist on which students can publish their writing; search for them using the keywords “publishing student writing online.” Publishing online allows family members and friends to easily access and enjoy the students’ writing.



### Technology Tip

For more about online publishing sites and other Internet resources for students and teachers, view the “Using Web-based Teaching Resources” tutorial (AV75).



## Proofreading

## Day 2

### In this lesson, the students:

- Check for correct use of *your/you’re* and *then/than*
- Proofread for sentence fragments
- Begin writing their final versions

## GETTING READY TO WRITE

### 1 Prepare to Proofread First Drafts

Have the students stay at their desks today. Explain that tomorrow the students will begin copying their first drafts into final versions for the class book. Today they will take time to proofread their writing to make sure it is free from errors.

Remind the students that they learned to proofread their drafts using the proofreading notes in their *Student Writing Handbooks* (see Unit 2, Week 2, Day 3 on page 105). They will use this resource to proofread their personal narratives.

### 2 Discuss Proofreading for Commonly Misused Words

Write the words *your* and *you’re* where everyone can see them. Ask:

**Q** *What do you know about these words?*

If necessary, explain that *your* and *you’re* are pronounced the same but have different spellings and meanings. Explain that sometimes writers are not sure which of these words to use in a sentence. Tell the students that to use the words correctly, they need to think about what each word

### Materials

- “Proofreading Notes” chart (WA21)
- *Student Writing Handbooks*
- “Personal Narrative with Sentence Fragments” chart (WA22)
- “Writing Time” chart (WA23)
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

### Teacher Note

If you have students who have not yet finished revising their first drafts, plan time for them to finish before they move on to proofreading. Ask all of the students to pay attention as you teach them about proofreading so that they will be able to do this step when they are ready.

## Skill Practice Note

For more practice with possessive pronouns and contractions, see Lesson 10 and Lesson 27 in the *Skill Practice Teaching Guide*.

**TEKS 11.C.iii**  
**TEKS 11.C.vii**  
Student/Teacher Activity  
Step 3 (all, beginning on page 190 and continuing on to page 191)

**ELPS 4.C.iv**  
Step 3 and Step 4 (all, beginning on page 190 and continuing on to page 192)

means. Explain that *your* is a possessive pronoun that means “belonging to you,” while *you’re* is a contraction of *you* (a noun) and *are* (a verb).

Ask the students to open their *Student Writing Handbooks* to the Proofreading Notes section as you display the “Proofreading Notes” chart (📄 WA21). Write the notes in the diagram below on the chart, and ask the students to copy them into their proofreading notes.

### Proofreading Notes

Rule	Example	Notes
<i>your</i>	Open <i>your</i> book.	means “belonging to you”
<i>you’re</i>	<i>You’re</i> funny.	short for “you are”

WA21

Ask the students to see whether they used these words anywhere in their personal narratives and to circle them if they did. Explain that they will have an opportunity during Writing Time to make sure they used these words correctly.

Follow the same procedure to help the students distinguish between *then* (used when talking about time or order of events, for example, *now and then* and *first you, then me*) and *than* (used when comparing two things, for example, *more than* and *less than*).

## 3 Discuss Proofreading for Sentence Fragments

Explain that the students will also proofread their drafts today to see if they have any *sentence fragments*, or incomplete sentences. Point out that incomplete sentences should be changed to form complete sentences.

Display the “Personal Narrative with Sentence Fragments” chart (📄 WA22). Ask the students to watch and listen as you read it aloud. Ask:

**Q** *What did you notice about the way the passage sounded when I read it?*

#### Students might say:

“It doesn’t sound right.”

“In addition to what [Angelo] said, some of the sentences sound funny—like something is missing.”

**Q** What sentence fragments, or incomplete sentences, do you see in the passage?

If necessary, point out that right now the passage does not sound right when read aloud because it contains several sentence fragments. Model rereading the passage and thinking aloud about how to transform the fragments into complete sentences or combine them with other complete sentences.

**You might say:**

"The first three sentences are complete. Each has a subject and a predicate. But 'Standing next to the car' is a sentence fragment. This fragment describes the dark shape the writer saw, so I'll add it to the complete sentence that came just before, 'I looked up to see a dark shape.' Now the revised sentence says: *I looked up to see a dark shape standing next to the car.* That sounds good and is still a complete sentence. 'Someone is trying to get in the car!'—this is a complete sentence so I'll leave it alone, but 'Very loudly' is a fragment; there is no subject or predicate. *Very loudly* tells how the writer screamed, so I'll try combining it with the sentence that contains *screamed*. Now it's part of a complete sentence: *I screamed very loudly.* The phrase 'The traffic light' is a fragment; it's a subject without a predicate. But if I delete *It* from the next sentence and make *The traffic light* the subject instead, we take care of the fragment, and the complete sentence becomes: *The traffic light turned green.*"

Follow this same procedure with the second passage on the "Personal Narrative with Sentence Fragments" chart.

## WRITING TIME

### 4 Proofread and Write Final Drafts

Display the "Writing Time" chart (🗨️ WA23) and have the students write silently for 20–30 minutes.

#### Writing Time

- Check correct use of *your/you're* and *then/than*.
- Check for sentence fragments.
- If you finish proofreading, work on another piece of writing.

WA23

During Writing Time, confer with individual students.

#### Skill Practice Note

You might explain that a complete sentence contains a *subject* (the part that tells who or what the sentence is about) and a *predicate* (the part that tells what the subject does or did). The subject usually includes a noun or pronoun, and the predicate always includes a verb. Explain that many sentence fragments can be identified because they do not have both a subject and a predicate. For more practice recognizing and using subjects and predicates, and recognizing and correcting fragments, see Lesson 1 and Lesson 2 in the *Skill Practice Teaching Guide*.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student's writing communicate clearly? If not, what is unclear?
- Does this student's piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use temporal words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *your/you're* and *then/than*?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Briefly discuss questions such as:

**Q** *What corrections did you make when you proofread your draft?*

**Q** *Who found errors by using your proofreading notes? Tell us about the errors.*

**In this lesson, the students:**

- Proofread for spelling and punctuation
- Listen for run-on sentences as they read their drafts aloud
- Begin writing their final versions

## GETTING READY TO WRITE

### 1 Prepare to Proofread First Drafts

Have the students stay at their desks today. Explain that the students will begin copying their first drafts into final versions for the class book. Before this step, they will take time to proofread their writing for a few more things to make sure that it is free from errors.

Remind the students that they learned to proofread their drafts for spelling and punctuation using the word banks and proofreading notes in their *Student Writing Handbooks*. Explain that they will use these resources today to finish proofreading their personal narratives.

### 2 Discuss Proofreading for Spelling

Ask the students to begin rereading their drafts (even if they have not finished with them) and ask them to circle any words they are not sure how to spell. Stop the students after a couple of minutes and ask:

**Q** *What words have you circled so far?*

Have a few volunteers report the words they circled. Then ask the students to check their word banks to see if the words they circled are listed. If not, encourage them to check their spelling by another method during Writing Time today. Ask them to make sure to add the correctly spelled word to their word banks. The students can check the spelling of a word by asking you or another student, finding the word in a published book, or looking it up in a print or online dictionary.

### 3 Discuss Proofreading for Run-on Sentences

Remind the students that their proofreading notes make up a checklist of things to pay attention to when they proofread their drafts. Ask:

**Q** *What is listed in your proofreading notes that you will check for in your draft today?*

## Materials

- *Student Writing Handbooks*
- “Personal Narrative with Run-on Sentences” chart (WA24)
- “Writing Time” chart (WA25)
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

## Teacher Note

If you have students who have not yet finished revising their first drafts, plan time for them to finish before they move on to proofreading. Ask all of the students to pay attention as you teach them about proofreading so they will be able to do this step when they are ready.

Point out that, in addition to checking for capital letters at the beginning of sentences and punctuation at the end, the students should also look for any run-on sentences. Explain that a *run-on sentence* is usually made of two or more complete sentences that have been “run together” without a joining word (a conjunction) such as *or*, *and*, *so*, or *but*. Point out that run-on sentences often look like really long sentences.

Display the “Personal Narrative with Run-on Sentences” chart (C WA24). Ask the students to watch and listen as you read the first passage aloud, pausing only in those places where punctuation is included. Ask:

**Q** *What did you notice about the way the passage sounded when I read it?*

**Students might say:**

“It doesn’t sound right.”

“In addition to what [Kris] said, some of the sentences sound funny—like they go on too long.”

“I noticed a sentence that sounded like it might be two sentences squished together. It was confusing.”

**Q** *What run-on sentences do you notice in the passage?*

If necessary, point out that the passage does not sound right when it is read aloud because it contains several run-on sentences. Model rereading and revising the passage, while thinking aloud about how to split the run-ons into two or more complete sentences, capitalizing the first word in each new sentence, and adding a period at the end.

**You might say:**

“The first sentence is really long and sounds like two sentences squished together, so I think it’s a run-on. ‘One summer evening, my mom packed up the car’ is a complete thought and a complete sentence, so I’ll add a period after *car*. Then I’ll capitalize the *S* in *She* so the second complete sentence becomes: *She filled it with suitcases and sandwiches*. The next sentence sounds fine: it’s two complete sentences correctly joined with a comma and the word *and*. But I think the last sentence might be a run-on. ‘The plan was to drive all night to visit my grandparents’ should be one complete sentence, so I’ll put a period after *grandparents*. The next part, ‘they lived about 400 miles away,’ is a separate thought and should be its own sentence, so I’ll capitalize the *T* in *They*.”

Follow this same procedure with the second passage on the “Personal Narrative with Run-on Sentences” chart.

Explain that during Writing Time you would like the students to read their drafts aloud to listen for run-on sentences. Encourage the students to split any run-on sentences into two or more complete sentences. Remind them to capitalize the first word of each complete sentence and to add a period at the end.

### Skill Practice Note

The students will have more opportunities to practice proofreading for spelling and to practice recognizing run-on sentences in the other genre units. For more practice producing complete sentences and correcting run-on sentences, see Lesson 1 and Lesson 2 in the *Skill Practice Teaching Guide*.

## WRITING TIME

### 4 Proofread and Write Final Drafts

Display the “Writing Time” chart (📊 WA25) and have the students work silently for 20–30 minutes.

#### Writing Time

- Proofread your draft for spelling and punctuation.
- Check for run-on sentences.
- If you finish proofreading, begin copying your final version on loose, lined paper.

WA25

During Writing Time, confer with individual students.



#### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does this student’s piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use temporal words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *your/you’re* and *then/than*?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.



#### Technology Tip

If computers are available, you might teach Technology Mini-lesson 7, “Creating Documents,” in Appendix A to help the students type and print the final versions of their stories. Alternatively, you might recruit parent volunteers to help them do so.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Briefly discuss questions such as:

- Q *What corrections did you make when you proofread your draft?*
- Q *What words did you find in your word bank? How did you check words that were not in the word bank?*
- Q *Who found errors using your proofreading notes? Tell us about them.*



## TECHNOLOGY EXTENSION

### Record Personal Narratives

If you have access to recording equipment, consider having the students create audio or video recordings of their personal narratives. Make the recorded narratives available in the classroom, school library, or online for others to enjoy.

# Day 4

## Publishing

### Materials

- Supply of loose, lined paper for final versions
- Chair to use for the Author's Chair
- Construction and/or drawing paper for class book cover and other features
- (Optional) Read-aloud books from Weeks 1 and 2
- (Optional) Computers for typing and printing final versions

### In this lesson, the students:

- Discuss features for their class book
- Write their final versions
- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Plan Features of the Class Book

Gather the class with partners sitting together, facing you. Explain that the students will have today and tomorrow to finish the final versions of their personal narratives. Students who have finished after today's

Writing Time will begin sharing their narratives from the Author’s Chair. Remind the students that the pages of all their stories will be bound together as a class book.

As a class, brainstorm and decide on a title for the class book, and decide whether any other features—such as a dedication page, back cover blurb, or illustrations—will be included. If it is helpful, review what these features look like by showing examples in read-aloud books from earlier in the unit. Assign volunteers to work on the book’s cover and any other features when they finish their final versions.

## WRITING TIME

### 2 Finish Final Versions

Ask the students to return to their seats and work on their final versions for 20–30 minutes. Provide the materials needed for creating a cover, illustrations, and any other features the students have agreed upon for the class book. As they work, confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part he is working on now and to read his draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does this student’s piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use temporal words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *your/you’re* and *then/than*?

Help the student revise unclear writing by rereading those passages back to him and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Review Sharing Writing from the Author's Chair

Gather the class with partners sitting together, facing the Author's Chair. Explain that each student will read his personal narrative to the class from the Author's Chair. Remind the students of the procedure you would like them to follow when they are ready to present their personal narratives from the Author's Chair. If necessary, review the procedures you established for Author's Chair sharing in Unit 2, Week 2 (see "Do Ahead" on page 97).

### 4 Review Speaking Clearly and Expressing Interest in One Another's Writing

Before asking anyone to share from the Author's Chair today, have a discussion about how the students will act, both as presenting authors and as members of the audience. Ask and briefly discuss questions such as:

- Q *Why is it important to speak in a loud, clear voice when you're sharing your personal narrative with the class?*
- Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*
- Q *How will you let the author know that you're interested in his or her writing? Why is it important to express interest in other people's writing?*

Encourage the students to be attentive audience members. Tell them that you will check in with them later to see how they did.

### 5 Conduct Author's Chair Sharing

Ask a student who has completed her personal narrative to read it aloud from the Author's Chair. At the end of the reading, facilitate a discussion using questions like those that follow, giving the author a chance to respond to the class's comments and questions.



- Q *What was interesting to you about [Jordana's] personal narrative? Turn to your partner.*
- Q *What sensory details did you hear as you listened to her narrative? What did they make you imagine?*
- Q *(Have the student reread her opening sentences.) How does [Jordana] grab the reader's attention with her opening sentences?*
- Q *What questions can we ask [Jordana] about her narrative?*

Collect the students' completed narratives to be sent home to show their families and then bound into the class book.

#### Facilitation Tip

Reflect on your experience over the past four weeks with **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has repeated use of them had on your students' thinking and participation in discussions? We encourage you to continue to use and reflect on these techniques throughout the year.

Follow this procedure to have a few more students share from the Author’s Chair. Explain that they will continue to share tomorrow and that everyone will have an opportunity to share their personal narratives from the Author’s Chair.

## 6 Reflect on Audience Behavior During Author’s Chair Sharing

Ask and briefly discuss questions such as:

- Q *What did we do as an audience today to help Author’s Chair sharing go well? What might we want to work on during the next Author’s Chair sharing?*
- Q *If you shared a narrative today, how did the audience members make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

# Publishing

# Day 5

### In this lesson, the students:

- Reflect on personal narrative
- Write their final versions
- Share their writing from the Author’s Chair
- Give their full attention to the person who is speaking
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Reflect on Personal Narrative

Gather the class with partners sitting together, facing you. Review that over the past four weeks the students have learned about personal narrative and took their own personal narratives through the writing process, from a first draft to a published book. Ask the following questions, referring the students, if necessary, to the “Notes About Personal Narratives” chart:

- Q *What have you learned about writing a good personal narrative?*

### Materials

- “Writing Time” chart (WA26)
- Supply of loose, lined paper for final versions
- Copy of this unit’s family letter (BLM1) for each student
- (Optional) “Notes About Personal Narratives” chart
- (Optional) Computers for typing and printing final versions

**Students might say:**

"I learned that personal narratives tell about something interesting that happened to the author."

"I learned that a good personal narrative has sensory details in it."

"I learned that a good personal narrative has temporal words in it."

"I learned that a good personal narrative tells what the author learned."

Use "Think, Pair, Share" to discuss questions such as the following:



**Q** *What is one way your final personal narrative has turned out better than your first draft?* [pause] *Turn to your partner.*

**Q** *What is one thing you like about writing personal narrative?* [pause] *Turn to your partner.*

**Q** *What did you find challenging about writing personal narrative?* [pause] *Turn to your partner.*

Remind the students that writers become better over time as they practice writing over and over. Encourage any student who feels particularly drawn to the personal narrative genre to continue to write it during his free time.

Explain that the students will work on finishing the final versions of their personal narratives today. Those who have finished may write whatever they wish during Writing Time. After Writing Time, they will continue to share their narratives from the Author's Chair.

## WRITING TIME

### 2 Finish Final Versions

Have the students return to their seats. Display the "Writing Time" chart (WA26) and have them write silently for 20–30 minutes.

During Writing Time, confer with individual students.

#### Writing Time

- Finish your final version.
- If you finish, work on another piece of writing.

WA26

#### Teacher Note

If most students have completed their pieces, you might shorten Writing Time to leave more time for Author's Chair sharing.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask each student to tell you about the part she is working on now and to read her draft aloud. As you listen, ask yourself:

- Does this student’s writing communicate clearly? If not, what is unclear?
- Does this student’s piece describe an interesting personal experience?
- Does the student use sensory details?
- Does the student use temporal words and phrases?
- Does the piece have a strong opening and a closing that wraps it up?
- Do the revisions make sense and improve the piece?
- Does the student recognize and correct the commonly misused words *your/you’re* and *then/than*?

Help the student revise unclear writing by rereading those passages back to her and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 39 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Gather for Author’s Chair Sharing

Gather the class with partners sitting together, facing the Author’s Chair. Briefly discuss how they will act, both as presenting authors and as members of the audience. Ask:

**Q** *What will you do to be a respectful member of the audience today?*

Encourage the students to be attentive and considerate audience members, and tell them that you will check in with them to see how they did.

### 4 Conduct Author’s Chair Sharing

Have some of the students read their personal narratives aloud from the Author’s Chair. Facilitate brief discussions about each of the readings, using questions like those that follow. Give the author a chance to respond to the class’s comments and questions.



- Q *What was interesting to you about [Rohana's] personal narrative?*
- Q *What did you [see/hear/smell/taste/feel] as you listened to her narrative and what words helped you imagine? Turn to your partner.*
- Q *(Have the student reread her opening sentences.) How does [Rohana] grab the reader's attention with her opening sentences?*
- Q *What questions can we ask [Rohana] about her narrative?*

Collect each personal narrative to be sent home for the students to share with their families and then bound into the class book.

If all of the students have not had a chance to share, assure them that they will all have a chance to share their personal narratives from the Author's Chair in the next few days.

## 5 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss questions such as:

- Q *What did we do as an audience today to help Author's Chair sharing go well? What might we want to work on during the next Author's Chair sharing?*
- Q *If you shared a personal narrative today, how did the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Explain that after the students have shared their personal narratives from the Author's Chair, they may take the narratives home to share with their families. Then the students will bring the narratives back to class, and you will compile them into a class book. This book will be available for the students to read during independent reading time.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 203.

## EXTENSION

### Write Letters Home About Personal Narratives

Provide letter-writing practice for the students by having them write letters home about what they learned about personal narrative writing. Stimulate their thinking by reviewing the "Notes About Personal Narratives" chart and discussing questions such as:

- Q *What's special about personal narrative writing?*
- Q *What steps did you go through to develop and publish your personal narrative?*
- Q *What is one thing that you're proud of about your published personal narrative?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters. Then attach each student's letter to a copy of her own published personal narrative and send it home.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the last week of the Personal Narrative unit. You will need to reassign partners before you begin the next genre unit.
- Send home with each student the student's published personal narrative and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

### Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 42 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze his writing using the "Student Self-assessment" record sheet (SA1) on page 41 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 116.

### Skill Practice Note

For practice with using commas in the addresses of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.



# Genre

## Fiction

During this six-week unit, the students explore fiction writing and they draft, revise, and publish their own stories. By hearing different kinds of fiction and exploring the ways authors put stories together, the students learn how to integrate elements of character, setting, and plot into their own stories. They explore features of good fiction, including how characters are revealed through description, action, and speech, and discover how well-crafted endings bring a story's events to a close. They use temporal words and phrases to convey event order, and include interesting verbs and adverbs to make their writing dynamic. They learn important skills and conventions pertinent to fiction writing, such as punctuating dialogue and correcting run-on sentences. They cultivate a relaxed and creative attitude toward their writing and continue to be contributing members of the classroom writing community.



## RESOURCES

### Read-alouds

- *Tacky the Penguin*
- *If You Were a Writer*
- *Cherries and Cherry Pits*
- *Julius, the Baby of the World*
- *The Paper Bag Princess*
- *Boundless Grace*
- *Scarecrow*
- “About Kevin Henkes”

### Writing About Reading Activities

- “Make Connections to *If You Were a Writer*”
- “Write an Opinion Letter to the Character of Lilly in *Julius, the Baby of the World*”
- “Write an Opinion Paragraph About the Character of Nana in *Boundless Grace*”



### Technology Mini-lessons

- Mini-lesson 3, “Choosing Effective Search Terms”
- Mini-lesson 4, “Understanding Search Results”
- Mini-lesson 5, “Using Filters to Narrow Results”
- Mini-lesson 8, “Creating Presentations”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

### Whiteboard Activities

- WA1–WA36

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA13)
- “Conference Notes” record sheets (CN1–CN3)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

### Reproducibles

- Fiction genre unit family letter (BLM1)
- “Excerpt from *Boundless Grace*” (BLM2)

### Professional Development Media

- “Building a Community of Writers” (AV1)
- “Predictable Structure of the Writing Lessons” (AV3)

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Pacing Class Discussions” (AV20)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Adapting Lessons for English Language Learners” (AV32)
- “Planning a Lesson” (AV33)
- “Conferring About Fiction” (AV43)
- “Exploring Fiction” (AV44)
- “Guided Visualization and Quick-write” (AV45)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)
- “Using Web-based Teaching Resources” tutorial (AV75)
- “Creating a Class Blog” tutorial (AV76)

## RESOURCES *(continued)*



### Technology Extensions

- “Read an Interview with Helen Lester”
- “Use a Class Blog for Reflection”
- “Listen to Audiobook Versions of Stories”
- “Learn More About The Gambia”
- “Watch or Read an Interview with Kevin Henkes”
- “Publish Student Writing Online”

### Extensions

- “Realistic and Imaginary Fiction Stories”
- “Conduct Interviews with Interesting People”
- “Describe a Portrait of a Person”
- “Read and Discuss the Rest of *Cherries and Cherry Pits*”
- “Explore Comparative Adjectives Using *The Paper Bag Princess*”
- “Write Comparisons Using a Character from *The Paper Bag Princess*”
- “Continue to Explore Interesting Verbs and Adverbs”
- “Explore Comparative Adverbs Using *Tacky the Penguin*”
- “Continue to Explore Speech in Fiction”
- “Write Letters Home About Fiction”

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 13, “Verbs”
- Lesson 16, “Regular and Irregular Past-tense Verbs”
- Lesson 20, “Comparative and Superlative Adjectives”
- Lesson 21, “Adverbs”
- Lesson 22, “Comparative and Superlative Adverbs”
- Lesson 26, “Writing Book Titles”
- Lesson 28, “Commas in Addresses”
- Lesson 29, “Commas and Quotation Marks in Dialogue”

### Assessment Resource Book

- Fiction genre unit assessments

### Writing Performance Task Preparation Guide

- Narrative Writing unit

### Student Writing Handbook

- “Excerpts from *Cherries and Cherry Pits*”
- “Closing Sentences from Three Stories”
- “Excerpts from *Julius, the Baby of the World*”
- “Excerpts from *Tacky the Penguin*”
- “Speech Punctuation in Two Stories”

## DEVELOPMENT ACROSS THE GRADES

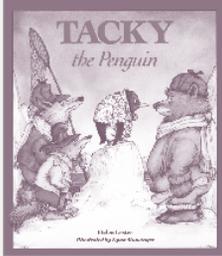
	Elements of Fiction	Writing Craft	Language Skills and Conventions
Grade 1	<ul style="list-style-type: none"> <li>Exploring imaginary topics and events</li> </ul>	<ul style="list-style-type: none"> <li>Telling more to help readers imagine what is happening in stories and to make them more interesting</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing first letter of sentences and proper nouns</li> <li>Using end punctuation</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Informally exploring character</li> <li>Exploring purely imaginary vs. realistic fiction</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive words</li> <li>Using dialogue</li> <li>Exploring features of published books (e.g., title page, dedication, author notes, back cover blurb)</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling of polysyllabic words</li> <li>Capitalizing <i>I</i> and proper nouns</li> <li>Using question marks and exclamation points</li> <li>Punctuating speech</li> <li>Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Developing characters using actions, description, speech, and thoughts</li> <li>Exploring settings</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey character</li> <li>Using temporal words and phrases to convey event order</li> <li>Writing endings that bring a story's events to a close</li> <li>Writing creative and effective titles</li> </ul>	<ul style="list-style-type: none"> <li>Using interesting verbs and adverbs</li> <li>Recognizing and correcting run-on sentences</li> <li>Punctuating speech</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Describing settings that work within a story</li> <li>Developing characters through speech and thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey setting</li> <li>Using transitional words and phrases</li> <li>Writing endings that bring a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Using interesting adjectives</li> <li>Exploring first- and third-person points of view</li> <li>Punctuating speech</li> <li>Recognizing and correcting run-on sentences</li> <li>Punctuating for effect</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Developing interesting plots that make sense (e.g., imaginary vs. real events, messy situations)</li> <li>Continuing to develop characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey character and setting</li> <li>Using transitional words and phrases</li> <li>Connecting things that happen in the plot to what comes before and after</li> </ul>	<ul style="list-style-type: none"> <li>Using prepositions and prepositional phrases</li> <li>Exploring first- and third-person points of view</li> <li>Maintaining consistent verb tense</li> <li>Punctuating speech</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Developing interesting plots that make sense</li> <li>Building and resolving conflict in the plot</li> <li>Building suspense</li> <li>Using humor in a story</li> <li>Paying attention to character, setting, and plot</li> </ul>	<ul style="list-style-type: none"> <li>Using descriptive details to convey setting and character</li> <li>Using dialogue to tell a story and develop character</li> <li>Using transitional words and phrases</li> <li>Writing openings that engage readers and introduce the story</li> <li>Writing endings that bring a story's events to a close</li> </ul>	<ul style="list-style-type: none"> <li>Using first- and third-person points of view</li> <li>Recognizing and correcting noun-pronoun agreement errors</li> <li>Recognizing and correcting pronouns with unclear antecedents</li> <li>Recognizing and correcting run-on sentences</li> </ul>

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Drafting</b>					
<b>Week 1</b>	<b>Exploring Fiction:</b> <i>Tacky the Penguin</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Imaginary characters</li> </ul>	<b>Exploring Fiction:</b> <i>If You Were a Writer</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Realistic or imaginary fiction stories</li> </ul>	<b>Drafting Fiction:</b> <i>If You Were a Writer</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Interesting people</li> </ul>	<b>Drafting Fiction</b> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>"What if?"</li> </ul>	<b>Drafting Fiction and Pair Conferring</b> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>"What if?"</li> </ul>
<b>Week 2</b>	<b>Drafting Fiction:</b> <i>Cherries and Cherry Pits</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Visualizing characters</li> </ul>	<b>Drafting Fiction:</b> <i>Cherries and Cherry Pits</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Describing characters through physical appearance</li> </ul>	<b>Drafting Fiction:</b> <i>Julius, the Baby of the World</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Describing characters through actions</li> </ul>	<b>Drafting Fiction:</b> <i>Julius, the Baby of the World</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Describing characters through speech</li> </ul>	<b>Drafting Fiction and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Developing characters</li> </ul>
<b>Week 3</b>	<b>Drafting Fiction:</b> <i>The Paper Bag Princess</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Describing characters through physical appearance, actions, and speech</li> </ul>	<b>Drafting Fiction:</b> <i>Boundless Grace</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Describing characters through physical appearance, actions, and speech</li> </ul>	<b>Drafting Fiction:</b> <i>Boundless Grace</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Describing characters through physical appearance, actions, and speech</li> </ul>	<b>Drafting Fiction:</b> <i>Scarecrow</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Objects that could be alive and thinking</li> </ul>	<b>Drafting Fiction and Pair Conferring</b> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Describing characters through thoughts</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 4</b>	<b>Selecting and Completing Drafts:</b> <i>"About Kevin Henkes"</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Kevin Henkes</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Developing characters</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Developing plot and using temporal words and phrases</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Endings that bring a story's events to a close</li> </ul>	<b>Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Character and plot</li> </ul>
<b>Week 5</b>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Setting and descriptive language</li> </ul>	<b>Writing Second Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Improving on first drafts</li> </ul>	<b>Writing Second Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Interesting verbs</li> </ul>	<b>Writing Second Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Verbs and adverbs</li> </ul>	<b>Self-assessing and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Elements of fiction</li> </ul>
<b>Week 6</b>	<b>Completing Second Drafts and Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Punctuating speech</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Correcting run-on sentences</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing creative, effective titles</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing final versions</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author's Chair sharing</li> </ul>

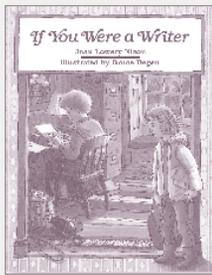
# Week 1

## OVERVIEW



### *Tacky the Penguin*

by Helen Lester, illustrated by Lynn Munsinger  
A one-of-a-kind penguin saves the day.



### *If You Were a Writer*

by Joan Lowery Nixon, illustrated by Bruce Degen  
Melia wants to be a writer like her mother, but she is not sure what writers do.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA3

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes: Focus 1” record sheet (CN1)

### Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Fiction” (AV43)
- “Exploring Fiction” (AV44)
- “Creating a Class Blog” tutorial (AV76)

## TEACHER AS WRITER

*“My writing is full of lives I might have led. A writer imagines what could have happened, not what really happened.”*

— Joyce Carol Oates

The work of the fiction writer is to invent new worlds. This week, imagine a life you might have led, and write your “memories” of this fictitious life. Perhaps you were born into a different culture, grew up in a different family, or chose a different profession. How do you imagine that these life experiences have shaped you? As you write, include your feelings and perspectives, and invent details to make that life seem real.

### Writing Focus

- Students hear and discuss fiction.
- Students informally explore elements of fiction.
- Students generate and quick-write ideas for fiction.
- Students draft fiction pieces.

### Social Development Focus

- Teacher and students build the writing community.
- Students cultivate a relaxed attitude toward writing.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 54 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 55 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 67 of the *Assessment Resource Book*.



# Day 1

## Exploring Fiction

### Materials

- *Tacky the Penguin*
- *She Come Bringing Me That Little Baby Girl* from Unit 1
- *Grandpa's Face* from Unit 1
- *The Pain and the Great One* from Unit 1
- Chart paper and a marker

### Teacher Note

For more information about fiction writing, view “Exploring Fiction” (AV44).



### Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today's lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

### Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

### In this lesson, the students:

- Work with new partners
- Hear and discuss fiction
- Informally explore the elements of fiction
- Write freely about things that interest them

### IMMERSION IN AND DRAFTING OF FICTION

In a fiction story, *something happens to someone somewhere in time*. In this unit, the students build this understanding in stages over a six-week period.

The first half of this unit immerses the students in stories, stimulating their imaginations and developing their dispositions for creativity and experimentation. The students hear, enjoy, and make observations about different examples of fiction. Having heard some examples, they begin drafting fiction and continue to learn about the genre. Skills and conventions are taught later in the unit so that the students can focus first on the big ideas: inventing interesting characters, describing believable settings, and building imaginative plots that make sense.

## GETTING READY TO WRITE

### 1 Pair Students and Discuss Working Together

Randomly assign partners and make sure they know each other's names (see “Do Ahead” on page 211). Gather the class with partners sitting together, facing you.

Explain that over the next six weeks, partners will work together to explore writing fiction. They will hear and discuss fiction stories and learn how to write engaging stories that grab the reader's attention.



Have partners take a few minutes to talk about some of the things they have written so far this year. Signal for their attention and ask:

Q *What did you learn about the writing your partner has done this year?*

### 2 Introduce Fiction

Show the covers of *She Come Bringing Me That Little Baby Girl*, *Grandpa's Face*, and *The Pain and the Great One*. Remind the students that they heard these fiction stories at the beginning of the year. Ask and briefly discuss:

Q *What do you think you know about fiction?*

**Students might say:**

"Fiction is made up. It's make-believe."

"Fiction has characters. Sometimes characters can be talking animals."

"Fiction can be funny or serious or scary."

"Some fiction stories are based on the author's life."

Record the students' ideas on a sheet of chart paper titled "Notes About Fiction." Post the chart and tell the students that you will continue to add ideas to the chart as they learn more about fiction in the coming weeks.

Point out that fiction writers try to tell stories that capture the interest and imagination of their readers. Explain that by the end of the unit, the students will have learned and practiced different techniques for writing a good fiction story and will have published their own stories for the class library.

### 3 Read *Tacky the Penguin* Aloud

Show the cover of *Tacky the Penguin* and read the title and the names of the author and illustrator aloud. Invite the students to think as they listen about what it might be like to write such a story themselves.

Read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

#### Suggested Vocabulary

**companions:** friends (p. 3)

**in the distance:** far away (p. 14)

**switch:** branch or stick used for hitting something (p. 17)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**odd:** strange, different (p. 5)

**splashy cannonballs:** jumps that spray a lot of water (p. 11)

**blared:** yelled (p. 22)

**puzzled:** confused (p. 25)

**dreadfully:** unpleasantly, terribly (p. 28)

### 4 Discuss the Story

Ask and briefly discuss the questions that follow. Remind the students to use the discussion prompts to help them listen and build on one another's thinking. Be ready to reread from the text to help the students recall what they heard.

#### Teacher Note

Save the "Notes About Fiction" chart to use in Day 2 and throughout the unit.

#### Teacher Note

Your students may be familiar with some of the read-alouds in this program. Encourage them to listen to the read-alouds as writers, noticing what the author is trying to do and thinking about what they could try in their own writing.

#### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 2, Day 2 (page 29). For more information, view "Introducing Vocabulary During a Read-aloud" (AV30).



#### Teacher Note

The discussion prompts are:

- "I agree with \_\_\_\_\_ because . . ."
- "I disagree with \_\_\_\_\_ because . . ."
- "In addition to what \_\_\_\_\_ said, I think . . ."

## Teacher Note

Note that on Days 1 and 2 of this week, the students may write fiction or anything else they choose. On Day 3, after exposure to another example of fiction, all of the students will be asked to begin writing in this genre.

## ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and then talk quietly with you or their partners about their drawings. If necessary, write down key words and phrases they want to use so that they can copy them into their writing.

- Q *What makes Tacky a fun character to read about?*
- Q *If you were going to create a character like Tacky for a story, what odd things might you have that character do?*

### Students might say:

"Tacky is an odd bird. He doesn't do anything like anybody else."

"I agree with [Pete] because, instead of saying 'hello' politely, he says, 'What's happening?'"

"In addition to what [Kim] said, he does huge cannonballs in the water."

"I would make a character that blows giant bubbles with bubble gum."

Point out that some things that happen in fiction stories could actually happen in real life, while other things (like talking penguins) could happen only in the imagination. Invite the students to think about both kinds of events as they write freely today.

## WRITING TIME

### 5 Write Independently

Have students get their notebooks and pencils, sit together at desks with partners, and write silently for 20–30 minutes. During this time they may write about anything they choose. Remind them that they should write double-spaced in their notebooks and that there should be no talking, whispering, or walking around. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. After a moment, signal for their attention and ask questions such as:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when you were talking and sharing your writing?*



## TECHNOLOGY EXTENSION

### Read an Interview with Helen Lester

Helen Lester, the author of *Tacky the Penguin*, has written and illustrated many books for children. To learn more about the author and her work, have the students read an interview with her. To find a print interview with the author, search online with her name and the keyword “interview.” After the students read the interview, have them discuss what they learned about the author’s life and her thoughts about writing.

#### Teacher Note

An interview with Helen Lester is available on the Center for the Collaborative Classroom’s website ([collaborativeclassroom.org/helen-lester](http://collaborativeclassroom.org/helen-lester)).

## Exploring Fiction

## Day 2

#### In this lesson, the students:

- Cultivate a relaxed attitude toward writing
- Hear and discuss fiction
- Informally explore the elements of fiction
- Write freely about things that interest them

#### Materials

- *If You Were a Writer*
- “Notes About Fiction” chart from Day 1
- “Class Assessment Record” sheet (CA1)

### THE IMPORTANCE OF ATTITUDE IN WRITING

To get enough practice writing during the elementary school years, it is extremely important that students learn to start writing fairly quickly after they sit down, and to write freely, abundantly, and without fear. This requires a relaxed attitude, free from inhibitions, especially during the early drafting stages. In this lesson, the students hear the first half of a story that includes some fanciful, far-fetched situations. The intent is to inspire their imaginations and help them know that writing can be lighthearted and about *anything*.

Regularly remind the students that they are writing primarily for themselves. Encourage them to be willing to write something that is less than perfect. The important thing is to repeatedly practice getting their ideas on paper.

### GETTING READY TO WRITE

#### 1 Add to “Notes About Fiction” Chart

Gather the class with partners sitting together, facing you. Review that yesterday the students began exploring fiction, or invented stories. Remind the students that *some fiction could happen in real life* and *some fiction could happen only in the imagination*. Add this to the “Notes About Fiction” chart.

Explain that today they will hear another example of fiction and do more writing.

## 2 Discuss Writing Attitude

Point out that learning to write is like learning any new sport, musical instrument, or skill; you must practice over and over to become good at it. Ask:

**Q** *What can be hard about starting to write, or continuing to write, for the whole Writing Time?*

**Students might say:**

"It's hard to start writing when I don't know what to write."

"I stop writing if I don't know how to spell something."

Explain that you expect the students' writing to have spelling errors and to be imperfect and incomplete. This is natural for young writers. Assure them that practicing by writing many, many imperfect pieces is more important than writing just a few perfect pieces.

Encourage the students to try to bring a fun, relaxed attitude to their writing today.

## 3 Read the First Half of *If You Were a Writer* Aloud

Show the cover of *If You Were a Writer* and read the title and the names of the author and illustrator aloud. Tell the students that you will read the first half of the book today and the second half tomorrow. Invite the students to think as they listen about what they learn about being a writer.

Read pages 5–13 of *If You Were a Writer* aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**fragrance:** smell; aroma (p. 7)

**wedge:** slice (p. 7)



### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**typewriter:** writing machine used before home computers became popular (p. 5; see illustration on p. 4)

**an evil spell:** magic (p. 5)

Stop after:

**p. 13** "Then they could slip between the sheets to snore and sleep!" she said."

## 4 Discuss the Story and Generate Ideas

Ask and briefly discuss:

- Q *What did you find out about being a writer?*
- Q *In Tacky the Penguin, the events in the story are not realistic. In other words, they could not happen in real life. Are the events in today's story realistic? Explain your thinking.*

**Students might say:**

"Sometimes writers need to think about what to write next, like Melia's mom."

"I agree with [Zeke]. Also, writers use interesting words like *stamp* and *twirl* and *droop*."

"Today's story could happen in real life. There's a mom having breakfast with her kids. That's realistic."

"In addition to what [Ellie] said, Melia's uncle comes to visit. That part could really happen, too."

Use "Think, Pair, Share" to discuss:



- Q *What realistic or imaginary things might you write about today?* [pause]  
*Turn to your partner.*

Have volunteers share their ideas with the class.

**Students might say:**

"I could write a funny story about when our new puppy ran around the house with my only clean pair of socks."

"I might write about a race-car driver who wins a big race."

"It might be fun to write about a kid who can fly."

Explain that during Writing Time today, the students may write about realistic or imaginary situations, or anything else they choose. Encourage them to relax and write as freely and imaginatively as possible.

## WRITING TIME

### 5 Write Independently

Ask the students to return to their seats and write silently for 20–30 minutes. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

### Teacher Note

Remember to pause for 10 seconds for the students to think before you say "Turn to your partner." To review the procedure for "Think, Pair, Share," see Unit 1, Week 2, Day 2 (page 29). To see an example, view "Using 'Think, Pair, Share'" (AV13).





## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students staying in their seats and writing silently?
- Are they double-spacing their writing?
- Do they seem to be writing with a relaxed and free attitude?

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class's attention and have partners talk about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 54 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing Attitude

Talk briefly as a class about the students' attitudes as they wrote today. Ask questions such as:

- Q *Were you able to relax and write freely today without getting stuck? If so, what happened? If not, what made you feel stuck? What did you do to try to get unstuck?*

Explain that the students will continue to focus on developing a relaxed attitude toward their writing.

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## EXTENSION

### Realistic and Imaginary Fiction Stories

Give the students more experience with distinguishing between realistic and imaginary stories in fiction by having them share about fiction stories they are reading independently. As a class, discuss questions such as:

- Q *What's happening in your story?*
- Q *Could that story happen in real life? Why or why not?*



## TECHNOLOGY EXTENSION

### Use a Class Blog for Reflection

Create a class blog and invite the students to reflect on their writing attitude as they draft and revise their stories in the coming weeks. Post reflection questions such as those in Step 6 on the previous page. After discussing the questions as a class, have interested students post their comments. Review the comments periodically and, with the respondents' permission, discuss comments with the class.



### Technology Tip

For information about setting up and maintaining a class blog, view the "Creating a Class Blog" tutorial (AV76).



## Drafting Fiction

## Day 3

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Generate and quick-write ideas for fiction
- Cultivate a relaxed attitude toward writing

### Materials

- *If You Were a Writer* from Day 2
- "Notes About Fiction" chart from Day 2
- "Writing Time" chart (WA1)
- "Class Assessment Record" sheet (CA2)

## GETTING READY TO WRITE

### 1 Read the Second Half of *If You Were a Writer* Aloud

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Review that the students are hearing examples of fiction and thinking about what fiction can be. Explain that today they will hear the second half of *If You Were a Writer* and begin drafting a fiction story.

Tell the students that you will stop several times during today's reading to have partners talk about what they heard. Read pages 15–30 of *If You Were a Writer* aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**alley:** narrow street or passageway, usually between two buildings (p. 22)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**in disguise:** wearing a costume to hide who you are (p. 17)

## Teacher Note

To review the procedure for “Turn to Your Partner,” see Unit 1, Week 1, Day 3 (page 13). To see an example, view “Using ‘Turn to Your Partner’” (AV11).



Stop after:

- p. 17 “What if the boy is really a detective in disguise? What would happen then?”

Ask:



- Q *What could happen then? Turn to your partner.*

Have partners discuss the question for a few moments; then signal for their attention. Without stopping to discuss as a class, reread the last sentence and continue reading to the next stopping point:

- p. 22 “‘What dog?’ Veronica asked. ‘What monster? Tell me!’”

Ask:



- Q *What could happen next in this story? Turn to your partner.*

Have partners discuss the question for a few moments; then signal for their attention. Without stopping to discuss as a class, reread the last sentence and continue reading to the end of the story.

## 2 Briefly Discuss the Story and Quick-write: Interesting People

Facilitate a brief class discussion using the questions that follow. Be ready to reread from the story to help the students recall what they heard.

- Q *What more did you find out about being a writer?*
- Q *What are some things that happen to Melia that give her ideas for writing?*

### Students might say:

“Melia and her mom see a boy running with a dog, and they make up a story from that.”

“Melia also makes up a story about the missing jar of honey. In her story, a bear comes in and eats it.”

Point out that Melia uses interesting people and situations in her own life to help her make up stories. Use “Think, Pair, Share” to have the students discuss:



- Q *What interesting people do you know outside of school whom you could make up a story about? [pause] Turn to your partner.*

Without discussing the question, have the students open their notebooks to the next blank page of the writing ideas section, label it “Interesting People I Know,” and write a list of interesting people they know outside of school about whom they could write a story. Stop them after 3–4 minutes and have partners share and discuss their lists with each other. Then have them resume listing for a few more minutes.

Explain that during Writing Time, you would like all of the students to try writing a fiction story. They may make up a story about one of the interesting people on their list, or they may write any other made-up story. Remind them to double-space their writing and to look at the “Notes About Fiction” chart to help them get more ideas.

## WRITING TIME

### 3 Begin Drafting Fiction Pieces

Have the students get their notebooks and pencils, and sit at desks with partners together. Display the “Writing Time” chart (📄 WA1) and have the students write silently for 20–30 minutes.

#### Writing Time

- Make up a story about an interesting person outside of school.
- Continue a fiction story you started earlier.
- Start any new fiction story.

WA1

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students staying in their seats and writing silently?
- Are they double-spacing their writing?
- Do they seem to be writing with a relaxed and free attitude?

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Record your observations on the “Class Assessment Record” sheet (CA2); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

#### Teacher Note

The students are just beginning to generate ideas for fiction. They are not expected to know or incorporate specific features of the genre into their writing at this point. They will build their understanding as they explore the genre over the coming weeks.

#### Teacher Note

The students will write all first drafts, double-spaced, in their notebooks. In Week 4, they will select one of the drafts to develop and publish. Double-spacing now allows space for revision later. The students will write their final versions in Week 6 on loose, lined paper (or on computers, if available).

## SHARING AND REFLECTING

### 4 Reflect on Writing Process and Attitude

Briefly discuss questions such as:

- Q *Were you able to make up a story about an interesting person you know? Tell us about it.*
- Q *What other fictional ideas did you write about today?*
- Q (Point to the “Notes About Fiction” chart.) *Which notes did you think about as you started writing today?*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to read and draft fiction for the next couple of weeks. They will eventually select one of their fiction drafts to develop and publish as a book for the class library.

## EXTENSION

### Conduct Interviews with Interesting People

Some students may be interested in learning more about the interesting people about whom they are writing. Have your students compose a list of questions to ask and then arrange to interview the people they have selected. Once the interviews are completed, have the students write stories based on the information they collected in their interviews. These stories may be fiction or nonfiction.

# Day 4

## Drafting Fiction

### Materials

- *If You Were a Writer* from Day 3
- “Notes About Fiction” chart from Day 3
- Chart paper and a marker
- “Writing Time” chart (WA2)

### In this lesson, the students:

- Review *If You Were a Writer*
- Quick-write “What if?” questions
- Draft fiction
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Add to “Notes About Fiction” Chart

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that yesterday they heard

the second part of *If You Were a Writer*. Remind the students that Melia uses people and situations in her own life to help her make up stories. Add *can be made-up stories about people and situations in our own lives* to the “Notes About Fiction” chart. Add any other ideas about fiction that the students heard in the reading.

## 2 Review *If You Were a Writer*

Explain that today the students will explore another way that fiction writers think of ideas for stories. Show pages 14–15 of the story, and point out to the students that Melia’s mother suggests asking the question “What if?” to get ideas for stories.

Tell the students that you will reread some passages from the story. Ask them to think as they listen about “What if?” questions they could ask. Read aloud pages 15–17, starting with “‘Maybe the dog and the boy could turn into an idea,’ Mother said.” Continue reading through the end of page 17.

Without pausing to discuss, turn to page 18 and read aloud the paragraph that begins: “Melia thought about the missing jar of honey.”

## 3 Generate “What If?” Questions

Explain that authors may get ideas for stories by asking themselves “What if?” questions. Direct the students’ attention to the “Notes About Fiction” chart and add *What if?* to it. Ask:

**Q** *What “What if?” questions can you think of that might lead to an interesting story?*

As the students report their ideas, record them on another sheet of chart paper titled “What if \_\_\_\_\_?”

### Students might say:

“What if a monkey got loose from the zoo and ended up in my backyard?”

“What if I became the president of the United States?”

“What if someone finds out she can read people’s minds?”

“What if a boy’s parents forgot who he was?”

## 4 Quick-write: What If?

Ask the students to select one of the charted “What if?” questions and write in their notebooks for a few minutes about imaginative ways to answer it. Encourage them to imagine things that could happen in real life, as well as things that could not. Stop them after 3–4 minutes of writing and have partners discuss their thinking; then have the students write for a few more minutes.



If you notice many students having difficulty quick-writing about a “What if?” question, call for the students’ attention and write the first

## Teacher Note

Save the “What if \_\_\_\_\_?” chart to use on Day 5.

few sentences together as a class. (For example, you might write: *What if a monkey got loose from the zoo and ended up in the backyard? We heard screeching and got up from our dinner to see what was happening. We found the monkey swinging wildly from the swing set. We decided it was hungry, so we brought it inside and fed it a plate of spaghetti.*)

Signal for the students’ attention and ask a few volunteers to share the “What if?” question they selected and the ideas they wrote.

Explain that during Writing Time today, the students may continue the “What if?” story they started, list other “What if?” questions, or work on any other fiction story. Assure them that it is perfectly fine to leave drafts incomplete and start new ones. Encourage them to relax and use their imaginations as they write today.

## WRITING TIME

### 5 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA2) and have the students write silently for 20–30 minutes. Invite them to refer to the posted “What if \_\_\_\_\_?” chart, if they wish.

#### Writing Time

- Continue the “What if?” story you started during the quick-write.
- Start a new “What if?” story.
- List “What if?” questions in your writing ideas section.
- Work on any other fiction story.

WA2

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing Process and Attitude

Briefly discuss questions such as:

- Q *Who wrote a “What if?” story? Tell us about it.*
- Q *What other fictional ideas did you write about today?*
- Q (Point to the “Notes About Fiction” chart.) *Which notes did you think about as you started writing today?*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Remind the students that they will continue to focus on developing a relaxed attitude toward their writing practice and that they will continue to read and draft fiction for the next couple of weeks.

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## WRITING ABOUT READING

### Make Connections to *If You Were a Writer*

Show the cover of *If You Were a Writer* and remind the students that they heard this story earlier. Ask:

- Q *What do you remember about the story If You Were a Writer?*

Have a few volunteers share their thinking. After they have shared, ask:

- Q *How does this story remind you of your own life?*

**Students might say:**

"This story reminds me of my own life because Melia wants to do what her mom does. I want to do what my aunt does—she's an architect."

"I like learning cool new words, just like Melia does."

"Melia has lots of good talks with her mom. That reminds me of having good talks with my grandpa."

Explain that when you write or talk about how a story reminds you of your own life, you are making a connection to the story. Explain that making connections to stories helps us enjoy and remember them. Ask the students to watch as you model writing about how *If You Were a Writer* reminds you of your life.

**You might say:**

"I want to write about how *If You Were a Writer* reminds me of my own life. I'll start by writing: *In If You Were a Writer by Joan Lowery Nixon, Melia wants to be a writer, just like her mom.* Notice that I put the title of the book and the author's name in the opening sentence. Now I'll explain how the book reminds me of my own life. I'll write: *When I was growing up, my favorite person in the whole world was my aunt Sophie. She was a teacher. Just like Melia wants to be a writer like her mom, I wanted to be a teacher like my aunt. Aunt Sophie and I had many inspiring talks, just like Melia and her mom have in the book.* Now I'll write a closing sentence to wrap up my paragraph: *Reading this book makes me remember how important Aunt Sophie was in my life.*"

Explain that the students will now write about how *If You Were a Writer* reminds them of their own lives. Have the students begin writing about their connections to the story. If time permits, invite the students to share their writing with the class.

### Materials

- *If You Were a Writer* from Day 4

# Day 5

## Drafting Fiction and Pair Conferencing

### Materials

- “Notes About Fiction” chart from Day 4
- “What if \_\_\_\_\_?” chart from Day 4
- “Writing Time” chart (WA3)
- Class set of “Conference Notes: Focus 1” record sheets (CN1)

### In this lesson, the students:

- Quick-write more “What if?” questions
- Draft fiction
- Practice procedures for pair conferences
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Gather and Briefly Review Fiction

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that they have been exploring fiction. Ask and briefly discuss:

**Q** *What makes fiction writing different from other kinds of writing?*

If necessary, review the “Notes About Fiction” chart to help the students remember what they have learned. Add any new ideas they mention.

### 2 Generate More “What If?” Questions

Remind the students that authors often get ideas for stories by asking themselves “What if?” questions. Direct the students’ attention to the “What if \_\_\_\_\_?” chart from Day 4. Ask:

**Q** *What other “What if?” questions can you think of that might lead to an interesting story?*

As the students report their ideas, add them to the chart.

#### Students might say:

“What if cats and dogs ruled the world?”

“What if some kids started their own restaurant?”

“What if my family moved to the South Pole?”

“What if I became the youngest-ever Olympic athlete?”

### 3 Repeat Quick-write: What If?

Ask the students to select a different charted “What if?” question and write in their notebooks for a few minutes about imaginative ways to answer it. Encourage them to imagine things that could happen in real life, as well as things that could not. Stop them after 3–4 minutes of writing and have partners discuss their thinking; then have them write for a few more minutes.



Signal for the students' attention. Ask a few volunteers to share the "What if?" question they selected and the ideas they wrote.

Explain that during Writing Time today, the students may continue the "What if?" story they started, begin a new "What if?" story, or work on any other fiction story. Remind them that it is perfectly fine to leave drafts incomplete and start new ones.

## WRITING TIME

### 4 Draft Fiction Pieces

Have the students get their notebooks and pencils and sit at desks with partners together. Display the "Writing Time" chart (📄 WA3) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue the "What if?" story you started during the quick-write.
- Start a new "What if?" story.
- Work on any other fiction story.

WA3

Join the students in writing for a few minutes; then begin conferring with individual students.



### TEACHER CONFERENCE NOTE

Over the next three weeks, confer with individual students to get an idea of their thinking as they write fiction drafts. Ask each student to show you a piece of her writing and read some of it aloud to you. Hold off on any feedback about grammar or spelling. Instead, focus on clarifying the student's ideas about the story she is writing. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

#### Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 5.

#### Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Fiction" (AV43).



**TEKS 1.A.iii**  
Student/Teacher Activity  
Step 5 (all)

**ELPS 2.I.iii**  
**ELPS 2.I.iv**  
Step 5 and Step 6  
(all)

 **ELL Note**

You might provide the prompt “I would like my partner to . . .” to your English Language Learners to help them verbalize their answers to this question.

**Teacher Note**

Consider having pairs spread out so that partners can better hear each other. If necessary, signal about halfway through the sharing time so that partners can switch roles if they have not yet done so.

## SHARING AND REFLECTING

### 5 Confer in Pairs About Fiction Drafts

Explain that partners will each read one of their fiction drafts to the other and confer about both partners’ drafts today. Briefly review the procedure you established for pair conferring (see Unit 1, Week 3, Day 2, Step 4 on page 54). Remind the students that *conferring* means not only reading their writing to each other, but talking about it as well. Explain that today partners will tell each other one thing they like about the other’s draft. Ask and briefly discuss:

**Q** *What would you like your partner to do to show that he or she is interested in your writing and your creative ideas?*

**Students might say:**

“I would like my partner to listen as I read my story.”

“I would like my partner to ask me questions about the story.”

“I would like my partner to tell me the part he likes.”

“I would like my partner to say something nice about my story, like ‘I really want to read your story.’”



Have partners share their writing. Scan the class without intervening, providing sufficient time for both partners to share their writing before you signal for their attention.

### 6 Reflect on Pair Conferences

Help partners reflect on their work together by asking:

**Q** *What did your partner do to show interest in your writing and creative ideas?*

**Q** *What did you like about your partner’s writing?*

Explain that the students will continue to write fiction drafts during the coming two weeks. Remind the students that they will eventually select one of their fiction drafts to develop and publish as a book for the class library.



# Week 2

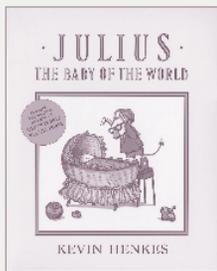
## OVERVIEW



### *Cherries and Cherry Pits*

by Vera B. Williams

Bidemmi draws stories about her life.



### *Julius, the Baby of the World*

by Kevin Henkes

Lilly is jealous of her little brother Julius.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA4–WA10

### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Conference Notes: Focus 1” record sheet (CN1)

### Professional Development Media

- “Pacing Class Discussions” (AV20)
- “Guided Visualization and Quick-write” (AV45)
- “Using Web-based Teaching Resources” tutorial (AV75)

## TEACHER AS WRITER

*“Don’t say the old lady screamed—bring her on and let her scream.”*

— Mark Twain

Twain, like most fiction writers, found ways to “show, not tell” a story. What might happen in a passage in which the old lady is “brought on and screams?” How might that compare to a passage in which we’re simply told that she screams? This week, experiment by writing a fiction passage in which a reader can see, hear, smell, taste, or feel what is happening.

### Writing Focus

- Students hear, discuss, and draft fiction.
- Students explore how character is developed in stories.
- Students generate and quick-write ideas for fiction.
- Students cultivate creativity in their writing.

### Social Development Focus

- Students cultivate a relaxed attitude toward writing.
- Students express interest in and appreciation for one another’s writing.
- Students help one another improve their writing.

## DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 56 of the *Assessment Resource Book*.

# Day 1

## Drafting Fiction

### Materials

- *Cherries and Cherry Pits*
- “Notes About Fiction” chart from Week 1
- “Writing Time” chart (WA4)

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Become familiar with plot, character, and setting
- Visualize characters
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Briefly Review the Elements of Fiction

Gather the class with partners sitting together, facing you. Review that the students heard fiction stories last week and began drafting their own stories. This week they will continue to draft fiction pieces. Remind them that they will eventually select one of their drafts to develop and publish for the class library.

Direct the students’ attention to the “Notes About Fiction” chart and review the items on it. Explain that in fiction stories, *something happens to someone somewhere in time*. The terms *plot*, *character*, and *setting* are used to describe the different features of stories.

Add *something happens (plot) to someone (character) somewhere in time (setting)* to the chart. Encourage the students to try to notice things about the plot, characters, and setting as they listen to part of a story today.

### 2 Read Part of *Cherries and Cherry Pits* Aloud

Show the cover of *Cherries and Cherry Pits* and read the title and the author’s name aloud. Explain that you will read parts of this book aloud today and tomorrow. Ask the students to try to get pictures in their minds as they listen, and tell them that you will not show the illustrations today so they can make their own mental pictures.

Read pages 4–11 of *Cherries and Cherry Pits* aloud slowly and clearly, without showing the illustrations. Clarify vocabulary as you read.

### Suggested Vocabulary

**subway:** underground train (p. 7)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**pits:** hard seeds found in the centers of some fruits (p. 10)

### 3 Briefly Discuss the Story

Facilitate a class discussion using the questions that follow, and be ready to reread from the story to help the students recall what they heard. Ask:

**Q** *Who is this story about so far? What happens? When and where does the story happen?*

**Students might say:**

"The story is about a girl named Bideemmi. She draws pictures."

"In addition to what [Ted] said, the story is also about a man. At first he's on the subway. He's got some cherries in a bag."

"I agree with [Lia]. Then the man goes home and gives the cherries to his children."

"The story is also about the man's children. All of them have names that start with D!"

### 4 Visualize a Character in the Story

Explain that good fiction writers like Vera B. Williams, the author of *Cherries and Cherry Pits*, include a lot of details to help readers make pictures of the characters in their minds. Tell the students that you will reread passages that describe the physical appearance of the man in the story (what he looks like). Have them close their eyes and imagine as they listen.

Turn to page 8 and read aloud, starting at the top of the page. Stop after:

**p. 8** "It's from worrying and worrying, my mother says."

Ask:



**Q** *What does this man look like in your mind so far? Turn to your partner.*

Repeat this procedure by reading the rest of page 8 aloud, starting with "And his neck is thick and his arms are thick . . ." Remind the students to close their eyes and imagine as they listen. Stop after:

**p. 8** "But he is only carrying this little white bag."

Ask and briefly discuss:

**Q** *What does this man look like in your mind now?*

**Students might say:**

"In my mind, the man looks very strong. He has huge arms and big hands."

"I agree with [Hector]. In my mind, he also has wide shoulders with lots of muscles."

"In addition to what [Amani] says, I imagine that he's wearing dark blue jeans."

Explain that today the students will continue to write fiction stories. Encourage them to include details to help the reader imagine the physical appearance of their characters (what they look like). Remind them that they can look at the "Notes About Fiction" chart to help them get ideas.

### Facilitation Tip

During this unit, we invite you to focus on **pacing class discussions** so they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students' attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques. To speed up a discussion:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak; then call on just one or two students to share with the whole class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Ask pairs to discuss whether they agree or disagree with what a classmate has just said.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view "Pacing Class Discussions" (AV20).



## WRITING TIME

### 5 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA4) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on a fiction story you started earlier.
- Start a new fiction story.
- Include details to help readers imagine what the characters look like.

WA4

Join the students in writing for a few minutes; then confer with individual students.



#### TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask each student to show you a piece of his writing and read some of it aloud to you. Hold off on any feedback about grammar or spelling. Instead, focus on clarifying the student’s ideas about the story he is writing. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What’s interesting about [him/her/them]?*
- Q *What do you imagine [he/she/they] look(s) like?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing Process and Attitude

Briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud to the class as they respond.

- Q *What ideas came out of your imagination in your writing today?*
- Q *Who used details to help readers imagine what a character looks like? Tell us about them.*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to hear, discuss, and draft fiction tomorrow.

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## EXTENSION

### Describe a Portrait of a Person

Collect copies of painted portraits of different people from a book of classic art or from an art museum's website. (For example, you might go to a museum's website and search using the keyword "portrait.")

Distribute copies of the portraits to the students. Ask each student to choose one and write a brief description of the person in the portrait.

Encourage the students to write details to help readers imagine that person as a character in a story. Invite them to make up stories about the character.

# Day 2

## Drafting Fiction

### Materials

- *Cherries and Cherry Pits* from Day 1
- “Excerpts from *Cherries and Cherry Pits*” (WA5)
- *Student Writing Handbook* page 6
- “Writing Time” chart (WA6)

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Visualize characters
- Describe characters through visual appearance
- Reflect on creativity in their own writing
- Ask one another questions about their writing

### THE IMPORTANCE OF CREATIVITY IN WRITING

It is important for students to understand that writing fiction requires them to reach into their imaginations and tell things in their own way. Children come to school with vivid imaginations, full of possibilities. Nurture these possibilities by consistently showing interest in their ideas, actively asking them questions, and encouraging them to develop their ideas further.

The lessons in this program help to build a safe classroom environment in which students can take the risks necessary to develop their creativity. Further nurture their creativity by regularly sharing your own creative writing and ideas with them.

### GETTING READY TO WRITE

#### 1 Gather and Briefly Review

Have the students bring their *Student Writing Handbooks* and pencils and gather with partners sitting together, facing you. Remind the students that they heard the beginning of *Cherries and Cherry Pits* by Vera B. Williams and thought about how the man in the story is described. Explain that you will read more from this story today. Encourage the students to try to form pictures of the characters in their minds as they listen.

#### 2 Read More from *Cherries and Cherry Pits* and Visualize Characters

Read pages 13–24 of *Cherries and Cherry Pits* aloud, without showing the illustrations. Stop during the reading as described on the next page, clarifying vocabulary as you read.

## Suggested Vocabulary

**florist shop:** store that sells flowers (p. 13)

**escalator:** moving staircase (p. 23)

**stoops:** front steps of houses (p. 23)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**pocketbook:** purse (p. 13)

Stop after:

**p. 13** “And in the pocketbook is a bag.”

Ask:



**Q** *What do you see in your mind? Turn to your partner.*

Have partners discuss their mental images for a few moments; then signal for their attention. Without stopping to share as a class, reread the last line and continue reading to the next stopping point, without showing the illustrations. Follow the same procedure at the stopping points on pages 18 and 24, having partners discuss their mental images:

**p. 18** “They are both eating cherries and spitting out the pits, eating cherries and spitting out the pits.”

**p. 24** “‘Don’t forget to spit out the pit.’”

Explain that you will make the book available so that students who wish to read the rest of it at another time may do so.

## **3** Analyze Passages from the Story

Ask the students to open their *Student Writing Handbooks* to page 6 as you display the “Excerpts from *Cherries and Cherry Pits*” chart ( WA5). Explain that several passages from today’s reading are reproduced here. Ask partners to read through the passages in the *Student Writing Handbook* together and underline words or phrases that helped them imagine the characters.

After several minutes, signal for the students’ attention. Briefly discuss as a class:

**Q** *What words or phrases did you underline? What do those words tell us about this character?*

**Students might say:**

“I underlined ‘old, old shoes.’ Those words tell us that the old lady might not have a lot of money.”

## ELL Note

You might provide the prompts “I underlined . . .” and “Those words tell me that . . .” to your English Language Learners to help them verbalize their responses to these questions.

### Teacher Note

During this lesson, the students are not expected to add details about characters' actions or speech to their own stories. They will explore character development in more depth later in this unit.

### Teacher Note

You might explain that speech between characters is called *dialogue*. Using the "Excerpts from *Cherries and Cherry Pits*" chart (WA5), point out that dialogue is enclosed in double quotation marks that set it off from the rest of the story.

"We underlined the part where she says to the parrot, 'There's your own little cherry tree.' This sentence tells us that she has a good sense of humor."

"My partner and I underlined 'jumping on and off the stoops.' We could imagine this boy jumping all over the place. It tells us he's energetic."

Point out that good fiction writers like Vera B. Williams often describe their characters' physical appearance, actions, and speech (the words they say) to help readers imagine the characters.

Underline examples of each of these on the "Excerpts from *Cherries and Cherry Pits*" chart (WA5). Examples include:

- Physical descriptions: "On her head is a black hat with a pink flower, like a rose flower" and "And when he smiles you can see the space between his big front teeth like my brother's."
- Actions: "She laughs and dumps all of the cherries onto the geranium plant in front of the parrot" and "he's hollering to his little sister."
- Speech: "'You like it?' asks the lady. 'You like cherries, honeybird?'" and "'Hey come on out here. See what I got for you.'"

Explain that the students will continue to write fiction today. Invite them to think of ways to help the reader imagine their characters by describing their physical appearance, actions, and speech, if they wish.

## WRITING TIME

### 4 Draft Fiction Pieces

Ask the students to return to their seats. Display the "Writing Time" chart (WA6) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on a story you started earlier.
- Start a new story.
- Continue to describe what your characters look like.
- If you wish, try describing your characters' actions or speech.

WA6

Join the students in writing for a few minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to show you a piece of her writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*
- Q *What do you imagine [he/she/they] look(s) like?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share One Sentence and Reflect on Creativity

Explain that one of the most important things fiction writers do is tap into their creativity; they use their imaginations to create something new or to re-create something familiar in their own way.

Ask the students to review the writing they did today and each choose one sentence to share with the class. Encourage them to choose sentences that they like or that they believe shows their creativity. Ask them to underline their sentences. After a moment, go around the room and have each student read his sentence aloud, without comment.

After the students have shared their sentences, facilitate a discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else's writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that everyone is creative and can become more creative by writing and doing other creative things, such as drawing, playing musical instruments, and solving interesting problems in their own way. Explain that the students will continue to develop their creativity throughout the year.

### Teacher Note

The intent of this activity is to hear one sentence from every student in the class. This lets the students hear what their classmates are writing and builds their accountability. After they underline their sentences, have them put their pencils away. Have them read their sentences in a loud voice, one after another, without stopping to comment. In the discussion afterward, they are not expected to remember every sentence they heard.

## EXTENSION

### Read and Discuss the Rest of *Cherries and Cherry Pits*

Read the rest of *Cherries and Cherry Pits* aloud and encourage the students to visualize the characters. The students might be interested in seeing the illustrations and talking about how they compare to the mental images they formed.

# Day 3

## Drafting Fiction

### Materials

- *Julius, the Baby of the World*
- “Notes About Fiction” chart from Day 1
- “Quick-write” chart (WA7)
- “Writing Time” chart (WA8)

### In this lesson, the students:

- Review character, plot, and setting
- Hear, discuss, and draft fiction
- Describe and quick-write characters’ actions
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Refer to the “Notes About Fiction” chart and remind the students that in a fiction story, something happens to someone somewhere in time and that the terms *plot*, *character*, and *setting* are used to describe these features of fiction.

Remind the students that they are focusing on developing interesting characters using physical description, actions, and speech. Add *includes descriptions of characters’ physical appearance, actions, and speech* to the “Notes About Fiction” chart.

Explain that today you will read the first half of another story with interesting characters. Encourage the students to think about how the author makes the characters come to life.

## 2 Read the First Half of *Julius, the Baby of the World Aboard*

Show the cover of *Julius, the Baby of the World* and read the title and author's name aloud. Read pages 5–19 aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

### Suggested Vocabulary

**beady:** small, round, and shiny, like a bead (p. 7)

**nifty:** very good (p. 12)

**dazzled:** amazed (p. 16)

**restrain:** control (p. 17)

**verbal exuberance:** loud, cheerful talking and singing (p. 18)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**it was a different story:** Lilly changed (p. 6)

**insulting comments:** things said to hurt a person's feelings (p. 6)

**disgusting:** very unpleasant (p. 7)

**extraordinary:** wonderful (p. 10)

**uncooperative chair:** place where Lilly sits when she has not been nice to Julius (p. 13)

**showered her with hugs and kisses:** hugged and kissed her a lot (p. 14)

**babbled and gurgled:** made baby sounds (p. 16)

Stop after:

p. 14 " 'And I hate Julius.' "

Ask:



**Q** *What has happened so far? Turn to your partner.*

Have partners discuss the question briefly; then signal for their attention and continue reading through the end of page 19, clarifying vocabulary as you read.

Explain that you will read the second half of the story tomorrow.

## 3 Discuss the Characters in the Story

Facilitate a brief class discussion using the question that follows. Be ready to reread from the story to help the students recall what they heard. Ask:

**Q** *What is Lilly like? What does she do in the story that makes you think that?*

### Teacher Note

To see an example of this technique, view “Guided Visualization and Quick-write” (AV45).



#### Students might say:

“Lilly is mean to Julius. She pinches his tail, yells at him, and tries to scare him.”

“I agree with [Brian]. Lilly tries to make Julius disappear. She also tells him a really mean story.”

“Lilly doesn’t want to change her mind about Julius. Even though her parents give her lots of hugs and treats, she is still mean to him.”

“In addition to what [Aida] said, I think she’s jealous. When Julius babbles, Lilly copies him to show that she can do the same thing, but even better.”

Point out that one way author Kevin Henkes shows us what Lilly is like is by describing things she does (her actions). Explain that good fiction writers often use actions to show the personalities of their characters.

## 4 Quick-write: Showing Character Through Action

Have the students open their notebooks to the piece of writing that they each worked on most recently and review it quietly.

Display the “Quick-write” chart (WA7). Ask the students to think about the charted questions for a moment as you read them aloud.

WA7

### Quick-write

- Who is the main character in this story?
- What kind of person is this character? What does the character do that makes him or her unique, or different from everyone else?

Without discussing the questions, have the students open to the next blank page in the writing ideas section of their notebook and write the character’s name (or a temporary name, if they do not have one) at the top of the page. Tell them that they will do a 5-minute quick-write in which they will write actions that their character might do, based on his or her personality.

If the students have difficulty writing ideas for their characters’ actions, call for their attention and write an example together as a class. Ask:

**Q** *I’m writing about a character who is very [nervous]. What are some actions that a [nervous] person might do?*

Elicit ideas from the students and write them where everyone can see them.

#### Students might say:

“A nervous person could bite his fingernails.”

“A nervous person might walk around in circles.”

“A nervous person could be jumpy or look over her shoulder a lot.”

When you have recorded a few examples, have the students resume the quick-write for a few more minutes.

After several minutes, call for the students' attention and ask a few volunteers to share what they wrote with the class.

Explain that today the students may continue what they started during the quick-write, work on a fiction story they started earlier, or begin a new story. Encourage them to include actions in their stories to help readers imagine their characters.

## WRITING TIME

### 5 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (📄 WA8) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write more about the character you thought about during the quick-write.
- Work on a story you started earlier.
- Start a new story.
- Try to include descriptions of characters' actions.

WA8

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*
- Q *What do you imagine [he/she/they] look(s) like?*
- Q *What do you imagine [he/she/they] might do?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

(continues)

## TEACHER CONFERENCE NOTE *(continued)*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Writing and Reflect on Attitude

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

Q *Who wrote about a character’s actions? Tell us about them.*

Q *What other topics did you write about? Tell us about them.*

Help the students reflect on their attitudes toward writing by asking:

Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

---

## WRITING ABOUT READING

### Write an Opinion Letter to the Character of Lilly in *Julius, the Baby of the World*

Show the cover of *Julius, the Baby of the World* and remind the students that they heard this story earlier. Ask:

Q *What do you remember about the story Julius, the Baby of the World?*

Q *What do you remember about the character Lilly?*

Have a few volunteers share their ideas. Be prepared to read aloud from the story to help students recall what they have read.

#### Students might say:

“Lilly doesn’t like her baby brother, Julius. She calls him a germ.”

“She tries to scare Julius. She wishes he would go away.”

“Even though her parents are extra nice to her, Lilly is still mean to Julius.”

### Materials

- *Julius, the Baby of the World* from Day 3

Then discuss:

**Q** *If you were Lilly's friend, what advice might you give her about getting along with Julius?*

**Students might say:**

"I'd tell Lilly to be patient. Soon Julius will get bigger, and then they'll be able to play together."

"I'd tell her that just because her parents have a new baby, it doesn't mean they love her less."

"I think that babies can actually be fun. They are very cute. That's what I'd tell Lilly."

"I'd tell her to try harder to be nice to Julius. Babies can be boring, but that's not Julius's fault."

Explain that the students will each write an opinion letter to Lilly. In the letter, they will give Lilly their opinion about why she should get along with Julius, as well as any advice they may have. Remind the students that writers often have different opinions about a topic and that is fine. What is important is that they support their opinions with facts and details.

Ask the students to watch as you think aloud and model writing an opinion letter to Lilly. As you write, invite the students to suggest additional facts and reasons to support your opinion.

**You might say:**

"I'll start by addressing my letter to Lilly. Then I'll tell her my opinion in the first sentence. I'll write: *Dear Lilly, I think you should try to be patient with Julius.* Now I'll explain why I think she should be patient with him. I'll write: *You should be patient because Julius is just a baby right now. But don't worry! Babies grow fast. Soon Julius will get bigger. Then you can play with him.* Maybe I'll add another detail to support my opinion: *It's lots of fun to have a brother. When I was a kid, my little brother and I played together all the time. It was great.* Now I need some closing sentences to end the letter. I'll write: *That's why I really think you should try to be patient with Julius. Hang in there, Lilly!* Last of all, I'll sign my letter: *Your friend, Mr. Shannon.*"

Explain that the students should start their letters by addressing Lilly and stating an opinion in the first sentence, giving facts or details to support their opinion, ending with a sentence that brings the letter to a close, and signing it at the bottom. Have the students return to their seats and write their letters. If time permits, invite the students to share their letters with the class.

# Day 4

## Drafting Fiction

### Materials

- *Julius, the Baby of the World* from Day 3
- “Notes About Fiction” chart from Day 3
- “Writing Time” chart (WA9)
- “Class Assessment Record” sheet (CA3)

### In this lesson, the students:

- Review the first half of *Julius, the Baby of the World*
- Hear, discuss, and draft fiction
- Describe and quick-write characters’ speech
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that they heard the first half of *Julius, the Baby of the World* by Kevin Henkes. Briefly discuss:

**Q** *What is the character of Lilly like so far in the story?*

Refer the students to the “Notes About Fiction” chart and review that authors develop interesting characters by describing their physical appearance, actions, and speech. Remind the students that yesterday they thought about how Kevin Henkes shows Lilly’s personality through her actions. Explain that another way he shows Lilly’s personality is by describing her speech (the words she says).

Explain that you will read the second half of the book today. Encourage the students to listen for speech that reveals the characters’ personalities.

### 2 Read the Second Half of *Julius, the Baby of the World* Aloud

Read pages 20–32 aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

#### Suggested Vocabulary

**niceties:** nice things, such as toys or new clothes (p. 24)

**quivered:** trembled (p. 28)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**glorious:** wonderful (p. 22)

**ghastly:** terrible, awful (p. 23)

**antique:** special and old (p. 24)

**quite a spread:** lots of tasty foods and drinks (p. 26)

**What's the big deal?:** Why are we having a party for Julius? (p. 26)

### 3 Discuss Speech in the Story

Facilitate a class discussion by reading aloud the following lines of dialogue from the story. Show the illustrations as you read. Call on a few volunteers to say which character spoke those words and what they remember about each part of the story:

p. 7 "Disgusting."

p. 17 "Lilly, let's restrain ourselves, please."

p. 28 "I think his wet pink nose is slimy. I think his small black eyes are beady. And I think his sweet white fur is not so sweet."

p. 29 "You're talking about my brother. . . . And for your information, his nose is shiny, his eyes are sparkly, and his fur smells like perfume."

### 4 Quick-write: Revealing a Character's Personality with Speech

Point out that what a character says and how he or she says it can reveal a lot about the personality of that character. Explain that the students can also use speech in their stories to reveal a character's personality. Today they will do a quick-write and practice writing things that one of their characters might say.

Have the students open their notebooks to the quick-write they did yesterday. Ask the following question and have them think quietly for a moment about it:

**Q** *What is something this character would probably say? How would he or she say it?*

After a moment, have each student open to the next blank page in the writing ideas section of her notebook and brainstorm and write several typical things her character might say, based on the character's personality.

#### Teacher Note

You might review that when characters speak to each other, this kind of speech is called *dialogue*.

If the students have difficulty writing ideas for what their characters might say, call for their attention and write an example together as a class. Ask:

**Q** *What are some things that my [nervous] character from yesterday might say?*

Elicit ideas from the class and write them where everyone can see them.

**Students might say:**

"A nervous person might say, 'Why are you asking me that?'"

"A nervous person might say, 'I'm worried about what might happen.'"

"I have butterflies in my stomach!"

When you have recorded some examples, have the students resume the quick-write for a few more minutes.

After several minutes, call for the students' attention and ask a few volunteers to share what they wrote with the class.

Explain that during Writing Time today, the students may continue to work on this piece or a story they started earlier, or they may start a new story. Remind them that it is perfectly fine to leave drafts incomplete and start new ones. Invite the students to try giving their characters words to speak as they write their fiction stories. Encourage them to relax and use their imaginations in their writing today.

## WRITING TIME

### 5 Draft Fiction Pieces

Display the "Writing Time" chart (WA9) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write more about the character you thought about during the quick-write.
- Work on a story you started earlier.
- Start a new story.
- Include descriptions of characters' physical appearances, actions, and speech.

WA9

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts?
- If they seem overly cautious or inhibited, do they eventually start writing freely?

Support any student who is still struggling to start after about 10 minutes by asking her questions such as:

- Q *What are you thinking about right now?*
- Q *Who is the character you are writing about? What is [he/she] like?*
- Q *What interesting thing happens to this character?*
- Q *What might this character say or do in this situation? Why would that make sense for [his/her] personality?*

As the student responds to the questions, have the student write her responses in her notebook and continue to write what happens. Record your observations on the “Class Assessment” record sheet (CA3); see page 56 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Writing and Reflect on Attitude

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q *Who wrote some words that a character might say? Tell us about them.*
- Q *Who wrote about a character’s physical appearance or actions? Tell us about it.*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Encourage the students to take a relaxed attitude toward their writing practice as they continue to draft fiction.



### Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



## TECHNOLOGY EXTENSION

### Listen to Audiobook Versions of Stories

Some of the fiction stories from this unit, including *The Paper Bag Princess*, *Tacky the Penguin*, and *Julius, the Baby of the World*, may be available as audiobooks. To find an audiobook version of a story, search online with the book title and the keyword “audiobook.” You might play the audiobook for the class and discuss with the students what they found interesting, enjoyable, or surprising about the reader’s rendition of the story. Alternatively, you might invite interested students to listen to the audiobook and share their reactions to it with the class.

# Day 5

## Drafting Fiction and Pair Conferencing

### Materials

- “Notes About Fiction” chart from Day 4
- “Writing Time” chart (WA10)
- “Questions for My Partner About My Draft” chart from previous units

### In this lesson, the students:

- Explore how character is developed in stories
- Draft fiction
- Express interest in and appreciation for one another’s writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Review How Characters Are Developed in Stories

Have partners take out their notebooks and pencils and sit together at desks. Remind the students that this week they heard two stories that have interesting characters, *Cherries and Cherry Pits* and *Julius, the Baby of the World*. Review that good fiction writers describe the physical appearance, actions, and speech of a character to reveal his or her personality and to help the reader imagine that character. Encourage the students to continue to think of ways to reveal their characters’ personalities as they write today, and to refer to the “Notes About Fiction” chart for writing ideas.

## WRITING TIME

### 2 Draft Fiction Pieces

Display the “Writing Time” chart (WA10) and have the students write silently for 20–30 minutes.

### Teacher Note

You may want to shorten today’s Writing Time to leave more time for the pair conferences in Step 3.

### Writing Time

- Work on a story you started earlier.
- Start a new story.
- Continue to describe the physical appearance, actions, and speech of your characters to reveal their personalities.

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*
- Q *What do you imagine [he/she/they] look(s) like?*
- Q *What do you imagine [he/she/they] might do?*
- Q *What is something this character would probably say?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 67 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Confer in Pairs About Fiction Drafts

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that the students will read

### Teacher Note

Consider having pairs spread out so partners can better hear each other. If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so.

one of their fiction drafts to their partner and confer about it today. If necessary, briefly review the procedure for pair conferring and remind the students that *conferring* means not only reading their writing to each other, but talking about it as well.

Direct the students' attention to the "Questions for My Partner About My Draft" chart you started in Unit 2, Week 1, Day 3 (page 84) and review the questions on it. Ask:

**Q** *What other questions might you want to ask your partner about your draft?*

#### Students might say:

"I want to ask my partner to listen for her favorite part."

"I want to ask my partner to tell me if any parts are confusing."

"I want to ask my partner if he can imagine my story happening."

Add any new questions to the chart and encourage the students to use the questions in their pair conferences today.



Have partners share their writing. Scan the class, without intervening, providing sufficient time for both partners to share their writing before signaling for their attention.

## 4 Reflect on Pair Conferences

Help partners reflect on their work together by asking questions such as:

- Q** *What questions did you ask your partner about your story? What did your partner say?*
- Q** *What did you do to show interest in your partner's writing?*
- Q** *Why is it important that we ask other people questions about our own writing?*

## 5 Share One Sentence and Reflect on Creativity

As you did earlier in the week, ask each student to review the writing she did today and choose a sentence that she likes or that shows her creativity. Give the students a moment to select and underline their sentences; then go around the room and have each student read her sentence aloud to the class, without comment.

After the students have shared their sentences, facilitate a class discussion by asking questions such as:

- Q** *What sentence did you hear that got you interested in someone else's writing?*
- Q** *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will continue to explore and draft fiction next week.



# Week 3

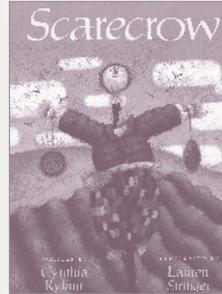
## OVERVIEW



### **The Paper Bag Princess**

by Robert Munsch, illustrated by Michael Martchenko

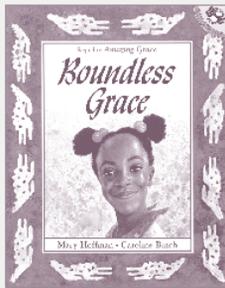
A feisty princess sets out to rescue her betrothed from a dragon.



### **Scarecrow**

by Cynthia Rylant, illustrated by Lauren Stringer

A scarecrow witnesses the life around him.



### **Boundless Grace**

by Mary Hoffman, illustrated by Caroline Binch

Young Grace gets to know her father's new family in Africa.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### **Whiteboard Activities**

- WA11–WA16

### **Assessment Forms**

- “Class Assessment Record” sheet (CA4)
- “Conference Notes: Focus 1” record sheet (CN1)

### **Reproducible**

- (Optional) “Excerpt from *Boundless Grace*” (BLM2)

### **Professional Development Media**

- “Predictable Structure of the Writing Lessons” (AV3)
- “Adapting Lessons for English Language Learners” (AV32)

## TEACHER AS WRITER

### Writing Focus

- Students hear, discuss, and draft fiction.
- Students explore how character is developed in stories.
- Students generate and quick-write ideas for fiction.
- Students cultivate creativity in their writing.

### Social Development Focus

- Students cultivate a relaxed attitude toward writing.
- Students express interest in and appreciation for one another's writing.
- Students help one another improve their writing.

## DO AHEAD

- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA4) on page 57 of the *Assessment Resource Book*.

*“A young woman with long hair and a short white halter dress walks through the casino at the Riviera in Las Vegas at one in the morning. . . . I know nothing about her. . . . How exactly did she come to this?”*

— Joan Didion

An entire novel can be inspired by an author's glimpse of a stranger in a curious situation. This week, look for an opportunity to sit in a public place with your notebook. Observe people who intrigue you and wonder about them. Consider:

- What are they doing?
- What brought them to this moment?
- What do they love? Hate? Hope for? Fear?

Write short character sketches in your notebook as you imagine their lives.

# Day 1

## Drafting Fiction

### Materials

- *The Paper Bag Princess*
- “Notes About Fiction” chart from Week 2
- “Writing Time” chart (WA11)

### Facilitation Tip

Continue to focus on  **pacing class discussions**  so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use “Turn to Your Partner” if many students want to speak. Then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Ask pairs to discuss whether they agree or disagree with what a classmate has just said.
- Use wait-time before calling on anyone to respond.

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Explore how characters are developed in stories
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Gather the class with partners sitting together, facing you.

Review that over the past two weeks the students heard fiction stories and drafted their own stories. This week, they will continue to draft fiction pieces. Remind them that they will eventually select one of their drafts to develop and publish for the class library.

Direct the students’ attention to the “Notes About Fiction” chart and review the items on it. Ask:

**Q** *What else are you learning about fiction that we could include on this chart?*

Add the students’ ideas to the chart and encourage them to keep these things in mind as they listen to and write stories this week.

### 2 Read *The Paper Bag Princess* Aloud

Show the cover of *The Paper Bag Princess* and read the title and the names of the author and illustrator aloud. Encourage the students to listen for ways the author describes the characters and the setting of the story.

Read the story aloud slowly and clearly, showing the illustrations.

### 3 Briefly Discuss the Story

Facilitate a class discussion using the following questions, and be ready to reread from the story to help the students recall what they heard.

**Q** *Who is the main character in this story? Why do you think so?*

**Q** *What happens to the main character?*

**Q** *When and where does this story take place? How would you describe the setting?*

## 4 Visualize a Character in the Story

Tell the students that you will reread passages that describe the character of Elizabeth. Ask them to close their eyes and imagine what Elizabeth is like as they listen. Reread page 8 aloud, beginning at the top of the page. Stop after:

**p. 8** “So she put on the paper bag and followed the dragon.”

Ask:

**Q** *What might you guess about Elizabeth from this description? What makes you think so?*

### Students might say:

“I guessed that Elizabeth is brave. Only a really brave person would follow a dragon.”

“I agree with [Josh]. Also, I guessed that Elizabeth is tough. She doesn’t mind wearing a paper bag.”

“In addition to what [Cara] said, I guessed that Elizabeth is a kind person because she wants to rescue Ronald.”

Reread the following passages aloud. Remind the students to close their eyes and imagine as they listen. After you reread each passage, stop and ask:



**Q** *What might you guess about Elizabeth from this passage? Turn to your partner.*

**p. 14** “‘Is it true,’ said Elizabeth, ‘that you can burn up ten forests with your fiery breath?’”

**p. 26** “‘Ronald,’ said Elizabeth, ‘your clothes are really pretty and your hair is very neat. You look like a real prince, but you are a bum.’ They didn’t get married after all.”

After partners have briefly discussed the passages, explain that today they will continue to write fiction stories. Encourage them to include details to help the reader imagine their characters. Also remind them to look at the “Notes About Fiction” chart to help them get ideas.

## WRITING TIME

### 5 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA11) and have the students write silently for 20–30 minutes.

### ELL Note

You might provide the prompts “I guessed that Elizabeth . . .” and “I think so because . . .” to your English Language Learners to help them verbalize their responses to these questions. To learn more, view “Adapting Lessons for English Language Learners” (AV32).



### Teacher Note

You may wish to point out that both of these passages contain dialogue (speech between characters).

### Teacher Note

The Writing Time routine established early in the year helps the students settle quickly into focused writing. To learn more, view “Predictable Structure of the Writing Lessons” (AV3).



### Writing Time

- Work on a story you started earlier.
- Start a new story.
- Include details to help a reader imagine the characters.

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have the student show you a piece of her writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*
- Q *What do you imagine [he/she/they] look(s) like?*
- Q *What do you imagine [he/she/they] might do?*
- Q *What is something this character would probably say?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing Process and Attitude

Help the students reflect on their work together by discussing questions such as those that follow. Invite them to read passages of their writing aloud to the class as they respond.

- Q *What writing ideas came out of your imagination today?*
- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to hear, discuss, and draft fiction tomorrow.

## EXTENSIONS

### Explore Comparative Adjectives Using *The Paper Bag Princess*

Show the cover of *The Paper Bag Princess* and remind the students that they heard this book earlier. Ask:

**Q** *What do you remember about the book The Paper Bag Princess? What is the main character Elizabeth like?*

**Students might say:**

"I remember that Elizabeth is a princess. Then a dragon comes, smashes her castle, and takes Prince Ronald."

"I think Elizabeth is smart. She tricks the dragon and saves Ronald."

"Elizabeth decides not to marry Ronald at the end of the story."

After a few volunteers have shared, write this sentence where everyone can see it: *Elizabeth is smart*. Read it aloud and underline *smart*; point out that *smart* is an *adjective*, a word that describes a noun (in this case, *Elizabeth*).

Tell the class that now you will compare Elizabeth to another character in the book, the dragon. Ask the students to watch and listen as you model comparing Elizabeth and the dragon.

**You might say:**

"I think Elizabeth is smart. In fact, I think she is very smart because she tricks the dragon using just her brain. I want to write a sentence comparing how smart Elizabeth is with how smart the dragon is. It doesn't sound right to say 'Elizabeth is more smart than the dragon.' How can I say 'more smart' in another way, using one word? I'll add -er to the end of the adjective *smart*. That spells *smarter*, which means 'more smart.' Now I can write my sentence comparing these characters: *Elizabeth is smarter than the dragon.*"

After you have written the sentence where everyone can see it, read it aloud and underline *smarter*. Explain that *smarter* is an example of a *comparative adjective*, and that writers use comparative adjectives to compare one noun (person, place, or thing) to another—in this case, comparing Elizabeth to the dragon. Point out that readers can recognize comparative adjectives because they often end in *-er*.

Next, write the sentence *Elizabeth is kind* where everyone can see it. Read the sentence aloud and underline *kind*; explain that *kind* is an adjective that describes Elizabeth. Explain that now the students will work with their partners to compare Elizabeth to Prince Ronald. Beneath the first sentence, write the sentence frame *Elizabeth is \_\_\_\_\_ than Ronald*. Read the sentence frame aloud and ask:

**Q** *How might you complete this sentence if you wanted to write that Elizabeth is more kind than Ronald? Turn to your partner.*

#### Teacher Note

You might briefly review that a *noun* is a word that names a person, place, or thing. Point out that a proper noun (such as *Elizabeth*) names a specific person, place, or thing and begins with a capital letter.

#### Teacher Note

You might briefly review that the word *than* signals that the writer is comparing Elizabeth and the dragon. Point out that *than* is spelled with an *a*.

#### Skill Practice Note

For more practice forming and using comparative adjectives, take time to review these skills (see Lesson 20 in the *Skill Practice Teaching Guide*).

After a moment, have a few volunteers share their thinking. If necessary, point out to the students that they can add *-er* to the end of *kind* to form the comparative adjective *kinder*.

## Write Comparisons Using a Character from *The Paper Bag Princess*

Show the cover of *The Paper Bag Princess* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about the book The Paper Bag Princess?*

After a few volunteers have briefly shared their thinking, discuss:

Q *Why does Elizabeth change her mind about marrying the prince?*

Q *What do you admire about Elizabeth?*

### Students might say:

"Elizabeth saves Ronald from the dragon, but he doesn't even thank her. That's when Elizabeth realizes he isn't so great."

"Ronald only sees that she's wearing a paper bag. He doesn't see how smart and brave she is. So she decides not to marry him."

"I admire Elizabeth because she tricks the dragon."

"In addition to what [Ricardo] said, I admire Elizabeth because she isn't afraid to tell Ronald that he's a bum."

Write the following prompts where everyone can see them. Invite the students to choose one to write about.

- *In what ways are you like Elizabeth?*
- *In what ways is Elizabeth different from other storybook princesses?*

If time permits, invite the students to share their writing with the class.

## In this lesson, the students:

- Hear, discuss, and draft fiction
- Explore how characters are developed in stories
- Reflect on creativity in their own writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Read the First Half of *Boundless Grace* Aloud

Gather the class with partners sitting together, facing you. Remind them that yesterday they heard *The Paper Bag Princess* and thought about how the main character in the story is described. Explain that you will read the first half of another story today and the second half of it tomorrow. Encourage the students to try to create pictures in their minds of the characters as they listen.

Show the cover of *Boundless Grace* and read the title and the names of the author and illustrator aloud.

Read pages 2–12 of the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

### Suggested Vocabulary

**particularly:** especially (p. 2)

**Beauty . . . the Beast:** characters in a fairy tale (p. 3)

**speechless:** unable to talk (p. 5)

**The Gambia:** a country in Africa (p. 6)

**compound:** walled area containing a group of buildings (p. 8)

**cross:** angry; not pleased (p. 10)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**nana:** grandmother (p. 2)

**split up:** separated; divorced (p. 2)

**wicked:** very bad; cruel (p. 10)

**stepmother:** father's new wife (p. 10)

## Materials

- *Boundless Grace*
- “Notes About Fiction” chart from Day 1
- “Writing Time” chart (WA12)

## Teacher Note

If the students are interested in learning more about The Gambia, you might teach the technology extension “Learn More About The Gambia” on page 264 at another time.

Stop after:

p. 8 “I’m one girl too many. Besides, it’s the wrong Ma.”

Ask:



Q *What has happened so far? Turn to your partner.*

Have partners briefly discuss the question; then signal for their attention and continue reading. Stop after:

p. 12 “Grace thought about it. ‘I’ll try,’ she said.”

Ask:



Q *What has happened up to this point in the story? Turn to your partner.*

## 2 Briefly Discuss the Story

Facilitate a brief class discussion using the questions that follow. Be ready to reread from the story to help the students recall what they heard.

Q *What have you found out about Grace so far in this story?*

Q *What does she say or do in the story to make you think that?*

Q *How do you picture Grace in your mind?*

Remind the students that good fiction writers like Mary Hoffman often use physical descriptions, actions, and speech to make their characters feel real to the reader. Encourage the students to think of ways to help a reader imagine their characters by describing their physical appearance, actions, and speech as they work on their fiction drafts today.

## WRITING TIME

### 3 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA12) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on a story you started earlier.
- Start a new story.
- Include physical descriptions, actions, and speech to help a reader imagine your characters.

WA12

Join the students in writing for a few minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*
- Q *What do you imagine [he/she/they] look(s) like?*
- Q *What do you imagine [he/she/they] might do?*
- Q *What is something this character would probably say?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share One Sentence and Reflect on Creativity

As you did last week, ask the students to review the writing they did today and each choose one sentence to share with the class. Encourage each student to choose a sentence that she believes shows her creativity and to underline that sentence. After a moment, ask each student to read her sentence aloud to the class, without comment.

After the students have shared their sentences, facilitate a discussion by asking questions such as:

- Q *What sentence did you hear that got you interested in someone else's writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Remind the students that everyone is creative and can become more creative by writing and doing other creative things, such as drawing, playing musical instruments, and solving interesting problems in their own way. Review that the students will continue to develop their creativity throughout the year.



## TECHNOLOGY EXTENSION

### Learn More About The Gambia

Invite the students to learn more about The Gambia, the country Grace visits in the book *Boundless Grace*. As a class, brainstorm some questions the students have about The Gambia; record the questions where everyone can see them. Next, briefly discuss what keywords might be useful in an Internet search to answer these questions.

Guide the students in an online search for The Gambia, and help them identify reputable websites. As a class, browse the websites to find information and images that answer the students' questions. After the search is finished, briefly discuss questions such as:

- Q *What is something you have learned about The Gambia?*
- Q *How does learning about The Gambia affect what you think about the book *Boundless Grace*?*

In addition, you might teach Technology Mini-lesson 3, "Choosing Effective Search Terms"; Technology Mini-lesson 4, "Understanding Search Results"; or Technology Mini-lesson 5, "Using Filters to Narrow Results," in Appendix A to help the students learn how to search for information effectively on the Internet.

## Day 3

## Drafting Fiction

### Materials

- *Boundless Grace* from Day 2
- "Notes About Fiction" chart from Day 2
- "Writing Time" chart (WA13)

### In this lesson, the students:

- Hear, discuss, and draft fiction
- Explore how characters are developed in stories
- Cultivate a relaxed attitude toward writing

## GETTING READY TO WRITE

### 1 Read the Second Half of *Boundless Grace* Aloud

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that yesterday the students heard the first half of *Boundless Grace*. Ask and briefly discuss:

- Q *What happened in the first half of the story?*

Explain that you will read the second half of the book today. Read pages 14–25 aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

## Suggested Vocabulary

**tame:** gentle; not wild (p. 22)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**shopping:** things that were bought (second use on p. 14)

**homesick:** missing home (p. 19)

**holy place:** place set aside for prayer (p. 22)

Stop after:

**p. 19** “‘And remember, families are what you make them.’”

Ask:



**Q** *What has happened so far in the story? Turn to your partner.*

Have partners discuss the question briefly; then signal for their attention. Without sharing as a class, reread the last line and continue reading. Follow this procedure at the next stopping point:

**p. 23** “Grace closed her eyes and made a wish, but she wouldn’t say what it was.”

After partners have discussed the question briefly, signal for their attention and continue reading to the end of the story.

## 2 Visualize a Character in the Story

Tell the students that you will reread passages from the story that describe Grace. Remind them that author Mary Hoffman uses details about Grace’s physical appearance, actions, and speech to reveal the character’s personality. Ask them to close their eyes and imagine what Grace is like as they listen. Reread the text on page 12 aloud, beginning with “When Papa came home from work, he found Grace in the backyard” and continuing to the end of the page. Ask:



**Q** *What might you guess about Grace from this passage? Turn to your partner.*

Have volunteers share their thinking.

### Students might say:

“I guessed that Grace is still sad that her mom and dad split up. She covered her ears when her dad talked about it.”

“I guessed that Grace really loves her dad. That’s why she is going to try to be nice to Jatou.”

“I agree with [Anatoly]. Also, I think Grace is probably homesick.”

Repeat this procedure with the passage on page 18.

## Teacher Note

If the students have difficulty generating ideas, suggest some like the ones in the “Students might say” note; then ask, “What else might you guess about Grace?”

After partners have briefly discussed the passage and volunteers have shared with the class, explain that today the students will continue to write fiction stories. Encourage them to include details to help a reader imagine their characters. Also remind them to look at the “Notes About Fiction” chart to help them get ideas.

## WRITING TIME

### 3 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA13) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on a story you started earlier.
- Start a new story.
- Include details about physical appearances, actions, and speech to help a reader imagine the characters.

WA13

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of her writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What’s interesting about [him/her/them]?*
- Q *What do you imagine [he/she/they] look(s) like?*
- Q *What do you imagine [he/she/they] might do?*
- Q *What is something this character would probably say?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 67 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Briefly Share Writing and Reflect on Attitude

Ask and briefly discuss questions such as those that follow. Invite the students to read passages of their writing aloud as they share.

- Q *What ideas came out of your imagination in your writing today?*
- Q *Who used details to describe a character? Tell us about some of those details.*

Help the students reflect on their attitudes toward writing by asking:

- Q *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Encourage the students to take a relaxed attitude toward their writing practice as they continue to draft fiction pieces.

## WRITING ABOUT READING

### Write an Opinion Paragraph About the Character of Nana in *Boundless Grace*

Show the cover of *Boundless Grace* and remind the students that they heard this story earlier. Ask:

- Q *What do you remember about the story *Boundless Grace*?*

Have a few volunteers share their thinking. Distribute the copies of “Excerpt from *Boundless Grace*” (BLM2) and explain that it shows part of the beginning of the story. Point out that Nana, Grace’s grandmother, is one of the characters in the story. Remind the students that readers can figure out a lot about a character’s personality by paying attention to what the character says and does. Explain that you will read the passage from *Boundless Grace* aloud, and the students will follow along and think about what they are learning about Nana’s personality from what she says and does. Then read aloud the excerpt (page 4 of the book). After reading, ask:

- Q *What have you learned about Nana’s personality from what she has said and done? What in the story makes you think that?*

#### Students might say:

“I learned that Nana is very loving. She hugs Grace a lot. She always listens to what Grace has to say.”

“I think Nana is a wise person. She gives Grace good advice about her family.”

“I agree with [Carrie]. I also think Nana is adventurous. She traveled all the way to Africa with Grace.”

“I think that Nana is funny, too. She made a joke about their cat Paw-Paw not wanting a dog in the family!”

Explain that the students will write a paragraph of opinion about what kind of person Nana is, based on the things she says in the passage they just read. Tell the students that readers often have different opinions

### Materials

- *Boundless Grace* from Day 3
- Class set of “Excerpt from *Boundless Grace*” (BLM2)

### Teacher Note

Prior to doing this activity, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Excerpt from *Boundless Grace*” (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

about what is written in a story and that is fine. What is important is that they support their thinking with facts and details from the story. Ask the students to watch as you think aloud and model writing an opinion paragraph about Nana’s personality, based on things she says. As you write, invite the students to suggest additional details to help you create a vivid picture of Nana.

**You might say:**

“I think that the things Nana says and does show that she is a very wise and kind grandmother. I’ll start by writing: *I think that the character of Nana in Boundless Grace by Mary Hoffman is very wise and also extremely kind.* Notice that I stated my opinion and put the title of the story and the author’s name in the opening sentence. Now I need to explain my opinion using facts and details. I’ll write: *Nana is wise because she gives Grace good advice. She says many smart things. For example, she says to Grace, ‘Families are what you make them.’ Nana helps Grace understand that her family is great in its own way.* Now I’ll write about things that show how kind Nana is: *I think Nana is very kind because she always listens to Grace. She cares when Grace is feeling sad. She gives her lots of hugs.* Now I need some closing sentences to wrap up my paragraph. I’ll write: *That’s why I think Nana is a very wise and kind person. Grace is lucky to have Nana as her grandmother!”*

Explain that each student should start his paragraph with an opening sentence that states his opinion and includes the title and author of the story, give facts or details from the story to support his opinion, and end with a closing sentence that brings the writing to a close. Have the students write about their opinions. If time permits, invite volunteers to share their opinion paragraphs with the class.

# Day 4

## Drafting Fiction

### Materials

- *Scarecrow*
- “Notes About Fiction” chart from Day 3
- “Quick-write” chart (WA14)
- “Writing Time” chart (WA15)
- “Class Assessment Record” sheet (CA4)

### In this lesson, the students:

- Review character, plot, and setting
- Hear, discuss, and draft fiction
- Quick-write about objects that could think
- Describe characters’ thoughts
- Reflect on creativity in their own writing

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Refer to the “Notes About Fiction”

chart and remind the students that in a fiction story, something happens to someone somewhere in time, and that the terms *plot*, *character*, and *setting* are used to describe these features of fiction.

Explain that in addition to physical descriptions, actions, and speech, authors also use thoughts to show what a character is like. Tell the students that today you will read a story with an unusual character. Encourage the students to listen for the character's thoughts and think about what these thoughts tell us about the character.

## 2 Introduce and Read *Scarecrow* Aloud

Show the cover of *Scarecrow* and read the title and the names of the author and illustrator aloud. If needed, briefly discuss what a scarecrow is and why a farmer might want one to scare crows and other birds away from a field.

Read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

### Suggested Vocabulary

**crows, grackles, starlings, jays:** kinds of birds (p. 8)

**mammoth:** very large (p. 15)

**lapel:** part of a coat (p. 20)

## 3 Discuss the Characters in the Story

Ask and briefly discuss the questions that follow. Be ready to reread from the story to help the students recall what they heard.

**Q** *Who is the main character in this story? Why do you think so?*

**Q** *What thoughts does this character have? What do these thoughts tell us about his personality?*

## 4 Quick-write: Stories About Objects

Point out that in *Scarecrow*, author Cynthia Rylant creates an entire story about a single object, a scarecrow. She imagines that the scarecrow is alive and describes its thoughts and experiences over time.

Ask the students think about other objects like the scarecrow that they might create a story about. Invite them to imagine those objects alive, thinking, and having experiences. Have the students open their notebooks to the next blank page of the writing ideas section as you display the “Quick-write” chart (📄 WA14). As a class, brainstorm a few ideas (such as those suggested on the next page); then add the students’ ideas to the chart.

### Quick-write

- Objects that could be alive and thinking
- *musical instrument*
- *shoe*
- *car*
- *skateboard*
- *box of crayons*

Give the students a few minutes to quick-write a list of any other objects they might create a story about.

Explain that during Writing Time today, the students may continue what they started during the quick-write, work on a fiction piece they started earlier, or begin a new story. Encourage them to include characters' thoughts in their stories to help readers get to know the characters.

## WRITING TIME

### 5 Draft Fiction Pieces

Ask the students to return to their seats. Display the “Writing Time” chart (WA15) and have the students work silently on the charted tasks for 20–30 minutes.

### Writing Time

- Add to what you started in the quick-write.
- Work on a story you started earlier.
- Start a new story.
- Try to include characters' thoughts.

Join the students in writing for a few minutes; then walk around and observe them, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts?
- If they seem overly cautious or inhibited, do they eventually start writing freely?

Support any student who is still struggling to start after about 10 minutes by asking her questions such as:

- Q *What are you thinking about right now?*
- Q *Who is the character you are writing about? What is [he/she] like?*
- Q *What interesting thing happens to this character?*
- Q *What might this character say or do in this situation? Why would that make sense for [his/her] personality?*
- Q *What might this character be thinking in this situation?*

As the student responds to the questions, have her write her responses in her notebook and continue to write what happens. Record your observations on the “Class Assessment Record” sheet (CA4); see page 57 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Share One Sentence and Reflect on Creativity

Ask each student to review the writing he did today and choose a sentence he likes or that shows his creativity. Give the students a moment to select their sentences and underline them; then go around the room and have each student read his sentence aloud to the class, without comment.

After the students have shared their sentences, facilitate a class discussion by asking:

- Q *What sentence did you hear that got you interested in someone else’s writing?*
- Q *What questions do you want to ask a classmate about his or her writing?*

# Day 5

## Drafting Fiction and Pair Conferencing

### Materials

- Scarecrow from Day 4
- “Notes About Fiction” chart
- “Writing Time” chart (WA16)
- “Questions for My Partner About My Draft” chart from Week 2

### In this lesson, the students:

- Quick-write characters’ thoughts
- Draft fiction
- Express interest in and appreciation for one another’s writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Briefly Review Scarecrow

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind them that they heard *Scarecrow* yesterday and thought about the way the author shows the scarecrow’s personality through its thoughts. On the “Notes About Fiction” chart, add *show what a character is like through thoughts*. Facilitate a brief discussion about the question that follows. Be ready to reread from the story to help the students recall what they heard.

**Q** *In the book, the author writes that to be a scarecrow, “It takes . . . a liking for long, slow thoughts.” What are some of this scarecrow’s long, slow thoughts?*

### 2 Quick-write: Showing Character Through Thoughts

Have each student choose a character she has created in her recent writing. Ask the students to open their notebooks to the next blank page of the writing ideas section and quick-write some thoughts that their characters might have. If you notice any students struggling to write the character’s thoughts, call them together and write some examples as a class. Ask:

**Q** *What are some things that my [nervous] character from last week might be thinking?*

As volunteers share ideas, write them where everyone can see them.

#### Students might say:

“A nervous person could think, ‘I feel so sweaty!’”

“A nervous person could think, ‘I can’t stop trembling.’”

“Maybe a nervous person would be thinking, ‘Calm down!’”

“He or she might be thinking, ‘My heart is beating fast.’”

When you have recorded a few examples, have the students resume the quick-write.

After the students have written for a few moments, call for their attention and have a few volunteers share some of their characters' thoughts with the class.

Explain that during Writing Time today, the students may continue to work on this character, continue another story they started earlier, or begin a new fiction story. Invite them to include thoughts, as well as physical descriptions, actions, and speech, to help a reader imagine their characters. If necessary, remind the students that it is perfectly fine to leave drafts incomplete and start new stories.

## WRITING TIME

### 3 Draft Fiction Pieces

Have students sit together at desks with partners. Display the “Writing Time” chart (WA16) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Write more about the character you thought about during the quick-write.
- Work on a story you started earlier.
- Start a new story.
- Include descriptions of characters' thoughts, physical appearances, actions, and speech.

WA16

Join the students in writing for a few minutes; then confer with individual students.

#### Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 4.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students as they write fiction drafts. Ask the student to show you a piece of his writing and read some of it aloud to you. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*
- Q *What do you imagine [he/she/they] look(s) like?*
- Q *What do you imagine [he/she/they] might do?*
- Q *What is something this character would probably say?*
- Q *What might [he/she/they] be thinking at this moment in the story?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 67 of the *Assessment Resource Book*. Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Confer in Pairs About Fiction Drafts

Explain that partners will now each read one of their fiction drafts to the other and confer about both partners' drafts. If necessary, briefly review the procedure for pair conferring and remind the students that *conferring* means not only reading their writing to each other but talking about it as well.

Direct the students' attention to the "Questions for My Partner About My Draft" chart. Remind the students that they started this chart earlier in the year. Review the questions on it and ask:

- Q *What other questions might you want to ask your partner about your draft?*

#### Students might say:

"I want to ask my partner if she can imagine what's happening."

"I want to ask my partner if he can picture the setting."

"I want to find out whether anything is confusing to my partner."

Add any new questions to the chart and encourage the students to use the questions in their pair conferences today.



Have partners share their writing. Scan the class, without intervening, providing sufficient time for all partners to share their writing before signaling for their attention.

## 5 Reflect on Pair Conferences and Writing Attitude

Help partners reflect on their work together by asking questions such as:

**Q** *What questions did you ask your partner about your story? What did your partner say?*

**Q** *What did you do to show interest in your partner's writing?*

Help the students reflect on their attitudes toward writing by asking:

**Q** *How did you feel as you wrote today? If you got stuck, what happened? What do you want to try tomorrow to help you in your writing?*

Explain that the students will continue to explore and draft fiction next week.

### Teacher Note

If necessary, signal about halfway through sharing time so partners can switch roles if they have not yet done so.

# Week 4

## OVERVIEW

An icon for an excerpt, featuring a purple square with a white cloud-like shape and the word "Excerpt" in white text. The background of the icon has faint, illegible text.

### Excerpt

#### "About Kevin Henkes"

excerpted from kevinhenkes.com  
(see page 297)

Kevin Henkes shares about his life as an author.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA17–WA25

#### Assessment Forms

- "Class Assessment Record" sheets (CA5–CA7)
- "Conference Notes: Focus 2" record sheet (CN2)

#### Professional Development Media

- "Planning a Lesson" (AV33)
- "Using Web-based Teaching Resources" tutorial (AV75)

### Writing Focus

- Students review their fiction drafts, and each selects one to develop, revise, proofread, and publish.
- Students learn about a professional author’s writing process.
- Students analyze their drafts and think of ways to develop characters and plot.
- Students explore temporal words and phrases.
- Students explore endings that bring a story to a close.
- Students confer with one another and the teacher.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.
- Students express interest in and appreciation for one another’s writing.
- Students make decisions and solve problems respectfully.

## DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA5) on page 58 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA6) on page 59 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, create a chart titled “Temporal Words and Phrases.” Add the heading: *Tell when something in a story happens*. Under the heading, list the following: *first, next, then, last, before, after, now, later, right away, after a while, finally, suddenly, instantly, yesterday, today, tomorrow, and next week*. If you already prepared such a chart for use in the Personal Narrative unit, simply locate that chart.
- ✓ Prior to Day 3, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 68 of the *Assessment Resource Book*.

(continues)

*“Before I write down one word, I have to have the character in mind through and through. I must penetrate into the last wrinkle of his soul . . . down to the last button, how he stands and walks, how he conducts himself, what his voice sounds like. Then I do not let him go until his fate is fulfilled.”*

— Henrik Ibsen

Review the characters you have created in your drafts and select one who intrigues you. Write a detailed description of that character. Consider:

- What was this character like as a youngster?
- How does he or she dress?
- What physical movements does he or she do unconsciously?
- What is he or she unusually good or bad at?

## J DO AHEAD *(continued)*

- ✓ Prior to Day 5, create a chart titled “Questions About My Partner’s Draft” and write the following questions on it:

*Am I getting to know the character’s personality? How?*

*Does something interesting happen to the character?*

*Can I follow what is happening in the story? Am I confused at any point?*

*Are there temporal words and phrases that help me understand the order of events?*

*Does the ending bring the story’s events to a close?*

- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA7) on page 60 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 2, review the fiction pieces you have written and select a single page to use to model adding details to a draft. Prepare your sample writing to display. Alternatively, you can use the “Sample Fiction Draft” (WA19). To learn more, view “Planning a Lesson” (AV33).



## In this lesson, the students:

- Learn about a professional author’s writing process
- Review their fiction drafts, and each selects one to develop and publish
- Reread their writing critically
- Complete the first drafts of their selected fiction pieces

## DEVELOPING AND PUBLISHING FICTION STORIES

In Weeks 4-6 of this unit, each student selects one fiction draft written in the prior three weeks to develop for publication for the class library. Each student takes this piece through guided analysis (in which you help look for specific ways to improve their stories) and revision, writing a second draft before publication. The students learn important writing skills and conventions as they proofread their drafts.

While students usually select pieces that are appropriate for class publication, you may occasionally have students who want to publish pieces containing content you feel is questionable (such as excessive violence or inappropriate language). Work with these students individually to help them understand that they may write about whatever they wish in their notebooks, but they should select pieces for publication that everyone will want to read and that will be appropriate for the class library.

## GETTING READY TO WRITE

### 1 Introduce the Writing Focus for the Coming Three Weeks

Gather the class with partners sitting together, facing you. Remind them that over the past three weeks they have been drafting fiction pieces. Explain that today they will review their drafts, and each student will select one piece to develop into a published story for the classroom library.

Remind the students that so far this year they have learned about several professional authors and how they devote a lot of time to rethinking, revising, and improving their writing. Explain that today the students will learn about another professional author’s writing process before they begin their work.

## Materials

- “About Kevin Henkes” (on page 297)
- *Julius, the Baby of the World* from Week 2
- “Writing Time” chart (WA17)
- “Class Assessment Record” sheet (CA5)

## 2 Learn About Kevin Henkes

Show the cover of *Julius, the Baby of the World* and remind the students that they heard this book by Kevin Henkes earlier in the unit. Ask and briefly discuss:

- Q *What other books by Kevin Henkes have you read?*
- Q *Based on his stories, what kind of person do you think he might be? Why?*

Explain that you will read an excerpt from Kevin Henkes’s website. Read “About Kevin Henkes” (page 297) aloud, clarifying vocabulary as you read.

### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**dog-eared:** folded-over

**visual person:** someone who notices many things with their eyes

**card table:** small folding table

### Facilitation Tip

Continue to focus on **pacing class discussions** by scanning the class and using techniques such as the following:

- Call on just a few students to respond to each question.
- Use “Turn to Your Partner” if many students want to speak. Then call on just two or three students to share with the whole class.
- Restate the original question if the discussion strays from the original topic.
- Ask pairs to discuss whether they agree or disagree with what a classmate has just said.
- Use wait-time before calling on anyone to respond.

Ask and briefly discuss:

- Q *What did you find out about Kevin Henkes?*
- Q *Kevin Henkes is an artist and a writer. How does being an artist help him in his writing?*

#### Students might say:

“He always loved to read. Also, he wanted to be an artist even when he was a kid.”

“In addition to what [Jamila] said, when he got older, he decided that he wanted to be a writer, too.”

“Being an artist helps him see his characters in his mind. He likes describing them a lot.”

Review that the students will create their own fiction books for the class library, and explain that they will begin revising their drafts today to make them the best stories they can be. Explain that, like Kevin Henkes, they will make sure to include their strong mental images and vivid descriptions of their characters and environments.

## 3 Prepare to Review Fiction Drafts

Explain that during Writing Time the students will reread all their fiction drafts, and each select one to revise and publish as a book. The drafts they select can be pieces they have started but not finished. Encourage them to choose pieces that they can imagine making changes to and that they think their classmates will enjoy. Ask:

- Q *As you’re looking through your drafts, what might you want to look for to help you decide on one to develop?*

**Students might say:**

"I want to look for a draft that I really like or have some strong feelings about."

"I will look for drafts that have characters I like."

"I want my story to be different from everyone else's, so I'm going to look for a draft that is unique."

## 4 Reread Drafts and Select One to Develop

Have the students return to their seats, reread all their fiction drafts, and each select one to develop and publish. Any student who selects a draft before the time is up can start thinking about what they can change, add, or improve in the draft.

As the students review their drafts, circulate around the room and support them by asking questions such as:

- Q *Why did you choose this piece to revise?*
- Q *What can you imagine adding or changing in this piece to make it more interesting?*

If you notice any students selecting pieces with limited potential for revision (for example, pieces they feel are already "perfect," very long or very short pieces, or pieces that are not double-spaced), gently guide them toward a more workable piece.

## WRITING TIME

### 5 Complete First Drafts of Selected Pieces

Display the "Writing Time" chart (🕒 WA17) and have the students write silently for 20–30 minutes.

#### Writing Time

- Finish writing your draft.
- Add details about physical appearance, actions, speech, or thoughts that reveal your main character's personality.

WA17

Join the students in writing for 5–10 minutes; then circulate around the room and observe, assisting students as needed.

#### Teacher Note

If a student wants to publish a piece that is already very long, encourage her to identify one section of it to develop and publish for the class library. She may continue to work on other parts of the story on her own at another time.



## CLASS ASSESSMENT NOTE

Observe the students as they work on their drafts. Ask yourself:

- Have the students selected drafts that lend themselves to revision?
- Will the students have finished drafts that they can start revising tomorrow?

If you notice that many students need more time to complete their drafts, make time for them to do so before going on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Record your observations on the “Class Assessment Record” sheet (CA5); see page 58 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing

Help the students reflect on their work today by asking:

- Q *What draft did you choose to revise?*
- Q *Why did you choose that piece to revise?*

Explain that the students will begin revising their drafts tomorrow.



## TECHNOLOGY EXTENSION

### Watch or Read an Interview with Kevin Henkes

Kevin Henkes, the author of *Julius, the Baby of the World*, has written many books for children. To learn more about the author and his work, have the students watch a video of him speaking about his writing or read an interview with him. To find a video or print interview with Kevin Henkes, search online with his name and the keyword “video” or “interview.” After the students watch the video or read the interview, have them discuss what they learned about the author’s life and his thoughts about writing and illustrating children’s books.



### Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



## In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts where characters are revealed through physical descriptions, actions, thoughts, or speech
- Begin revising their drafts
- Reflect on creativity in their own writing

## GETTING READY TO WRITE

### 1 Facilitate Guided Rereading of Drafts

Have the students stay at their seats today. Ask them to open their notebooks to the fiction draft they each selected yesterday. Explain that today you will help them think about how they might revise and improve their drafts in preparation for publishing them. Ask the students to reread their drafts quietly and look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about several specific things in their drafts.

Display the “Revising to Develop Characters” chart (WA18) and read the prompts aloud one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

### Revising to Develop Characters

- What does your main character look like? Find a place in your draft where you describe, or could describe, your main character’s physical appearance. Mark the margin next to that place with a self-stick note and write *looks* on it.
- How does your main character act? Find a place in your draft where you describe, or could describe, your character’s actions. Mark the margin next to that place with a self-stick note and write *actions* on it.
- What does your main character say or think? Find a place in your draft where you describe, or could describe, your character’s speech or thoughts. Mark the margin next to that place with a self-stick note and write *speech* or *thoughts* on it.

WA18

## Materials

- Pad of small (1½" × 2") self-stick notes for each student
- “Revising to Develop Characters” chart (WA18)
- Your sample writing OR the “Sample Fiction Draft” chart (WA19)
- “Writing Time” chart (WA20)
- “Class Assessment Record” sheet (CA6)

## Teacher Note

The purpose of the guided rereading is to give the students experience reading their drafts critically *before* they begin to revise.

**TEKS 11.B.iii**

**TEKS 11.B.vi**

**TEKS 11.B.ix**

Student/Teacher Narrative Step 1 and Step 2 (all, beginning on page 283 and continuing on to page 284)

## Teacher Note

Plan to have pads of self-stick notes available for the students to use during the revision phase of each genre unit. If necessary, model attaching a self-stick note to the outer margin of a notebook page so it marks the text without covering it up.

## Teacher Note

You might review that speech between characters is called *dialogue*.

## 2 Model Revising to Develop Characters

Without sharing as a class, explain that during Writing Time today the students will look at the places they marked with self-stick notes and revise those places. Explain that they will each incorporate their revisions into second drafts next week.

Display your own writing or the “Sample Fiction Draft” chart (WA19) and read it aloud. If you are using your own writing, begin by writing *looks* in the margin next to a place where you could describe your main character’s physical appearance, *actions* next to a place where you could describe his or her actions, and *speech* or *thoughts* next to a place where you could describe the character’s speech or thoughts. Ask the students to watch as you model adding information about your character. Think aloud about a place you want to revise. Model using a caret (arrow) to insert new text and crossing out text to delete it.

TEKS 11.C.ii  
Student/Teacher Narrative  
Step 2 (second paragraph and  
“You might say” note)

### You might say:

“I want to make room for some new details about what Larry the Lizard looks like. First, I’ll delete ‘and flicked his long tongue in and out of his mouth’ in the first sentence. Then I’ll write: *He was green and bumpy and had a long, shiny tail.* I also want to add an action to show how Larry feels about Chacha, so right after Larry asks Bertha about Chacha the Cat, I’ll add: *His tail twitched nervously.*”

### Sample Fiction Draft

Larry the Lizard lounged on a rock ~~and flicked his long tongue in and out of his mouth.~~ *He was green and bumpy and had a long, shiny tail.* *looks* He spent his days in the backyard, slithering beneath the plants. He was friendly with almost all the backyard creatures, including the bees and the butterflies and the worms, but he wasn’t friendly with Chacha the Cat.

“Where’s that cat?” Larry asked Bertha the Bee. *His tail twitched nervously.* *actions*

“Beats me,” said Bertha, who buzzed on by. Bertha didn’t care, but Larry sure did, since the cat’s favorite activity was to sneak up on small lizards and pounce on their tails.

WA19

### Teacher Note

Save the revised “Sample Fiction Draft” to use on Day 3.

Using the same procedure, model one or two more examples of adding details about physical appearances, actions, and speech or thoughts to your draft. Explain that the students will follow the same procedure to revise their own drafts today.

## WRITING TIME

### 3 Revise First Drafts

Display the “Writing Time” chart (🗨️ WA20) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Add physical descriptions, actions, thoughts, and speech to your draft to tell about your characters.
- Remove the self-stick notes when you finish revising.
- If you finish, work on another piece of writing.

WA20

Join the students in writing for a few minutes; then walk around the class and observe, assisting students as needed.



#### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem engaged in thinking of ways to develop their drafts?
- Are they focusing on developing their characters?
- Do they have ideas for physical descriptions, actions, speech, and thoughts they could write to reveal character?

Support students who are having difficulty by asking them questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What kind of personality does your character have?*
- Q *How might this character look?*
- Q *What could your character do or say at this point to show his or her personality?*

Record your observations on the “Class Assessment Record” sheet (CA6); see page 59 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will continue to work on their drafts tomorrow.

## SHARING AND REFLECTING

### 4 Reflect on Writing and Creativity

Help the students reflect on their work by asking questions such as:

- Q *What ideas did you have for describing your character today?*

TEKS 11.B.iii  
TEKS 11.B.vi  
TEKS 11.B.ix  
TEKS 12.A.ii  
Student/Teacher Activity  
Step 3 (all)

# Day 3

## Analyzing and Revising Drafts

### Materials

- “Temporal Words and Phrases” chart, prepared ahead
- “Notes About Fiction” chart from Week 3
- “Revising for Plot” chart (WA21)
- Your revised sample writing OR the revised “Sample Fiction Draft” chart (WA19) from Day 2
- “Writing Time” chart (WA22)
- Class set of “Conference Notes: Focus 2” record sheets (CN2)

### Teacher Note

If you have already taught the Personal Narrative genre unit, direct the students' attention to the “Temporal Words and Phrases” chart you made for use during that unit and review it with your students.

### Teacher Note

You might explain to the students that *temporal* means “having to do with time.”

**Q** *What ideas did you have that you feel were creative or original today? Tell us about them.*

Remind the students how important it is to use their imaginations, both when writing drafts and during revision. Encourage them to strive to make their stories as creative and interesting as they can.

### In this lesson, the students:

- Reread their writing critically
- Explore temporal words and phrases
- Mark places in their drafts where interesting things happen or where there might be confusion about what is happening
- Revise their drafts
- Reflect on creativity in their own writing

## GETTING READY TO WRITE

### 1 Briefly Review Purpose of Revision

Have the students stay at their desks today. Ask them to open their notebooks to the stories they are developing. Review that they began to analyze and revise their drafts yesterday. Remind them that the purpose of revision is to make their pieces as interesting and as fun to read as possible before they publish them for their classmates.

Explain that today you will ask them to think about a way they might strengthen the plots (what happens) in their drafts.

### 2 Explore Temporal Words and Phrases

Explain that one way the students might make their plots clearer and easier to follow is by adding *temporal words and phrases*. Explain that these are words and phrases that help readers understand exactly when various events in a story happen (the order of events).

Direct the students' attention to the “Temporal Words and Phrases” chart. Read aloud the words and phrases listed under the heading *Tell when something in a story happens*. Ask:

**Q** *What other temporal words and phrases might you use to help readers understand exactly when in your story something happened?*

Add the students' ideas to the chart.

Direct the students' attention to the "Notes About Fiction" chart and add *temporal words and phrases help the reader understand when something in a story happened* to the chart.

### 3 Continue Guided Rereading of Drafts

Have the students quietly reread their drafts and look up when they are finished. Have them get out their self-stick notes, and explain that you will ask them to look for and think about several specific things in their drafts.

Display the "Revising for Plot" chart (📄 WA21) and read the prompts aloud one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

#### Revising for Plot

- Find a place where you use, or could use, a temporal word or phrase to help readers understand exactly when in your story something happens. Put a self-stick note in the margin next to that place and write *when* on it.
- Find another place where you use, or could use, a temporal word or phrase to help readers understand exactly when in your story something happens. Put a self-stick note in the margin next to that place and write *when* on it.
- Find a place in your draft where something interesting happens, or could happen, to a character. Mark the margin next to that place with a self-stick note and write *interesting* on it.
- Will your readers be able to follow what happens from the beginning to the end of your story? If you think a place might be confusing, mark the margin next to that place with a self-stick note and write *confusing* on it.

WA21

#### Teacher Note

Developing the plot of a story is a focus of fiction study at grade 5 of the *Being a Writer* program and thus is treated with a lighter touch in grade 3. (See "Development Across the Grades" on page 208.)

### 4 Model Revising to Develop the Plot

Explain that, as they did yesterday, the students will look at the places they marked with self-stick notes and make revisions to their stories. Remind them that they will incorporate these revisions into a second draft next week.

Display your own writing or the "Sample Fiction Draft" chart (📄 WA19) and read it aloud. If you are using your own writing, begin by writing *when* in the margin next to a place where you could add a temporal word or phrase, *interesting* in the margin next to a place where you could add an interesting thing that happens to your main character, and *confusing* next to a place that might confuse your reader.

Ask the students to watch as you model revising to make your plot (what happens in your story) as clear and as interesting as possible. Model adding and, if necessary, deleting text.

### You might say:

"I could help the reader understand exactly when Duffel the Dog saw Larry the Lizard by inserting a temporal word right before 'Out of the corner of his eye.' I'll insert: *Suddenly*. I also think that a reader might get confused about who's talking at the end of the story, so at the end of the last sentence I'm going to add the phrase: *grumbled Bertha*. Finally, I think the story might be more interesting if Bertha was afraid of somebody, too. At the very end I'm going to have her say: 'By the way, where's that bird?'"

WA19

when <sup>Suddenly</sup> yawn. Out of the corner of his eye, he saw a tiny shape go scurrying under a bush. Duffel yelped and jumped back.

Larry the Lizard!

"Where's that lizard?" he asked Bertha the Bee.

"Beats me," said Bertha, who buzzed on by. Bertha didn't care, but Duffel sure did, since the lizard's favorite activity was to sneak up on napping dogs and bite them on the toes.

"Hmph, if everyone would learn to leave each other <sup>grumbled Bertha. "By the way, where's that bird?"</sup> alone, I wouldn't have to answer so many silly questions!" <sup>confusing interesting</sup>

Using this same procedure, model one or two more examples of adding temporal words or phrases and adding to the plot. Explain that the students will follow the same procedure to revise their own drafts today.

## WRITING TIME

### 5 Continue Revising Drafts

Display the "Writing Time" chart (WA22) and have the students work silently on the charted tasks for 20–30 minutes.

WA22

#### Writing Time

- Add temporal words and phrases to help readers understand exactly when in the story events happen.
- Add information or make changes so your story is as interesting and clear as possible.
- Remove the self-stick notes as you finish revising.
- If you finish, work on another piece of writing.

Join the students in writing for a few minutes; then begin conferring with individual students about the pieces they are developing for publication.



## TEACHER CONFERENCE NOTE

Over the coming two weeks, confer again with individual students, this time talking with them about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read some of his writing aloud to you. As you listen, consider:

- Does this student’s story have a character with distinct traits that are shown through physical appearance, action, speech, or thought?
- Does something interesting happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use temporal words and phrases?

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What physical descriptions, actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting thing happens to your character?*
- Q *What temporal words and phrases [did/could] you use to help readers understand exactly when in the story events happen?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 68 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing and Creativity

Help the students reflect on their work during Writing Time today by asking:

- Q *How did you add to or revise your story to make it more interesting?*
- Q *What ideas did you have that you feel were creative or original today? Tell us about them.*

Explain that the students will continue revising their stories tomorrow.

### Materials

- “Notes About Fiction” chart from Day 3
- “Closing Sentences from Three Stories” chart (WA23)
- *Student Writing Handbook* page 7
- “Writing Time” chart (WA24)

**TEKS 11.B.v**  
**TEKS 11.B.viii**  
 Student/Teacher Narrative  
 Step 1 (all, beginning on  
 page 290 and continuing on  
 to page 291)

### In this lesson, the students:

- Explore endings that bring a story’s events to a close
- Reread their writing critically
- Revise their drafts
- Express interest in one another’s writing

## 1 Analyze Closing Sentences

Have the students gather their notebooks, *Student Writing Handbooks*, and pencils, and sit at desks with partners together. Review that they began to analyze and revise their drafts yesterday. Remind them that the purpose of revision is to make their pieces as interesting and as fun to read as possible before they publish them for their classmates. Explain that today you will ask them to think about an important feature of all narratives: endings that bring a story’s events to a close.

Point out that the closing sentences of a piece of writing need to wrap up the piece. Explain that you will read the closing sentences from some stories they heard earlier. Ask them to think as they listen about how the authors bring each story’s events to a close.

Have the students open their *Student Writing Handbooks* to page 7, where the closing sentences are reproduced. At the same time, display the “Closing Sentences from Three Stories” chart (WA23). Together, read the first passage, from *Tacky the Penguin*, and ask:

**Q** *What does the author do to wrap up this story?*

**Q** *What words or phrases show you that the story has reached an end?*

#### Students might say:

“To wrap up the story, the author has all the other penguins hug Tacky. They love Tacky because he saved the day.”

“I agree with [Louisa]. The author also wraps up the story by saying that even though Tacky is odd, he’s a great bird to have around.”

“In addition to what [Louisa and Jenner] said, I think that the author is telling us that being odd is what makes Tacky so great.”

“I think the author is wrapping up the story by telling us that it’s just fine to be different.”

As volunteers respond, underline the words and phrases they mention on the chart.



Have the students work in pairs to read the remaining closing sentences and underline words and sentences that they feel are especially effective at wrapping up the pieces.

After several minutes, signal for the students' attention. Ask volunteers to report what they talked about for each of the closings, and underline words and phrases they mention on the chart. As they report, ask:

**Q** *How does that [word/sentence] help wrap up the story?*

## 2 Review Closing Sentences in Drafts

Direct the students' attention to the "Notes About Fiction" chart and add *an ending brings the story's events to a close*. Have the students reread the last few sentences of their own fiction drafts. Ask and have the students think to themselves about:

**Q** *How might you revise your closing sentences to bring your story to a close?*

Without discussing as a class, explain that the students will revise their closing sentences today.

# WRITING TIME

## 3 Revise Closing Sentences

Display the "Writing Time" chart (🗨️ WA24) and have the students write silently for 20–30 minutes.

### Writing Time

- Revise your closing sentences to end your story in a satisfying way.
- Make any other revisions or additions so your piece is complete and as interesting as it can be.
- If you finish, work on another piece of writing.

WA24

Join the students in writing for a few minutes; then confer with individual students.

**TEKS 11.B.v**

**TEKS 11.B.viii**

Student/Teacher Activity  
Steps 2–4 (all, beginning on page 291  
and continuing on to page 292)

### Teacher Note

Words or phrases the students might report include:

- " "You look like a prince, but you are a bum." " and "They didn't get married after all." (from *The Paper Bag Princess*)
- "... clouds are floating across his button-borrowed eyes." and "The scarecrow is thinking his long, slow thoughts..." (from *Scarecrow*)



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read some of her writing aloud to you. As you listen, consider:

- Does this student’s story have a character with distinct traits that are shown through physical appearance, action, speech, or thought?
- Does something interesting happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use temporal words and phrases?
- Does the ending bring the story’s events to a close?

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What physical descriptions, actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting thing happens to your character?*
- Q *What temporal words and phrases [did/could] you use to help readers understand exactly when in the story events happen?*
- Q *What [did/could] you write to bring the story to a close?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 68 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Closing Sentences as a Class

Have a few volunteers share the closing sentences of their fiction stories. As students share, encourage discussion by asking the class questions such as those that follow. Be ready to ask the volunteers to reread what they shared, if necessary.

- Q *What words did you hear in [Ian’s] closing sentence(s) that wrapped up the piece for you?*
- Q *What ideas, if any, does this give you for your own closing sentences?*

Explain that partners will confer about their stories tomorrow.

## In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Anticipate and solve problems that arise in their work together
- Share their partners' thinking with the class

## GETTING READY TO WRITE

### 1 Prepare for Pair Conferences

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that today partners will meet to confer about their drafts. Remind the students that in the writing community, the goal of giving feedback is to help each person create the best possible piece of writing. Ask and briefly discuss:

- Q *What have you learned about giving feedback respectfully?*
- Q *What problems can arise when you are conferring with a partner? How will you avoid those problems today?*

### 2 Prepare to Give Feedback About Character and Plot

Tell the students that during pair conference time today, partners will read and tell each other about their stories, including their revisions, and receive feedback about character and plot.

Explain that as the students listen to their partners' stories, you would like them to ask themselves five questions. Direct the students' attention to the "Questions About My Partner's Draft" chart and read the questions aloud. Then display your revised writing from Day 3 or the revised "Sample Fiction Draft" chart (WA19) and read it aloud, along with any revisions. Use "Think, Pair, Share" to have the students discuss your draft using the charted questions.



After a few moments, signal for the students' attention and have a few volunteers give you feedback about your draft using the five questions.

### 3 Confer in Pairs

Encourage partners to listen carefully to each other and be ready to report to the class what each other said.



Give the students ample time to confer in pairs.

## Materials

- "Questions About My Partner's Draft" chart, prepared ahead
- Your revised sample writing OR revised "Sample Fiction Draft" chart (WA19) from Day 3
- "Class Assessment Record" sheet (CA7)
- "Writing Time" chart (WA25)

**TEKS 1.A.iii**  
Student/Teacher Narrative  
Step 1 and Step 2 (all)

**TEKS 1.A.iii**  
Student/Teacher Activity  
Step 3 (all, beginning on page 293  
and continuing on to page 294)



## CLASS ASSESSMENT NOTE

Circulate among conferring pairs and observe without intervening. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are they giving each other specific feedback about the questions related to character development and plot?
- Are they giving feedback in a helpful way?

Note any difficulties you observe to discuss with the students during the reflection discussion.

Record your observations on the “Class Assessment Record” sheet (CA7); see page 60 of the *Assessment Resource Book*.

When most pairs have had time to discuss their drafts, call for the class’s attention.

### 4 Reflect on Feedback

Gather the class and briefly discuss:

- Q *What was helpful about the way your partner talked to you today?*
- Q *What problems, if any, did you have during pair conferences? What will you do to avoid those problems next time?*

Share any problems you noticed and discuss what the students will do to avoid those problems next time. Ask:

- Q *What is one thing your partner told you about your piece?*

Remind the students that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible.

Explain that during Writing Time today the students will revise their drafts based on their partners’ feedback.

## WRITING TIME

### 5 Revise Drafts Based on Conference Feedback

Ask the students to return to their seats. Display the “Writing Time” chart (WA25) and have the students work silently on the charted tasks for 20–30 minutes.

### Writing Time

- Revise your draft based on partner feedback.
- Finish writing and revising your story.
- If you finish, work on another piece of writing.

During Writing Time, confer with individual students about their writing.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read some of his writing aloud to you. As you listen, consider:

- Does this student's story have a character with distinct traits that are shown through physical appearance, action, speech, or thought?
- Does something interesting happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use temporal words and phrases?
- Does the ending draw the story's events to a close?

Support students in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What physical descriptions, actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting thing happens to your character?*
- Q *What temporal words and phrases [did/could] you use to help readers understand exactly when in the story events happen?*
- Q *What [did/could] you write to bring the story to a close?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 68 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Writing

Help the students reflect on their work today by briefly discussing:

**Q** *What feedback from your partner did you incorporate into your revision today? Tell us about it.*

Explain that the students will start writing the second drafts of their stories in the coming week.



## Excerpt

### About Kevin Henkes

excerpted from kevinhenkes.com

#### Some quotes from Kevin Henkes:

“I grew up desperately wanting to be an artist. That desire was a huge part of my identity for as far back as I can remember. It wasn’t until I was in high school that writing became as important to me. During my junior year of high school I decided I wanted to write and illustrate children’s books for a career.”

“I also loved books, and the ones I was lucky enough to own were reread, looked at over and over, and regarded with great respect. To me ‘great respect’ meant that I took them everywhere, and the ones I still own prove it. They’re brimming with all the telltale signs of true love: dog-eared pages, fingerprints on my favorite illustrations, my name and address inscribed on both front and back covers in inch-high crayon lettering, and the faint smell of stale peanut butter on the bindings. I wondered about authors and illustrators back then—What did they look like? Where did they live? Did they have families? How old were they?—but I never imagined that one day I would be one myself.”

“. . . because I’m a visual person, I do have very strong images in my head as I work. I love describing my characters and their environments. Setting a scene—providing proper lighting, the colors and textures of things, sounds—is one of my favorite things. . . .”

“I used to live with my parents and brothers and sister and work at a card table in my bedroom. Now I live with my wife and son and daughter in our own house and work at a drawing table in my own studio. I never thought I’d be lucky enough to be a real author and illustrator. I wouldn’t trade it for anything.”

Excerpts from “Meet Kevin Henkes!” from [www.kevinhenkes.com](http://www.kevinhenkes.com), copyright © Kevin Henkes. Used by permission of HarperCollins Publishers.

# Week 5

## OVERVIEW

### Writing Focus

- Students assess their own writing.
- Students analyze their drafts and think of ways to develop the setting.
- Students develop second drafts of their stories, integrating revisions.
- Students explore verbs and adverbs.
- Students confer with one another and the teacher.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.
- Students make decisions and solve problems respectfully.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA19, WA26–WA29

#### Assessment Forms

- “Class Assessment Record” sheets (CA8–CA10)
- “Conference Notes: Focus 2” record sheet (CN2)

#### Professional Development Media

- “Building a Community of Writers” (AV1)
- “Pacing Class Discussions” (AV20)
- “Using CCC’s Whiteboard Activities” tutorial (AV73)

## DO AHEAD

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA8) on page 61 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA9) on page 62 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, create a chart titled “Self-assessment Questions” with the following questions written on it:
  - In the story, does something interesting happen to someone somewhere in time?*
  - Does the main character act, think, and speak in a way that shows what he or she is like?*
  - Are there temporal words and phrases that help show the order of events?*
  - Does every sentence of the story make sense?*
  - Does the ending draw the story’s events to a close?*
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA10) on page 63 of the *Assessment Resource Book*.
- ✓ (Optional) If computers are available, you might have some students type and print out their final versions. In addition, you might teach Technology Mini-lesson 8, “Creating Presentations,” in Appendix A to help the students learn how to incorporate visuals into their stories.

## TEACHER AS WRITER

*“The plot is the line on which I hang the wash, and the wash is what I care about.”*

— Robert B. Parker

Reread the description of the character you wrote in Week 4. Explore plot this week by having something interesting, important, or challenging happen to your character. Describe what happens to the character before and after the event. Consider:

- What makes the experience interesting, important, or challenging to your character?
- What is this character like before the situation? After?
- What does the character learn by going through this experience?

# Day 1

## Analyzing and Revising Drafts

### Materials

- *Scarecrow* from Week 3
- “Revising for Setting” chart (WA26)
- Your revised sample writing OR the revised “Sample Fiction Draft” chart (WA19) from Week 4
- “Writing Time” chart (WA27)

### Teacher Note

Developing the setting of a story is a focus of the Fiction unit in grade 4 of the *Being a Writer* program and thus is treated with a lighter touch in grade 3. (See “Development Across the Grades” on page 208.)

### Teacher Note

If necessary, repeat this discussion with other books from this unit that have noteworthy settings:

- *Tacky the Penguin*
- *Cherries and Cherry Pits*
- *The Paper Bag Princess*
- *Boundless Grace*

### Teacher Note

You may wish to review that these are *sensory details*, or words that help a reader imagine seeing, hearing, smelling, tasting, or touching what is happening in the story.

### In this lesson, the students:

- Reread their writing critically
- Mark places in their drafts to develop setting and descriptive language
- Revise their drafts
- Reflect on creativity in their own writing

## GETTING READY TO WRITE

### 1 Discuss Setting in Fiction

Have the students stay at their desks today. Ask them to get out their notebooks and pencils. Explain that today they will finish revising their fiction stories by thinking more about the setting of the story. Tomorrow they will begin writing the second drafts of their stories, incorporating all their revisions.

If necessary, remind the students that the *setting* of a story is the place and time in which the story occurs. Ask the students to think quietly for a moment about where and when their stories occur.

Show the cover of *Scarecrow* and briefly discuss the time and place described in the story, using the questions that follow. Be ready to reread from the text to help the students remember the story. Ask:

**Q** *What do you remember about the setting of this story? What did it look like? Sound like? Smell or feel like?*

#### Students might say:

“The setting is on a farm. There are chirping birds and big yellow sunflowers and other growing things.”

“We see the farm at night and in the daytime.”

“There’s all kinds of weather, like snow and wind and warm sunshine.”

“I remember that sometimes it’s really quiet on the farm.”

### 2 Continue Guided Rereading of Drafts

Have the students quietly reread their drafts and look up when they are finished. Have them get out their self-stick notes and explain that you will ask them to look for and think about several specific things in their drafts.

Display the “Revising for Setting” chart (WA26) and read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

### Revising for Setting

- Where and when does your story take place? Find a place in your draft where you describe, or could describe, the setting. Put a self-stick note in the margin next to that place and write *setting* on it.
- What might someone see or hear in your setting? Find places where you could add words to describe how it looks or sounds. Put a self-stick note in the margin next to that place and write *look or sound* on it.
- What might someone smell or feel in your setting? Find places where you could add words to describe how it smells or feels. Put a self-stick note in the margin next to that place and write *smell or feel* on it.

WA26

## 3 Model Revising to Develop the Setting

Without sharing as a class, explain that, as they did last week, the students will look at the places in their drafts that they marked with self-stick notes and make revisions to their stories. They will revise directly on their first drafts, writing on self-stick notes if they run out of room on the paper. Remind them that they will incorporate these revisions into their second drafts.

Display your own writing or the “Sample Fiction Draft” chart (WA19) and read it aloud. If you are using your own writing, begin by writing *setting* in the margin next to a place where you describe, or could describe, the setting; *look or sound* next to a place where you describe, or could describe, the look or sound of something; and *smell or feel* next to a place where you describe, or could describe, the smell or feel of something. Ask the students to watch as you model revising to more clearly describe the setting. Model adding text using a caret and, if necessary, deleting text.

#### You might say:

“I want to add a description of the setting—the backyard where all the animals live. I’ll insert this new description after ‘Chacha appeared in the backyard, nose and ears twitching.’ I’ll write: *It was a sunny morning.* I also want to describe what it sounded like, so I’ll add a second sentence: *A gentle breeze rustled through the palm trees.*”

“Beats me,” said Bertha, who buzzed on by. Bertha didn’t care, but Larry sure did, since the cat’s favorite activity was to sneak up on small lizards and pounce on their tails.

Before long, Chacha appeared in the backyard, nose and ears twitching. She glanced around for the lizard, feeling in the mood for a nice game of pounce-on-the-tail. Suddenly she smelled something that made her fur stand on end. It was Duffel the Dog!

“Where’s that dog?” she asked Bertha the Bee.

“Beats me,” said Bertha, who buzzed on by. Bertha

setting  
sounds

## WRITING TIME

### 4 Revise to Develop Setting

Display the “Writing Time” chart (WA27) and have the students write silently for 20–30 minutes.

#### Writing Time

- Revise your draft to make the setting come to life using sensory details.
- Make any other revisions or additions so your piece is complete and as interesting as it can be.
- If you finish, work on another piece of writing.

During Writing Time, confer with individual students about their writing.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part she is working on now and to read some of her writing aloud to you. As you listen, consider:

- Does this student’s story have a character with distinct traits that are shown through physical appearance, action, speech, or thought?
- Does something interesting happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use temporal words and phrases?
- Does the ending draw the story’s events to a close?
- Does the student use sensory details to convey the setting?

Support students in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What physical description, actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting thing happens to your character?*
- Q *What temporal words and phrases [did/could] you use to help readers understand exactly when in the story events happen?*
- Q *What [did/could] you write to bring the story to a close?*
- Q *When and where does the story take place? What descriptive words can you use to tell the reader how the place looks, feels, sounds, or smells?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 68 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Writing and Creativity

Help the students reflect on their work by asking:

- Q *What ideas did you have for describing your setting today?*
- Q *What ideas did you have that you feel are creative or original? Tell us about them.*

## ELL Note

Questions like this help to create a sense of community that benefits everyone.

English Language Learners in particular rely on having a supportive environment in which they can take the risks necessary to grow academically, socially, and ethically. For more information, view “Building a Community of Writers” (AV1).



# Day 2

## Writing Second Drafts

### Materials

- Your revised sample writing OR revised “Sample Fiction Draft” chart (WA19) from Day 1
- Two pieces of chart paper (one with lines) and a marker
- Loose, lined paper for second drafts
- “Class Assessment Record” sheet (CA8)

Remind the students that it is important to use their imaginations, both when writing drafts and during revision. Help the students reflect on their participation in this discussion by asking:

**Q** *What did you do during the sharing time today to show you were interested in what your classmates said?*

Remind the students that they will begin to work on their second drafts tomorrow.

### In this lesson, the students:

- Generate ideas for improvements to make while writing second drafts
- Begin writing second drafts

### WRITING SECOND DRAFTS

Over the next several days, the students write second drafts of their stories. In the process, they add interesting verbs and adverbs to make their writing descriptive, learn how to punctuate speech, practice correcting run-on sentences, and explore writing creative and effective titles.

It is important that the students understand that a second draft is an improved, more interesting, and more complete version of the first draft. If you observe students who are copying their first drafts without making further revisions, work with these students individually to help them identify ways to revise and improve their writing.

## GETTING READY TO WRITE

### 1 Prepare to Write Second Drafts

Have the students stay at their desks today. Tell the students that during Writing Time they will make revisions to the places they marked with self-stick notes and then begin writing their second drafts on loose, lined paper. Explain that they will write on every other line because this will give them space to make corrections as they get ready to write a final version later on.

Point out that second drafts should be improved, more interesting, and more complete versions of the stories they began in their first drafts.

If the students find themselves copying their first drafts onto the lined paper without any revisions, they are probably not writing true second drafts and should ask for help.

## 2 Model Beginning to Write a Second Draft

Ask the students to watch as you model beginning to write a second draft. Display your own writing or the “Sample Fiction Draft” chart (WA19). Read the first sentence aloud and model writing that sentence, with revisions, on every other line of the lined chart paper. Repeat this process until you have modeled incorporating several revisions into your second draft.

### You might say:

“When I was revising, I changed my first sentence to delete ‘and flicked his long tongue in and out of his mouth.’ I like that change, but I think the sentence would be even more interesting if I added a temporal phrase to tell exactly when my story happens. Right at the beginning I’ll add: *One Saturday morning*. Now I’ll copy my new first sentence: *One Saturday morning, Larry the Lizard lounged on a rock*. When I was revising, I also added a new second sentence about Larry, ‘He was green and bumpy and had a long, shiny tail.’ I like those sensory details, so I’ll copy that sentence down. I like the next couple of sentences, too, so I’ll copy them without any changes. But I think I could make it clearer that Larry doesn’t like Chacha. That’s really important for readers to understand. So, at the end of the paragraph I’ll add: *In fact, Chacha was his least favorite animal in the yard.*”

### Second Draft

*One Saturday morning, Larry the Lizard  
lounged on a rock. He was green and bumpy and  
had a long, shiny tail. He spent his days in the  
backyard, slithering beneath the plants. He was  
friendly with almost all of the backyard creatures,  
including the bees and the butterflies and the worms,  
but he wasn’t friendly with Chacha the Cat. In fact,  
Chacha was his least favorite animal in the yard.*

**TEKS 11.C.ii**  
Student/Teacher Activity  
Steps 2–4 (all, beginning on page  
305 and continuing on to page  
307)

After you have written several sentences, ask:

**Q** *What kinds of changes did you notice I made as I started writing my second draft?*

As the students respond, write their observations on a sheet of chart paper titled “Things We Can Revise in Our Second Drafts.” Use “Think, Pair, Share” to discuss:



**Q** *What other kinds of changes might you make while writing your second draft? [pause] Turn to your partner.*

Have volunteers share their ideas with the class.

**Students might say:**

“You made the story clearer by adding a sentence about how Larry doesn’t like Chacha.”

“In addition to what [George] said, you added some sensory details to tell what Larry looks like.”

“You added *One Saturday morning* so readers know exactly when the story is happening.”

“We can show what the characters do and what they think and say.”

Add the students’ ideas to the chart. Encourage the students to refer to the chart while they are working on their second drafts.

## WRITING TIME

### 3 Begin Writing Second Drafts

Distribute lined paper and have the students work silently on their revisions and second drafts for 20–30 minutes.

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



#### Technology Tip

If the students write their second drafts on computers, they should double-space the drafts and print them out.



#### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students incorporating their revisions into a second draft?
- Are the second drafts improvements on their first drafts?

Support any student who is having difficulty by asking her questions such as:

**Q** *I notice that you marked this part of your draft for revision. What were you thinking about when you marked it?*

**Q** *Read this passage aloud with the new sentence you want to add. Does that make sense? If not, how can you change it so it does make sense?*

Record your observations on the “Class Assessment Record” sheet (CA8); see page 61 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Writing Second Drafts

Briefly discuss questions such as:

- Q *What was challenging about writing a second draft?*
- Q *Who made a further revision to your story as you were writing your second draft? Tell us about it.*
- Q *What other ideas can we add to the “Things We Can Revise in Our Second Drafts” chart?*

Add any revision ideas the students have to the chart. Explain that tomorrow the students will continue to work on their second drafts.

### Teacher Note

Save the “Things We Can Revise in Our Second Drafts” to use on Day 3 and throughout the process of writing second drafts.

You will need a complete, charted second draft of your story to use on Day 5 of this week. You might wish to create a projectable chart of the draft. For more information about whiteboard activities in the *Being a Writer* program, view the “Using CCC’s Whiteboard Activities” tutorial (AV73).



## Writing Second Drafts

## Day 3

### In this lesson, the students:

- Explore using interesting verbs to make writing descriptive
- Continue to write second drafts
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Introduce Interesting Verbs

Have the students gather their notebooks, *Student Writing Handbooks*, and pencils, and sit at desks with partners together. Explain that the students will continue to work on their second drafts today and that they will make their writing as descriptive as possible so readers will be able to imagine what is happening in their stories. Explain that one way writers make their writing descriptive and communicate exactly what they want to say is by using interesting *verbs*, or action words.

Briefly review that many verbs describe what someone or something does. Write several action verbs where everyone can see them and, together as a class, brainstorm ways to use the verbs in sentences (see diagram on the next page). Underline the verb in each sentence.

### Materials

- *Julius, the Baby of the World* from Week 2
- Chart paper and a marker
- “Excerpts from *Julius, the Baby of the World*” chart (WA28)
- *Student Writing Handbook* page 8
- “Things We Can Revise in Our Second Drafts” from Day 2
- Loose, lined paper for second drafts
- “Class Assessment Record” sheet (CA9)

### Skill Practice Note

If the students need more practice recognizing and using verbs, take time to review this skill (see Lesson 13 in the *Skill Practice Teaching Guide*).

### ELL Note

You might provide the prompt “I remember that . . .” to your English Language Learners to help them verbalize their answers to this question.

### Skill Practice Note

You might point out that the author writes “Lilly’s fur stood on end” and not “Lilly’s fur standed on end,” as well as “But if Lilly did the exact same thing, they said . . .” and not “they sayed.” Explain that the verbs *stand* and *say* are examples of irregular verbs. For more practice forming and using regular and irregular verbs, see Lesson 16 in the *Skill Practice Teaching Guide*.

walk	My friends and I walk to class.
scamper	The mice scamper into the hole.
leap	The children leap over the puddle.
crash	The bike crashed into the bushes.
bounce	The girl bounced the ball.

## 2 Analyze an Excerpt from *Julius, the Baby of the World*

Show the cover of *Julius, the Baby of the World* and remind the students that they heard this story earlier in the unit. Briefly review the story using the question that follows, and be ready to reread from the text to help the students remember the story. Ask:

**Q** *What do you remember about this story?*

Have the students open to *Student Writing Handbook* page 8. At the same time, display the “Excerpts from *Julius, the Baby of the World*” chart (WA28). Explain that these are several passages from the story in which the author uses interesting verbs. Read the passages aloud to the class and ask:

 **Q** *What verbs, or action words, does the author use in these passages? Turn to your partner.*

Have partners discuss the question for a moment and underline any verbs they notice in their *Student Writing Handbooks*; then signal for their attention. Call on a few volunteers to share the verbs they found. Underline these on the chart. As the students report, ask the class follow-up questions such as:

**Q** *What do you imagine when you hear the verb [stroked/exclaimed]?*

**Q** *What do the verbs [twitched and quivered] tell us about [how Lilly might be feeling]?*

#### Students might say:

“My partner and I underlined ‘exclaimed.’ We could imagine the parents saying that in a high, happy voice.”

“I agree with [Pat]. They ‘exclaimed’ about Julius but they only ‘said’ about Lilly.”

“‘Stroked’ made me imagine that Julius’s parents touched his fur softly, with love.”

“The verbs ‘twitched’ and ‘quivered’ tell us that Lilly is getting ready for a fight!”

### 3 Review Drafts for Verbs

Ask the students to look closely at their own drafts and find places where they used, or could use, interesting verbs in their stories. After a few moments, ask and discuss as a class:

- Q *Who found a verb they liked? Read us that sentence.*
- Q *If you did not find a verb you liked, where might you add one to make a sentence more interesting?*

Explain that you would like the students to think about interesting verbs they could add to make their stories more descriptive as they write today. Encourage them to refer to the “Things We Can Revise in Our Second Drafts” chart for other revision ideas.

## WRITING TIME

### 4 Continue to Write Second Drafts

Have the students work silently on their second drafts for 20–30 minutes, paying attention to using interesting verbs in their stories. Make sure they have access to more lined writing paper if they need it.

Join them in writing for a few minutes; then walk around the class and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to use verbs to enrich their descriptions?
- Are they able to incorporate their revisions into a second draft?
- Does their writing communicate clearly?

Identify what, if anything, is unclear in the students’ writing. Support any student who is having difficulty by asking him to reread his writing and by asking questions and offering suggestions such as:

- Q *Does your story make sense? What part doesn’t make sense? How can you rewrite it so it makes sense?*
- Q *Can you find a place in your story where you used a verb you liked? Let’s read the rest of your story and see whether we can find places to use more interesting verbs.*
- Q *What verb could you use to help us imagine how the [cat] in your story is moving?*

Record your observations on the “Class Assessment Record” sheet (CA9); see page 62 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Facilitation Tip

As you continue to focus on **pacing class discussions** this week, consider:

- Do most students stay engaged for the duration of most discussions?
- What do the students look like when they are engaged? What do they look like when they become disengaged?
- What contributes to loss of focus on the part of the students?
- Are the students getting used to you not calling on every student with a hand up?

Continue to practice the techniques listed in the previous Facilitation Tip for speeding up or deepening a discussion. To see this Facilitation Tip in action, view “Pacing Class Discussions” (AV20).



## SHARING AND REFLECTING

### 5 Share Revisions and Reflect

Have a few volunteers share passages they revised by reading the original and revised passages. As the students share, probe their thinking by asking:

- Q *[Zoltan], how do you think your revision improves your piece?*
- Q *What questions can we ask [Zoltan] about his revision?*

Ask and briefly discuss:

- Q *Who made revisions to the verbs in your story today? Tell us about them.*

Explain that the students will continue to work on their second drafts tomorrow.

## Day 4

## Writing Second Drafts

### Materials

- *Tacky the Penguin* from Week 1
- “Excerpts from *Tacky the Penguin*” chart (WA29)
- *Student Writing Handbook* page 9
- Loose, lined paper for second drafts

### In this lesson, the students:

- Explore using interesting verbs and adverbs to make writing descriptive
- Continue to write second drafts
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Review Verbs

Have the students gather their notebooks, *Student Writing Handbooks*, and pencils, and sit at desks with partners together. Remind them that yesterday they explored interesting verbs to make their writing more descriptive. Ask and briefly discuss:

- Q *What did you learn about interesting verbs yesterday?*

**Students might say:**

"Interesting verbs help readers imagine a story."

"I agree with [Eleni]. Interesting verbs tell more about what a character is doing."

"I learned that verbs are action words."

Remind the students that yesterday they looked at an excerpt from *Julius, the Baby of the World* and talked about the interesting verbs Kevin Henkes uses to help readers imagine what is happening. If necessary, review that verbs are action words and that many verbs describe what someone or something does.

Explain that today the students will look at another excerpt to see how the author uses verbs.

## 2 Analyze Verbs in *Tacky the Penguin* and Introduce Adverbs

Show the cover of *Tacky the Penguin* and remind the students that they heard this story earlier in the unit. Briefly review the story using the question that follows and be ready to reread from the text to help the students remember the story. Ask:

**Q** *What do you remember about this story?*

Display the "Excerpts from *Tacky the Penguin*" chart (WA29) as you have the students open their *Student Writing Handbooks* to page 9. Read the passages aloud and ask:



**Q** *What verbs, or action words, does the author use in these passages? Turn to your partner.*

Have partners discuss the question for a moment and underline any verbs they notice in their *Student Writing Handbooks*; then signal for their attention. Call on a few volunteers to share the verbs they found. Underline these on the chart.

Explain that while verbs describe actions, *adverbs* are words that describe how the actions are done. Explain that adverbs often end in *-ly* and give more information about the verbs. For example, "quietly and politely" describe how the penguins "greeted" each other. Underline *quietly* and *politely* on the chart then ask:

**Q** *What other adverbs could be used to describe the way characters in a story greet each other?*

**Students might say:**

"Characters might greet each other happily."

"Sadly."

"Rudely."

"Nervously."

### Teacher Note

You might differentiate the adverbs from the verbs by underlining them twice or by underlining them with a different-colored marker.

If the students have difficulty answering the question, suggest some ideas like those in the "Students might say" note, and then ask, "What other adverbs could be used?"

### Teacher Note

The other adverbs in the excerpts are “neatly,” “gracefully,” “loudly,” and “dreadfully.”

### Skill Practice Note

If the students need more practice recognizing and using adverbs, take time to review this skill (see Lesson 21 in the *Skill Practice Teaching Guide*).



Ask partners to spend a few minutes looking for and underlining adverbs in the excerpts. After sufficient time, signal for their attention and have volunteers share their thinking as you underline the adverbs they report on the chart.

As the students report, ask the class follow-up questions such as:

**Q** *How do the adverbs [“loudly,” “dreadfully”] help us imagine [the penguins’ singing]?*

#### Students might say:

“They help me imagine how awful the singing sounds.”

“I can imagine the hunters looking very surprised. They’re probably covering their ears because it’s so loud.”

“The adverb ‘dreadfully’ tells me that the singing wasn’t just bad. It was really, really bad.”

## 3 Review Drafts for Adverbs

Ask the students to look closely at their own drafts and find places where they used, or could use, adverbs to describe verbs in their stories. After a moment, ask and discuss as a class:

**Q** *Who found an adverb that you like? Read us the sentence you found.*

**Q** *If you did not find an adverb, where might you add one to make a sentence more interesting?*

Explain that you would like the students to think about verbs and adverbs they could add to make their stories more descriptive as they write today.

## WRITING TIME

## 4 Continue to Write Second Drafts

Have the students work silently on their second drafts for 20–30 minutes, paying attention to verbs and adverbs in their stories. Make sure they have access to more lined writing paper.

Join the students in writing for a few minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece each is developing for publication. Ask the student to tell you about the part he is working on now and to read some of it his writing aloud to you. As you listen, consider:

- Does this student’s story have a character with distinct traits that are shown through physical appearance, action, speech, or thought?
- Does something interesting happen to the character?
- Does the story make sense? Is it easy to follow what is happening, when, and to whom?
- Does the student use temporal words and phrases?
- Does the ending draw the story’s events to a close?
- Does the student use sensory details to convey the setting?
- Does the student use verbs and adverbs to make the writing more descriptive?

Support students in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What physical description, actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting thing happens to your character?*
- Q *What temporal words and phrases [did/could] you use to help readers understand exactly when in the story events happen?*
- Q *What [did/could] you write to bring the story to a close?*
- Q *When and where does the story take place? What descriptive words can you use to tell the reader how the place looks, feels, sounds, or smells?*
- Q *What verbs and adverbs could you use to help readers better imagine what your character is doing, and exactly what those actions are like?*

Document your observations for each student on a “Conference Notes: Focus 2” record sheet (CN2); see page 68 of the *Assessment Resource Book*. Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Revisions and Reflect

Ask and briefly discuss:

**Q** *Who included any interesting verbs or adverbs in your story today? Tell us about them.*

Have a few volunteers share passages they revised by reading the original and the revised passages. As the students share, probe their thinking by asking:

**Q** *[Isis], how do you think your revision improves your piece?*

**Q** *What questions can we ask [Isis] about her revision?*

Explain that partners will confer about their stories tomorrow.

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## EXTENSIONS

### Continue to Explore Interesting Verbs and Adverbs

Give the students more experience with verbs and adverbs by occasionally having them share verbs and adverbs they come across in books they are reading independently. Ask questions such as:

**Q** *What other verbs could the author have used there?*

**Q** *What does that adverb tell us about the verb?*

### Explore Comparative Adverbs Using *Tacky the Penguin*

Show the cover of *Tacky the Penguin* and remind the students that they heard this book earlier. Ask:

**Q** *What do you remember about the character Tacky in Tacky the Penguin? What does he do?*

**Students might say:**

"I remember Tacky is a funny penguin. He isn't like the others."

"Tacky talks loudly. He yells, 'What's happening?'"

"The other penguins dive gracefully, but not Tacky. He does splashy cannonballs."

After a few volunteers have shared, write this sentence where everyone can see it: *Tacky talks loudly*. Read it aloud and underline *loudly*; point out that this underlined word is an example of an *adverb*, a word that gives more information about a verb (in this case, *talks*). Remind the students that adverbs often end with *-ly*.

#### Teacher Note

You might review that *verbs* are action words.

Tell the class that now you will compare Tacky’s way of talking loudly to the way the other penguins talk. Ask the students to watch and listen as you model comparing Tacky to the other penguins:

**You might say:**

“Tacky talks loudly. The other penguins talk quietly, compared to Tacky. How can I write this comparison in a sentence using the adverb *loudly*? I’ll try adding the word *more* in front of *loudly* to help compare Tacky and the other penguins. I’ll write: *Tacky talks more loudly than the other penguins.*”

After you have written *Tacky talks more loudly than the other penguins* where everyone can see it, read the sentence aloud and underline the words *more loudly*. Explain that adding *more* in front of the word *loudly* creates a *comparative adverb*, and that writers use comparative adverbs to compare the action of one person (or thing) with the action of another person (or thing).

Next, write the sentence *The other penguins dive gracefully* where everyone can see it. Read the sentence aloud and underline *gracefully*; explain that *gracefully* is an adverb that describes how the other penguins dive. If necessary, remind the students that Tacky does not dive gracefully.

Explain that now the students will each work with their partner to complete a sentence that compares the other penguins’ way of diving with Tacky’s way. Beneath the first sentence, write the sentence frame *The other penguins dive \_\_\_\_\_ than Tacky*. Read the frame sentence aloud and ask:

**Q** *How might you complete this sentence comparing the other penguins’ way of diving gracefully with Tacky’s way of diving? Turn to your partner.*

After a minute, have a few volunteers share their thinking. If necessary, point out to the students that they can write *more gracefully* to form a comparative adverb and complete the sentence.

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### Skill Practice Note

For more practice forming and using comparative adverbs, take time to review these skills (see Lesson 22 in the *Skill Practice Teaching Guide*).

# Day 5

## Self-assessing and Pair Conferencing

### Materials

- “Notes About Fiction” chart from Week 4
- “Self-assessment Questions” chart, prepared ahead
- Your charted second draft from Day 2
- “Questions for My Partner About My Draft” chart from Unit 3, Week 4
- “Class Assessment Record” sheet (CA10)

### In this lesson, the students:

- Assess their own writing
- Initiate pair conferences about their drafts
- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Write and confer responsibly during Writing Time

## GETTING READY TO WRITE

### 1 Prepare to Self-assess

Have partners get their notebooks and pencils and sit together at desks.

Remind the students that over the past few weeks they have learned about character, setting, and plot in fiction stories. Briefly review the “Notes About Fiction” chart and ask:

**Q** *What else have you learned about fiction that we can record on this chart?*

Add any suggestions to the chart. Then direct the students’ attention to the “Self-assessment Questions” chart. Explain that you would like the students to ask themselves these questions as they reread their drafts today. Read the questions aloud.

Show your revised second draft and briefly model rereading it, asking yourself the questions, and thinking aloud about the answers.

#### You might say:

“In my story, the characters Larry the Lizard, Chacha the Cat, and Duffel the Dog hide from each other, as Bertha the Bee buzzes around. I think describing Larry the Lizard as ‘green and bumpy’ with a tail that twitches nervously helps readers picture him in their minds. Funny dialogue like ‘Beats me’ helps them imagine Bertha the Bee’s personality. Chacha the Cat’s thoughts about wanting ‘a nice game of pounce-on-the-tail’ reveal her character, too. Details like ‘a gentle breeze rustled through the palm trees’ help readers imagine the backyard setting. Temporal words and phrases like ‘One Saturday morning,’ ‘before long,’ and ‘suddenly’ help readers understand exactly when events happen. As I reread the story, I can tell that there isn’t anything that doesn’t fit with the rest of the story. My ending wraps up the story in a funny, interesting way.”

## 2 Self-assess and Think About What to Ask Partners

Ask the students to reread their own drafts and ask themselves the “Self-assessment Questions.” After most students have had time to finish, signal for their attention and have a few volunteers share their thinking with the class. As they share, follow up by asking:

**Q** *What will you add to or change in your story to make your [character] more [real/interesting/believable]?*

**Q** *What will you add or change to make your story make sense?*

Ask and briefly discuss:

**Q** *What questions do you want to ask your partner today about your draft?*

As the students report questions, record them on the “Questions for My Partner About My Draft” chart. Remind the students that they started this chart earlier in the year, and review the questions on it. Ask:

**Q** *What other questions on this chart do you want to ask your partner today?*

### Students might say:

“I want to ask my partner if she can imagine what’s happening.”

“I want to ask my partner if he can tell what I learned from what I wrote.”

“I want to find out whether anything is confusing to my partner.”

Explain that partners will read their drafts aloud to each other, including their revisions, and then ask each other questions about their own drafts.

## 3 Prepare to Write and Initiate Pair Conferences

Explain that today the students will make the revisions they are thinking about and then work on finishing their second drafts. When they finish their second drafts, they will initiate a conference with a partner to get feedback before starting to work on their final versions.

Remind the students of the procedure for initiating their own pair conferences by reviewing that you will give a signal about halfway through Writing Time, after which the students may confer in pairs if they are ready. The students should ask their assigned partners first. If their own partner is busy writing and would rather not stop to confer, they may ask another student. Ask and briefly discuss:

**Q** *If someone asks you to confer, but you would rather keep writing, how will you respond to the person respectfully?*

**Q** *What problems can arise when you are initiating a pair conference? What will you do to avoid those problems today?*

Redirect the students’ attention to the “Self-assessment Questions” chart and explain that you would like partners to discuss both pieces of writing during the pair conferences using the questions on the chart.

### Teacher Note

Not all of the students will be ready to confer today. Those who need to should continue to work on their second drafts during Writing Time into Week 6 and confer about the drafts when they are finished.

## WRITING TIME

### 4 Write Independently and Confer



Have the students work silently on their second drafts. After about 15 minutes of writing, signal that the students may confer in pairs if they are ready. Remind them to discuss the “Self-assessment Questions” during the conference. Assure students who are still working on their second drafts that they will have other opportunities in the coming week to confer in pairs.



### CLASS ASSESSMENT NOTE

Observe the students as they initiate and participate in pair conferences, and ask yourself:

- Are the students able to find a partner and begin pair conferences with minimal disruption to the class?
- What problems are they having initiating pair conferences?
- Are they giving each other feedback about the questions on the chart?

Support any pair that is having difficulty by asking questions such as:

- Q *What difficulties are you having in your conference?*
- Q *What are you trying to accomplish during this conference? What is preventing you from accomplishing that?*
- Q *What can you do to solve that problem? If that doesn't work, what else can you try?*

Record your observations on the “Class Assessment Record” sheet (CA10); see page 63 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Writing and Pair Conference Time

Gather the students to discuss how they did writing and conferring during Writing Time today. Remind them that, in the writing community, the goal of giving feedback is to help each person create the best possible piece of writing. Ask:

- Q *If you participated in a pair conference today, what feedback did you receive from your partner that was helpful to you?*
- Q *If you continued to write while pair conferences were happening, were you able to concentrate? Why or why not?*

**Q** *What problems arose today during the pair conference time? What effect did those problems have on our writing community? How can we avoid those problems next time?*

Explain that the students will complete their second drafts next week and proofread and publish their stories.



## TECHNOLOGY EXTENSION

### Publish Student Writing Online

Next week the students will publish their fiction stories for the class library. Some students might also be interested in publishing their writing online. There are a number of websites where students can do so. Search for them using the keywords “publishing student writing online.” Publishing online allows family members and friends to easily access and enjoy students’ writing.

### Teacher Note

Save the “Self-assessment Questions” chart to use in Week 6.

# Week 6

## OVERVIEW

### Writing Focus

- Students proofread their second drafts for spelling and punctuation.
- Students learn how to punctuate speech and write creative, effective titles.
- Students write their final versions and publish them as a book.
- Students present their books to the class from the Author’s Chair.
- Students confer with one another and the teacher.

### Social Development Focus

- Students work in a responsible way.
- Students help one another improve their writing.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another’s writing.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA30–WA36

#### Assessment Forms

- “Class Assessment Record” sheets (CA11–CA13)
- “Conference Notes: Focus 3” record sheet (CN3)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Fiction genre unit family letter (BLM1)

#### Professional Development Media

- “Social Reflection” (AV14)

## J DO AHEAD

- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA11) on page 64 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a class set of the “Conference Notes: Focus 3” record sheet (CN3) on page 70 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA12) on page 65 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, decide on how you would like the students to make their books. Gather any materials they will need (for example, construction paper for covers, drawing paper for illustrations, markers, staplers).
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA13) on page 66 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might have some students type and print out their final versions.

## TEACHER AS WRITER

*“By the time I am nearing the end of a story, the first part will have been reread and altered and corrected at least one hundred and fifty times. I am suspicious of both facility and speed. Good writing is essentially rewriting. I am positive of this.”*

— Roald Dahl

Reread the drafts you have written and select one to develop. Consider:

- Who is telling this story?
- What physical descriptions, actions, thoughts, or speech could you add to reveal character traits or relationships among characters?
- What event or action that is both surprising and believable can you add to this plot?
- Where and when does this story take place? What descriptive language could you add to help the reader see, hear, smell, or feel this setting?

# Day 1

## Completing Second Drafts and Proofreading

### Materials

- *Student Writing Handbook* page 10
- “Speech Punctuation from Two Stories” chart (WA30)
- “Writing Time” chart (WA31)
- “Self-assessment Questions” chart from Week 5
- “Class Assessment Record” sheet (CA11)

### Teacher Note

You might review that speech between characters is called *dialogue*.

### Teacher Note

You might explain that there are several ways to correctly punctuate speech, but that ending punctuation in speech always goes inside the quotation marks. As examples, point out the question mark in the sentence “What’s happening?” and the period at the end of “That’s what’s happening.”

### In this lesson, the students:

- Explore and practice punctuating speech
- Begin proofreading their drafts
- Initiate pair conferences about their drafts
- Ask for and receive feedback about their writing
- Write and confer responsibly during Writing Time

## GETTING READY TO WRITE

### 1 Explore Speech Punctuation

Have the students remain at their seats. Have them get out their notebooks, *Student Writing Handbooks*, and pencils.

Remind the students that earlier they learned that good writers often include speech in a fiction story to help readers better understand a character’s personality. Explain that today they will learn how writers punctuate speech.

Display the “Speech Punctuation in Two Stories” chart (WA30) and ask the students to open their *Student Writing Handbooks* to page 10, where the chart is reproduced.

Explain that the first excerpt is from *Tacky the Penguin*. Read the excerpt together as a class. Ask:

- Q *Who are the characters that are speaking in this passage? How can you tell?*
- Q *How can you tell the difference between the words they are actually saying to each other—the dialogue—and the other words in the story?*

#### Students might say

“Tacky and the hunters are speaking. I can tell because it says ‘blared Tacky’ and ‘they growled.’”

“The words each character is saying have quotation marks around them.”

Underline words, quotation marks, commas, and other punctuation on the chart as the students report them. Explain that authors use quotation marks to let the readers know which words the characters are saying aloud. Quotation marks surround what the characters say, marking the start and end of each piece of dialogue.

Explain that authors may use other punctuation to help readers notice dialogue in a story. Ask the students to follow along in their handbooks as you read aloud the sentence that begins “They growled, ‘We’re hunting. . . .’” Point out that the comma between the words “They growled” and “We’re,” the first word spoken by the hunters. Explain that

this comma separates the hunters' dialogue (exact words) from the rest of the sentence.

Explain that the second excerpt is from *The Paper Bag Princess*. Read the excerpt together as a class and ask:

- Q *Who is speaking in this passage? How can you tell?*
- Q *What do you notice about the way dialogue is punctuated in this passage?*

**Students might say:**

"I notice that dialogue in quotation marks can be right at the beginning of a paragraph. Or it can be in the middle of a paragraph, or at the very end."

"I notice that the part that tells who's speaking can come before or after the part in quotation marks."

"I notice that a comma separates the phrase 'Elizabeth said' from the exact words she speaks."

Again, underline words, quotation marks, commas, and other punctuation on the chart as the students report them.

## 2 Review Drafts for Speech Punctuation

Ask the students to look closely at any speech they included in their own drafts to make sure they have used quotation marks around dialogue and have indicated who is speaking. Have them use the passages on *Student Writing Handbook* page 10 as a reference for the way to use quotation marks, commas, and other punctuation in dialogue.

Explain that the students will continue working on their second drafts today. Those who have completed their second drafts and conferred with partners may begin proofreading to get their stories ready for publication. Remind the students to use their word banks and proofreading notes, which they learned to use at the beginning of the year, to check spelling and correctness in their drafts.

## WRITING TIME

### 3 Write Independently and Confer in Pairs

Display the "Writing Time" chart (WA31) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Try to finish your second draft.
- Check to make sure you use quotation marks and commas to show speech.
- Begin proofreading your second draft for publication.

WA31

### Skill Practice Note

For more practice with punctuating dialogue using quotation marks and commas, see Lesson 29 in the *Skill Practice Teaching Guide*.

### Teacher Note

You will review using the word bank and proofreading notes with the whole class tomorrow. If any of the students need help using these today, review briefly with individual students or with a small group.

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs about their drafts. Direct their attention to the “Self-assessment Questions” chart and remind partners to give each other feedback using these questions today.

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to use quotation marks and commas to distinguish speech in their stories?
- Do they incorporate their revisions into a second draft?
- Does their writing communicate clearly?

Identify what, if anything, is unclear in the students’ writing. Support any student who is having difficulty by asking questions and offering suggestions such as:

**Q** *What are some of the things your character says in your story?*

**Q** *Do you use quotation marks and commas to show speech? Show me.*

**Q** *How can you change the word said to a more interesting word?*

Record your observations on the “Class Assessment Record” sheet (CA11); see page 64 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Revisions and Reflect

Have a few volunteers share passages they revised by reading the original and revised passages. As the students share, probe their thinking by asking:

**Q** *[Carl], how do you think your revision improves your piece?*

**Q** *What questions can we ask [Carl] about his revision?*

Ask and briefly discuss:

**Q** *Did you make any revisions today to speech punctuation in your story? Tell us about it.*

## EXTENSION

### Continue to Explore Speech in Fiction

Continue to raise the students' awareness of the use of speech in fiction by occasionally having them share examples of speech in books they are reading independently. Discuss questions such as:

- Q *Who is speaking in the passage you read? What do you find out about the characters from their speech?*
- Q *What other words does the author use to mean [said]? Why might the author have chosen to use those words instead of [said]?*

## Proofreading

## Day 2

### In this lesson, the students:

- Review speech punctuation
- Listen for run-on sentences as they read their drafts aloud
- Proofread their second drafts for spelling and conventions
- Ask for and receive feedback about their writing
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Briefly Review Speech Punctuation and Record in Proofreading Notes

Have the students remain at their seats. Have them get out their notebooks, *Student Writing Handbooks*, and pencils. Remind them that they learned about punctuating dialogue (speech said aloud by characters) yesterday and thought about the dialogue in their own stories. Ask and briefly discuss:

- Q *What did you learn about some of the ways to punctuate speech correctly?*

Remind the students that they learned to proofread their drafts using the proofreading notes in their *Student Writing Handbooks* (see Unit 2, Week 2, Day 3 on page 105). They will use this resource to proofread their second drafts.

Ask the students to open their *Student Writing Handbooks* to the Proofreading Notes section as you display the “Proofreading Notes” chart (WA32). Write the notes in the diagram on the next page on the chart and ask the students to copy them into their proofreading notes.

### Materials

- “Proofreading Notes” chart (WA32)
- *Student Writing Handbooks*
- “Self-assessment Questions” chart from Week 5
- “Run-on Fiction Samples” chart (WA33)
- “Writing Time” chart (WA34)
- Loose, lined paper for final versions
- Class set of “Conference Notes: Focus 3” record sheets (CN3)

## Proofreading Notes

Rule	Example	Notes
Using quotation marks and commas to punctuate dialogue.	Elizabeth shouted, "Fantastic, do it again!"	See examples on <a href="#">Student Writing Handbook</a> page 10.

Encourage the students to refer to their proofreading notes and other *Student Writing Handbook* pages to remind them about speech punctuation and to help them use it correctly in their stories.

## 2 Discuss Proofreading for Run-on Sentences

Explain that the students will proofread their second drafts today to make sure they have corrected all errors before publishing their stories. In addition to using their word banks and proofreading notes, they will also look for any run-on sentences. Explain that a *run-on sentence* is usually made of two or more complete sentences that have been “run together” without a joining word (a conjunction) such as *or*, *and*, *so*, or *but*. Point out that run-on sentences often look like really long sentences.

Display the “Run-on Fiction Samples” chart (WA33). Ask the students to listen as you read the first passage aloud. Ask:

- Q *What did you notice about the way the passage sounded when I read it?*
- Q *What run-on sentences do you notice in the passage?*

### Students might say:

“It doesn’t sound right.”

“In addition to what [Andrea] said, some of the sentences sound funny—like they go on too long.”

“I noticed a sentence that sounded like it might be two sentences squished together. It was confusing.”

If necessary, point out that right now the passage does not sound right when it is read aloud because it contains several run-on sentences. Model rereading the passage while thinking aloud about how to split the run-ons into two or more complete sentences, capitalizing the first word in each new sentence and adding a period at the end.

**You might say:**

“The first sentence, ‘It was Saturday morning,’ sounds right. It’s a complete thought and a complete sentence all by itself, so I’ll leave it alone. I think the second sentence might be a run-on. I can hear it when I read ‘in the backyard he was green and bumpy . . . .’ That sounds like the end of one sentence and the beginning of another sentence squished together. I’ll put a period between *backyard* and *he*, remembering to capitalize the *H* in *He*. Now there are two complete sentences: ‘Larry the Lizard lounged on a rock in the backyard’ and ‘He was green and bumpy and had a long, shiny tail.’ I think the last sentence might be a run-on because it’s really long and sounds funny. I’ll try putting a period after *Chacha the Cat* and capitalizing *In*. Now I’ll read it aloud, ‘In fact, Chacha was Larry’s least favorite animal in the yard.’ That sounds better, and the sentence has both a subject (*Chacha*) and a predicate (*was Larry’s least favorite animal in the yard*).”

Follow this same procedure with the second passage on the “Run-on Fiction Samples” chart.

Explain that you would like the students to read their drafts aloud to listen for run-on sentences. Encourage the students to split any run-on sentences into two or more complete sentences. Remind them to capitalize the first word of each complete sentence and add a period at the end.

### 3 Review Proofreading for Spelling and Conventions

Remind the students that they learned how to use their word banks and proofreading notes to help them proofread their drafts for spelling and correctness (see Unit 2, Week 2, Day 2 on page 100 for review). Briefly review these procedures by reminding the students to:

- Circle words that they are unsure how to spell and look them up in their word banks. If necessary, they will add words to their word banks after looking up the correct spelling in a dictionary or other resource.
- Use their proofreading notes as a checklist of things to look for in their drafts. They will correct errors in their drafts by crossing them out and writing the corrections next to or above them.

Explain that the students will work toward finishing their second drafts and proofreading them today. Any students who have completed their proofreading may begin writing the final versions of their stories by copying their revised second drafts in their best handwriting on loose, lined paper. The students may single-space their final versions.

## WRITING TIME

### 4 Complete Second Drafts and Confer in Pairs

Display the “Writing Time” chart (WA34) and have the students work silently on the charted tasks for 20–30 minutes.

#### Skill Practice Note

For more practice recognizing complete sentences and correcting run-ons, see Lesson 1 in the *Skill Practice Teaching Guide*.

#### Teacher Note

You may have students who have not yet finished their second drafts. Assure them that they will have time to finish the drafts and confer with their partners before moving on to proofreading. Ask all the students to pay attention as you review proofreading, so they will be able to do this step when they are ready.

### Writing Time

- Read your draft aloud and check for run-on sentences.
- Correct any run-on sentences, capitalizing the first word in each new sentence and ending it with a period.
- Proofread your draft for spelling and correctness.
- Begin writing your final version on loose, lined paper.

Remind the students that you will give them a signal after 10–15 minutes of silent writing to indicate that they may confer in pairs when they are ready. Remind them to give feedback using the questions on the “Self-assessment Questions” chart.

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Confer with individual students who seem to need extra support in preparing their second drafts for publication. Ask yourself:

- What does this student need to work on to be ready to publish his story?

Discuss questions such as:

- Q *What are you working on right now?*
- Q *Do you have any long sentences that might be run-ons? Let's reread them and see whether they need to be divided into shorter sentences.*
- Q *What else do you need to do to be ready to write your final version?*

Document your observations for each student on a “Conference Notes: Focus 3” record sheet (CN3); see page 70 of the *Assessment Resource Book*.

After 10–15 minutes, signal to indicate that the students may confer in pairs; then signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect as a Class

Gather the students to discuss how they did writing and conferring during Writing Time today. Discuss questions such as:

- Q *If you worked on proofreading your draft for spelling today, how did that go? What words did you find in your word bank? How did you check on words that were not in your word bank?*

### Teacher Note

The end-of-lesson reflection is important for the students' growth as writers and for their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see “Values and Social Skills” on page xxviii. To learn more, view “Social Reflection” (AV14).



- Q *If you participated in a pair conference today, how did you help your partner? How did your partner help you?*
- Q *What did you do to take responsibility for yourself during Writing Time today?*

## Completing Second Drafts and Proofreading

# Day 3

### In this lesson, the students:

- Explore creative, interesting titles
- Continue proofreading their drafts
- Initiate pair conferences about their drafts
- Ask for and receive feedback about their writing
- Act responsibly while writing and conferring during Writing Time

### Materials

- Read-aloud books from Unit 4
- “Writing Time” chart (WA35)
- “Self-assessment Questions” chart
- Supply of loose, lined paper for final drafts
- “Class Assessment Record” sheet (CA12)

## GETTING READY TO WRITE

### 1 Briefly Review

Have students sit together with partners at desks today. Remind them that earlier they discussed how writers punctuate dialogue in stories using quotation marks and commas. The students also read their second drafts aloud to listen for run-on sentences and corrected them by splitting any run-ons into two or more complete sentences.

### 2 Discuss Creative, Interesting Titles

Explain that today the students will explore another way writers improve their stories and make them more interesting for readers. Point out that fiction writers think carefully about how to title their stories. Display the read-aloud books from Unit 4 and read the titles aloud. Ask:

- Q *Which title is your favorite? Why?*
- Q *How does the title [Boundless Grace/The Paper Bag Princess/Julius, the Baby of the World] make you want to read the book?*
- Q *What are some things that you might want to keep in mind when you are deciding on a title for your fiction story?*

### Teacher Note

You may also wish to display fiction titles from earlier in the year, such as *The Pain and the Great One*, *Grandpa’s Face*, and *She Come Bringing Me That Little Baby Girl*.

## Skill Practice Note

After the students have discussed the titles, you might point out that most, if not all, of the words in each of these titles are capitalized. Explain that this is generally true of book titles. If the students need more practice with this skill, see Lesson 26 in the *Skill Practice Teaching Guide*.

## Teacher Note

You will review the procedures for publishing stories with the whole class tomorrow. Support students who are ready to begin publishing today by reviewing procedures briefly with individuals or with a small group.

### Students might say:

"The title *The Paper Bag Princess* might make readers curious. They might wonder, 'What does a paper bag have to do with a princess?'"

"The title *Julius, the Baby of the World* makes Julius sound really important, like he's a star. That title gets the reader's attention."

"I want to write a title that makes readers get a picture in their heads."

"I want to write a title that sounds like something a kid would really say, like *The Pain and the Great One*."

## 3 Have the Students Think About Their Own Titles

Ask each student to think about the title of the piece she is developing for publication. Encourage the students to bring a fun, relaxed attitude to thinking about titles. Remind them that there is no single "right" title for a story, and invite them to think of a few different ideas for titles they might use. Use "Think, Pair, Share" to discuss:



**Q** *What might you title your piece to grab your reader's attention and get him or her to open your book?* [pause] *Turn to your partner.*

After partners have briefly discussed the question, ask a few volunteers to share their title ideas with the class.

Encourage the students to think about creative, interesting titles for their stories as they continue working on their second drafts today. Explain that those who have completed their second drafts and conferred with a partner may begin proofreading their stories. Remind the students to use their word banks and proofreading notes to check spelling and correctness in their drafts.

## WRITING TIME

## 4 Write Independently and Confer in Pairs

Display the "Writing Time" chart (☑ WA35) and have the students work silently on the charted tasks for 20–30 minutes.

### Writing Time

- Try to finish your second draft.
- Think of some creative, interesting titles you might use for your story.
- Begin proofreading your second draft for publication.

WA35

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs about their drafts. Direct their attention to the "Self-assessment Questions" chart and remind partners to give each other feedback using these questions today.

Join the students in writing for a few minutes; then walk around and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to use quotation marks and commas to punctuate the speech in their stories?
- Are they able to think of creative, interesting titles for their stories?
- Do they incorporate their revisions into a second draft?
- Does their writing communicate clearly?

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking him questions and offering suggestions such as:

- Q *What are some of the things your character says in your story?*
- Q *Are the quotation marks and commas in the right places? How do you know?*
- Q *What might make readers interested in your story? How can you put that in a title?*

Record your observations on the "Class Assessment Record" sheet (CA12); see page 65 of the *Assessment Resource Book*.



After 10–15 minutes, signal to indicate that the students may confer in pairs. Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Revisions and Reflect

Have a few volunteers share their ideas for titles with the class. As the students share, encourage discussion by asking the class questions such as:

- Q *What do you think about when you hear [Punam's] title?*
- Q *What questions can we ask [Punam] about her title?*

Ask and briefly discuss:

- Q *Did you make any other revisions today in your story? Tell us about one.*
- Q *How do you think your revision improves your story?*

### Materials

- “Writing Time” chart (WA36)
- Loose, lined paper for final versions
- Materials for publishing stories
- (Optional) Computers for typing and printing final versions

### In this lesson, the students:

- Finish writing and proofreading their second drafts
- Write their final versions and make them into books
- Share materials and equipment fairly
- Handle materials and equipment responsibly
- Act considerately toward others

## GETTING READY TO WRITE

### 1 Prepare to Publish Stories

Have the students remain at their desks. Explain that they will finish writing and proofreading their second drafts and then begin writing their final versions and making them into books today. Review any procedures you would like the students to follow to make their books (for example, how to handle art supplies, how to share computers, and where to place their published stories for Author’s Chair sharing tomorrow).

Briefly discuss how the students will share materials and equipment fairly and act considerately toward one another as they work on their books. Ask:

- Q *What will you do today to take care of our book-making materials? Why is that important?*
- Q *If you want to use something that someone else is using, like the computer or the hole-punch, what can you do to share it fairly?*
- Q *If you’re using something that someone else wants to use, what can you do to share it fairly?*
- Q *What else can we do to act considerately toward one another as we publish our books today?*

Explain that you will check in with the students at the end of the lesson to see how they did sharing the materials fairly and acting considerately toward one another.

## WRITING TIME

### 2 Write Final Drafts and Confer in Pairs

Display the “Writing Time” chart (WA36) and have the students work silently on the charted tasks for 20–30 minutes.

### Writing Time

- Finish proofreading your draft for spelling and correctness.
- Write your final version on loose, lined paper.
- Gather your final pages into a book with a cover (and include illustrations, if you wish).

Remind the students that you will signal after 10–15 minutes of silent writing to indicate that they may confer in pairs about their second drafts. Join them in silent writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Confer with individual students who seem to need extra support in preparing their second drafts for publication. Ask yourself:

- What does this student need to work on to be ready to publish her story?

Discuss questions such as:

- Q *What are you working on right now?*
- Q *Do you have any long sentences that might be run-ons? Let's reread them and see whether they need to be divided into shorter sentences.*
- Q *What else do you need to do to be ready to write your final version?*

Document your observations for each student on a "Conference Notes: Focus 3" record sheet (CN3); see page 70 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Reflect on Sharing Materials Fairly and Being Considerate

Have the students reflect on how they did sharing materials fairly and acting considerately toward one another by discussing:

- Q *What did you do today to use our materials fairly? What problems did you have? How can we avoid those problems next time?*
- Q *What other considerate behaviors did you notice today? How did those help our writing community?*

Explain that the students will begin sharing their published books from the Author's Chair tomorrow.

### Materials

- “Notes About Fiction” chart from Week 5
- Loose, lined paper for final versions
- Materials for publishing stories from Day 4
- “Class Assessment Record” sheet (CA13)
- A chair to use as the Author’s Chair
- Copy of this unit’s family letter (BLM1) for each student

### Teacher Note

If necessary, refer the students to the “Notes About Fiction” chart.

### Facilitation Tip

Reflect on your experience over the past weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural to you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students’ participation in discussions? We encourage you to continue to think about how to pace class discussions throughout the year.

### In this lesson, the students:

- Reflect on writing fiction
- Write their final versions and make them into books
- Present their books from the Author’s Chair
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Reflect on Writing Fiction

Gather the class with partners sitting together, facing you. Remind the students that over the past six weeks, they learned about fiction and each took a piece of fiction through the writing process, from a first draft to a published book. Ask:

**Q** *What have you learned about how to write a good fiction story?*

#### Students might say:

“I learned that a good fiction story has interesting characters. It also has a setting that readers can imagine.”

“I learned to use temporal words so that readers know exactly when things in my story happen.”

“I learned some ways to describe my characters. I can describe what they look like, what they do, or what they say.”

“I learned about using interesting verbs and adverbs.”

Use “Think, Pair, Share” to have partners discuss each of the following questions. For each question, have a few volunteers share their thinking with the class.



**Q** *What is one way your final story has turned out better than your first draft?* [pause] *Turn to your partner.*

**Q** *What is one thing you are glad you learned about writing fiction?* [pause] *Turn to your partner.*

**Q** *What did you find challenging about writing fiction?* [pause] *Turn to your partner.*

Remind the students that writers become better writers as they practice writing over and over. Encourage students who feel particularly drawn to fiction to continue to write fiction during their free time.

Explain that the students will continue to work on publishing their stories today and begin sharing their stories from the Author’s Chair.

## WRITING TIME

### 2 Write Independently and Confer in Pairs

Ask the students to return to their seats. Have them finish writing their final versions and making them into books. Remind them that you will signal after 10–15 minutes of silent writing to let them know that they may confer in pairs. Join them in writing for a few minutes; then walk around and observe.



#### CLASS ASSESSMENT NOTE

Observe the students, without intervening, and ask yourself:

- Have most students had time to complete, or nearly complete, a fiction story for the class library?
- Have I conferred with every student twice during this unit?
- Which students would benefit from another conference with me to help them finish their stories?
- What evidence do I see that the students have learned something about character, plot, setting, and the other elements of fiction covered in this unit?
- Are the students bringing a relaxed, creative attitude to their writing?

Record your observations on the “Class Assessment Record” sheet (CA13); see page 66 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Review Sharing Writing from the Author’s Chair

Gather the class with partners sitting together, facing the Author’s Chair. Explain that in the coming days the students will read their published stories aloud and hear and enjoy one another’s stories.

Remind the students of the procedure you have established for presenting books from the Author’s Chair. If necessary, review the procedures you established for Author’s Chair sharing in Unit 2, Week 2 (see “Do Ahead” on page 97).

### 4 Review Speaking Clearly and Expressing Interest in One Another’s Writing

Before asking a student to share from the Author’s Chair today, discuss how the students will act, both as presenting authors and as members of the audience. Ask and discuss:

- Q *Why is it important to speak in a loud, clear voice when you’re sharing your book with the class?*

- Q *If you're in the audience and you can't hear the author, how can you politely let him or her know?*
- Q *How will you let the author know that you're interested in his or her story? Why is it important to express interest in one another's writing?*

Encourage the students to be attentive audience members, and tell them that you will check in with them afterward to see how they did.

## 5 Conduct Author's Chair Sharing

Ask a student who has completed his story to read it aloud from the Author's Chair. At the end of the reading, facilitate a discussion using questions like the ones that follow, and give the author an opportunity to respond to the class's comments and questions.



- Q *What was interesting to you about [Phineas's] story? Turn to your partner.*
- Q *What kind of character has [Phineas] created? What clues did you hear that told you that?*
- Q *What did you hear in the story that was creative?*
- Q *What sensory details did you hear as you listened to the story? What did they make you imagine?*
- Q *What questions can we ask [Phineas] about his story?*

Follow this same procedure to have other students share from the Author's Chair, as time permits.

## 6 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss questions such as:

- Q *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q *If you shared a book today, how did the audience make you feel? What did the audience members do that made you feel [relaxed/nervous/proud]?*

Assure the students that everyone will have a chance to share published stories from the Author's Chair in the coming days. After they are read aloud, the stories will be placed in the class library so the students can read them during independent reading time.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 337.

### Teacher Note

Make time in the coming weeks for the students to share their published fiction stories from the Author's Chair until everyone has had a chance to do so.

**TEKS 12.D.i**  
Student/Teacher  
Activity Extension  
(discussion questions)

## EXTENSION

### Write Letters Home About Fiction

Provide letter-writing practice for the students by having them write letters home about what they learned about fiction writing. Stimulate

their thinking by reviewing the “Notes About Fiction” chart and discussing questions such as:

- Q *What’s special about fiction writing?*
- Q *What steps did you go through to develop and publish your own fiction story?*
- Q *What is one thing you’re proud of about your published fiction story?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student’s letter to a copy of his own published story and send it home.

### Skill Practice Note

For practice with using commas in the addresses of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of the Fiction unit. You will need to reassign partners before you start the next unit.
- Send home with each student the student’s published piece and a copy of this unit’s family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students’ published writing (or copies of it) to use for reflection and discussion in Unit 9.

### Assessments

- Before continuing with the next unit, take this opportunity to assess individual students’ writing from this unit. See “Completing the Individual Writing Assessment” (IA1) on page 72 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students’ published writing home to share with their families, you might have each student analyze his writing using the “Student Self-assessment” record sheet (SA1) on page 71 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension “Introduce ‘Student Self-assessment’ ” on page 116.
- (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Narrative Writing unit on page 1 of the *Writing Performance Task Preparation Guide*. For more information, see “Teaching the Units” on page vi of the preparation guide.

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—Eve Cheung, principal, K-6 elementary school



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# Being a Writer™

SECOND EDITION

Have you ever had a pet that you cannot pet? I do. Their names are Goldie, Headstand, Bigboy and Mr. Clean.



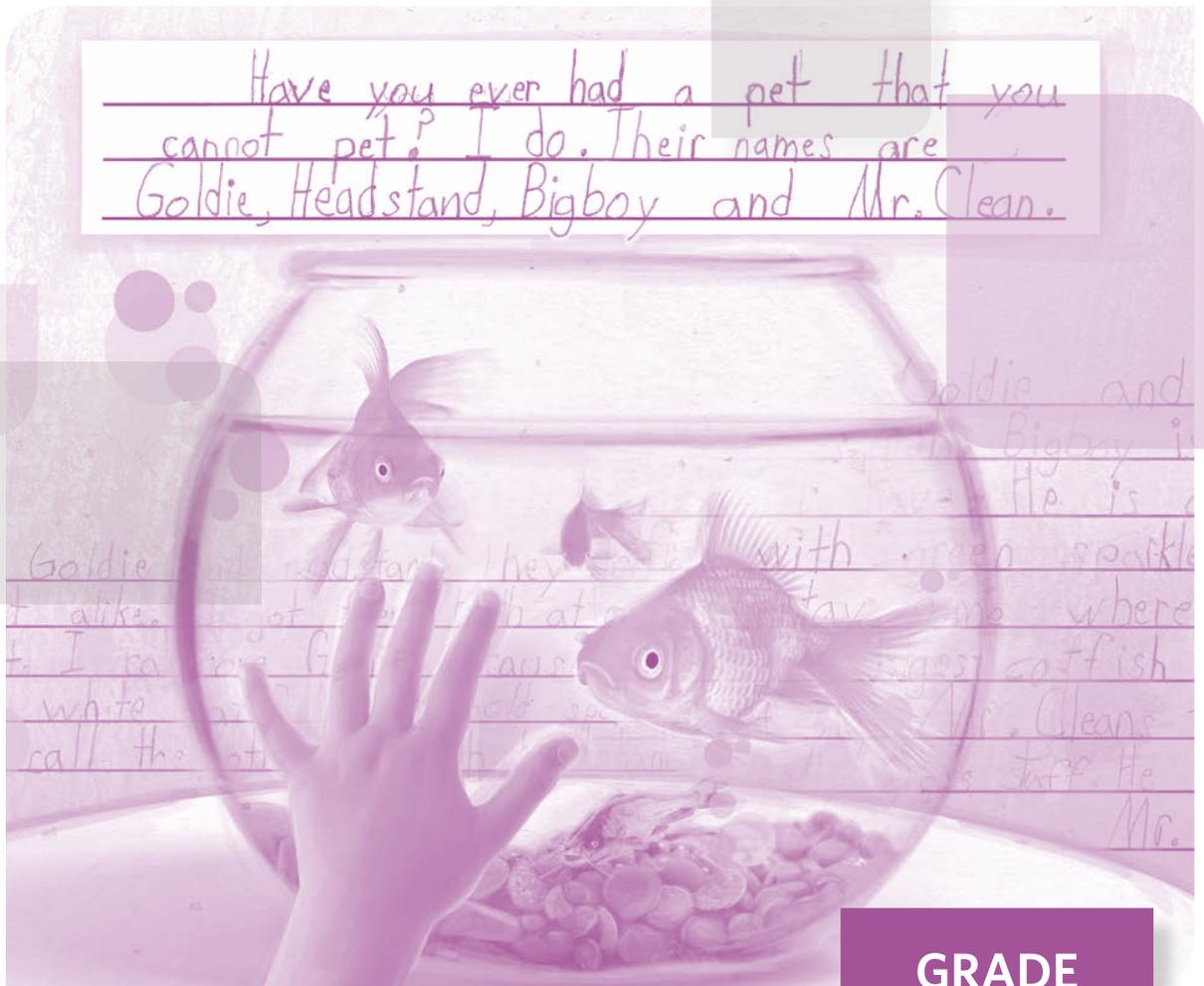
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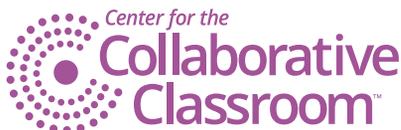
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GRADE

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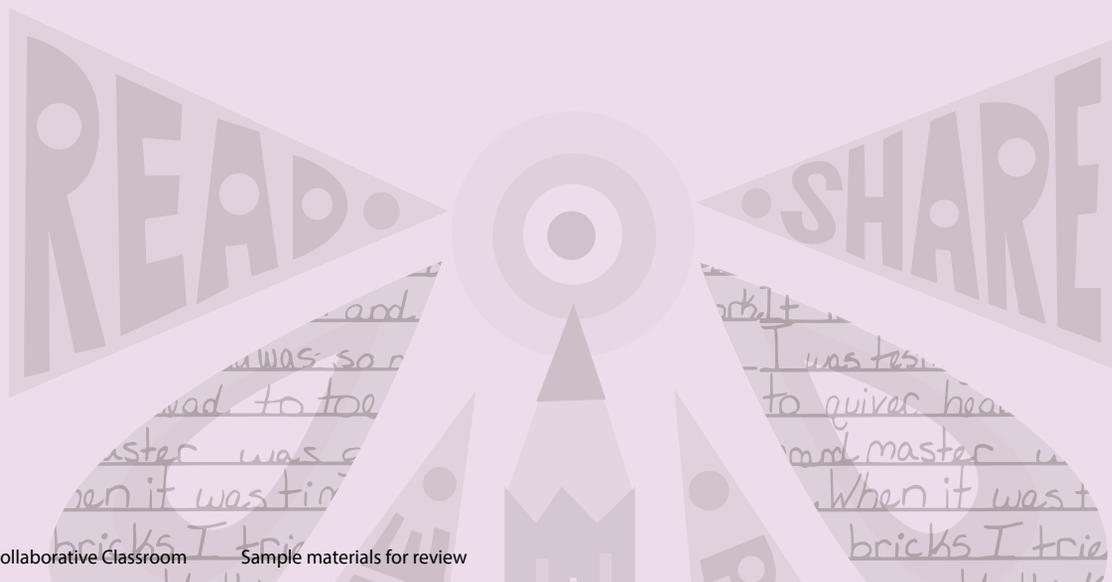
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# Genre

# Expository Nonfiction

During this six-week unit, the students immerse themselves in nonfiction texts about animals. Then partners select an animal to research together. Each pair of students writes, revises, and publishes an informational report about the animal. The students learn research skills such as taking notes, categorizing information by subtopic, and conducting effective Internet searches. They learn about features of expository text, such as illustrations, captions, and tables of contents. Partners write an introduction to their report that captures the reader's interest. They use facts, details, and definitions to add substance to their writing; transitional words and phrases to link ideas; and conclusions that bring a report to a close. The students practice relevant skills and conventions, such as correcting run-on sentences and fragments. Partners share resources fairly, make decisions together, and take responsibility for their own part of the work.



## RESOURCES

## Read-alouds

- *Are You a Dragonfly?*
- *A Pack of Wolves and Other Canine Groups*
- *Reptiles*
- *The ABCs of Endangered Animals*
- *Into the Sea*
- *Panda Kindergarten*
- *Where Butterflies Grow*
- “About Joanne Ryder”

## Writing About Reading Activities

- “Make Connections to *Where Butterflies Grow*”
- “Write Opinions About a Nonfiction Text”



## Technology Mini-lessons

- Mini-lesson 3, “Choosing Effective Search Terms”
- Mini-lesson 4, “Understanding Search Results”
- Mini-lesson 5, “Using Filters to Narrow Results”
- Mini-lesson 6, “Evaluating Research Sources”
- Mini-lesson 7, “Creating Documents”
- Mini-lesson 8, “Creating Presentations”



## Technology Extensions

- “Watch or Read an Interview with Joanne Ryder”
- “Use a Class Blog for Reflection”
- “Create Multimedia Presentations”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

## Whiteboard Activities

- WA1–WA24

## Assessment Forms

- “Class Assessment Record” sheets (CA1–CA10)
- “Conference Notes” record sheets (CN1–CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

## Reproducible

- Expository Nonfiction genre unit family letter (BLM1)

## Professional Development Media

- “Building a Community of Writers” (AV1)
- “Predictable Structure of the Writing Lessons” (AV3)

- “Managing Pair Conferences” (AV8)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Asking Facilitative Questions” (AV22)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Adapting Lessons for English Language Learners” (AV32)
- “Conferring About Expository Nonfiction” (AV46)
- “Cultivating Curiosity in Expository Writing” (AV47)
- “Supporting Note-taking and Partner Work” (AV48)
- “Using Web-based Teaching Resources” tutorial (AV75)
- “Creating a Class Blog” tutorial (AV76)
- “Using Presentation Tools” tutorial (AV77)

## RESOURCES *(continued)*

### Extensions

- “Explore Similar Titles”
- “Recognize and Use Abstract Nouns”
- “Explore Comparative and Superlative Adjectives”
- “Explore Other Poetic Books by Joanne Ryder”
- “Continue Research During Other Times of the Day”
- “Discuss Elements of Nonfiction Across the School Day”
- “Explore Strong Opening Sentences for Subtopics”
- “Teach Cooperative Structures for Group Work”
- “Write Letters Home About Nonfiction”

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 2, “Incomplete Sentences”
- Lesson 6, “Singular and Plural Nouns”
- Lesson 9, “Subject and Object Pronouns”
- Lesson 20, “Comparative and Superlative Adjectives”
- Lesson 28, “Commas in Addresses”

### Assessment Resource Book

- Expository Nonfiction genre unit assessments

### Writing Performance Task Preparation Guide

- Informative/Explanatory Writing unit

### Student Writing Handbook

- “Interesting Introductions from Three Nonfiction Books”
- “Closing Sentences from Three Informational Reports”
- Word Bank
- Proofreading Notes



## DEVELOPMENT ACROSS THE GRADES

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>▪ Writing observations and facts about a topic</li> <li>▪ Exploring text features (e.g., tables of contents, labels)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generating questions</li> <li>▪ Conducting interviews to gather information about both a person in the school and a partner</li> <li>▪ Examining objects to determine facts about them</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploring writing and punctuating sentences</li> <li>▪ Using question words</li> <li>▪ Approximating spelling</li> <li>▪ Using the word wall</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>▪ Exploring characteristics and features of nonfiction text (e.g., tables of contents, chapters)</li> <li>▪ Writing facts, questions, and other true information</li> <li>▪ Writing about themselves, the class, a place in the school, partners, and favorite objects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generating questions</li> <li>▪ Conducting interviews to gather information about partners</li> <li>▪ Examining objects to determine facts about them</li> <li>▪ Writing opening and closing sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capitalizing the beginnings of sentences and using ending punctuation</li> <li>▪ Using question marks</li> <li>▪ Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>▪ Writing questions, observations, notes, facts, and other true information</li> <li>▪ Exploring text features (e.g., tables of contents, glossaries, illustrations, and diagrams)</li> <li>▪ Participating in shared research about <i>polar regions</i> and selecting a topic to write about</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generating questions</li> <li>▪ Listening to short passages of text and reporting what was learned</li> <li>▪ Guided writing of brief notes about what was learned</li> <li>▪ Using temporal words</li> <li>▪ Writing opening and closing sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capitalizing the beginnings of sentences and using ending punctuation</li> <li>▪ Using question marks</li> <li>▪ Proofreading for spelling, punctuation, and capitalization</li> </ul>

*(continues)*

## DEVELOPMENT ACROSS THE GRADES *(continued)*

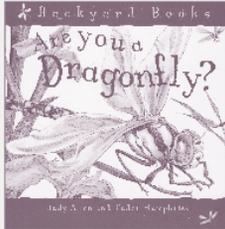
	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade 3	<ul style="list-style-type: none"> <li>Exploring Q&amp;A, ABC, and other nonfiction formats</li> <li>Selecting an <i>animal</i> to research and write about</li> <li>Exploring text features (e.g., tables of contents, illustrations, and captions)</li> </ul>	<ul style="list-style-type: none"> <li>Doing pre-research writing and generating questions</li> <li>Identifying effective keywords for an Internet search</li> <li>Taking notes and organizing information by subtopic</li> <li>Employing facts, details, and definitions related to the topic</li> <li>Using transitional words and phrases</li> <li>Writing interesting introductions and endings</li> <li>Writing tables of contents</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and correcting run-on sentences</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Exploring Q&amp;A and other nonfiction formats</li> <li>Selecting a <i>country</i> to research and write about</li> <li>Exploring text features (e.g., maps and diagrams)</li> </ul>	<ul style="list-style-type: none"> <li>Doing pre-research writing and narrowing research focus</li> <li>Identifying effective keywords for an Internet search</li> <li>Taking notes and organizing information by subtopic</li> <li>Employing facts and examples related to the topic</li> <li>Using transitional words and phrases</li> <li>Writing interesting introductions and endings</li> <li>Writing author biography sections and tables of contents</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing languages, religions, and holidays</li> <li>Recognizing and correcting run-on sentences</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Exploring different ways to communicate information</li> <li>Selecting <i>any nonfiction topic</i> to research and write about</li> <li>Exploring text features (e.g., sidebars and glossaries)</li> </ul>	<ul style="list-style-type: none"> <li>Doing pre-research writing and narrowing research focus</li> <li>Identifying effective keywords for an Internet search</li> <li>Taking notes and organizing information by subtopic</li> <li>Employing facts and examples related to the topic</li> <li>Using transitional words and phrases</li> <li>Creating text features</li> <li>Writing interesting introductions</li> <li>Writing author biography sections and bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>Citing resources</li> <li>Recognizing and correcting run-on sentences</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Exploring different ways to communicate information</li> <li>Selecting any nonfiction topic to research and write about</li> <li>Exploring text features (such as labeled diagrams, photos, illustrations, captions, graphs, and tables) and various ways of organizing expository nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>Doing pre-research writing and narrowing research focus</li> <li>Evaluating the credibility of sources</li> <li>Taking notes and organizing information by subtopic</li> <li>Employing facts, examples, precise language, and quotations related to the topic</li> <li>Quoting or paraphrasing information while avoiding plagiarism</li> <li>Using transitional words and phrases</li> <li>Establishing and maintaining a formal style</li> <li>Creating text features</li> <li>Writing interesting introductions</li> <li>Writing conclusions that follow from the information presented</li> </ul>	<ul style="list-style-type: none"> <li>Citing sources correctly in a bibliography</li> <li>Recognizing and correcting run-on sentences</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Topic Exploration</b>					
<b>Week 1</b>	<b>Exploring Nonfiction:</b> <i>Are You a Dragonfly?</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Animal topics</li> </ul>	<b>Exploring Nonfiction:</b> <i>A Pack of Wolves and Other Canine Groups</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Generating questions about animals</li> </ul>	<b>Exploring Nonfiction:</b> <i>A Pack of Wolves and Other Canine Groups</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Question-and-answer format</li> </ul>	<b>Exploring Nonfiction:</b> <i>Reptiles</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Chapter headings as topics</li> </ul>	<b>Exploring Nonfiction:</b> <i>The ABCs of Endangered Animals</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Alphabet books</li> </ul>
<b>Week 2</b>	<b>Exploring Nonfiction:</b> <i>Into the Sea</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Following one individual</li> </ul>	<b>Exploring Nonfiction:</b> <i>Panda Kindergarten</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Photographs in nonfiction</li> </ul>	<b>Exploring Nonfiction:</b> <i>Where Butterflies Grow</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>An animal's point of view</li> </ul>	<b>Meeting an Author and Exploring Nonfiction:</b> <i>"About Joanne Ryder"</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>What I want to know about an animal</li> </ul>	<b>Exploring Nonfiction and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Listing animals and narrowing choices</li> </ul>
<b>Topic Selection, Research, and Drafting</b>					
<b>Week 3</b>	<b>Selecting Topics</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Selecting an animal to research; pre-research writing</li> </ul>	<b>Developing Research Questions</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Generating research questions and reviewing sources of information</li> </ul>	<b>Researching and Taking Notes</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Choosing effective terms for Internet searches</li> </ul>	<b>Researching and Taking Notes</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Taking notes</li> </ul>	<b>Researching and Taking Notes</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Taking notes</li> </ul>
<b>Week 4</b>	<b>Researching and Taking Notes</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Reviewing and adding to notes</li> </ul>	<b>Organizing Notes</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Organizing notes and researching further where necessary</li> </ul>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Developing the topic with facts, definitions, and details</li> </ul>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using transitional words and phrases</li> </ul>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Drafting</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 5</b>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Illustrations and captions</li> </ul>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Interesting introductions</li> </ul>	<b>Drafting and Pair Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Endings that wrap up a report</li> </ul>	<b>Analyzing and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Checking for order, interest, and completeness</li> </ul>	<b>Group Conferring</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Does it all make sense?</li> </ul>
<b>Week 6</b>	<b>Revising and Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Spelling, punctuation, and run-on sentences</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sentence fragments</li> </ul>	<b>Writing Final Versions</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Completing final versions and table of contents</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author's Chair sharing</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author's Chair sharing</li> </ul>

# Week 1

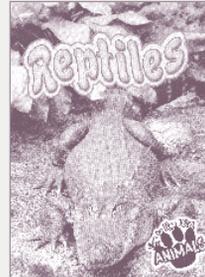
## OVERVIEW



### *Are You a Dragonfly?*

by Judy Allen, illustrated by Tudor Humphries

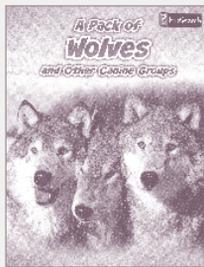
This book tells you what your life would be like if you were a dragonfly.



### *Reptiles*

by Tom Greve

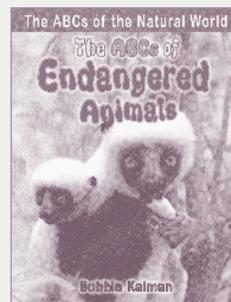
This book tells all about reptiles, from crocodiles to slithery snakes.



### *A Pack of Wolves and Other Canine Groups*

by Anna Claybourne

This book describes life in a wolf pack and discusses other canines that live in groups, including foxes, coyotes, and other wild dogs.



### *The ABCs of Endangered Animals*

by Bobbie Kalman

Endangered animals are described in an alphabet format.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA3

### Assessment Form

- “Class Assessment Record” sheet (CA1)

### Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Cultivating Curiosity in Expository Writing” (AV47)

## TEACHER AS WRITER

*“Curiosity urges you on—the driving force.”*

— John Dos Passos

Nonfiction writers aren't necessarily experts on the topics they write about, but they are curious and ask themselves questions, conduct research, and communicate what they learn in an interesting way.

In this unit, the students learn and write about animals that interest them. List animals you are curious about, followed by some things you are curious to know about them. Consider:

- What is amazing to you about animals?
- What is the most unusual creature you have ever seen up close? Describe the experience.
- If you could be an animal for a day, what would you be? Why?

### Writing Focus

- Students hear and discuss expository nonfiction.
- Students explore different ways to organize and present information in nonfiction.
- Students begin reading and writing about animals that interest them.
- Students cultivate curiosity about nonfiction topics.

### Social Development Focus

- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.

## DO AHEAD

- ✓ Consider reading this unit's read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. Or, do a picture walk and have partners who speak the same primary language talk to each other in that language about what they see in the illustrations.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 3, collect nonfiction books, magazine articles, and other written materials about a variety of animals. Select texts that are informational (expository) in nature and that represent a variety of nonfiction styles.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1) on page 84 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 3, you might teach Technology Mini-lesson 1, “Navigating Safely Online,” and Technology Mini-lesson 2, “Maintaining Privacy Online,” in Appendix A to help the students learn how to participate safely in online communities. For more information, see “About Digital Citizenship Lessons” on page 702.



# Day 1

## Exploring Nonfiction

### Materials

- *Are You a Dragonfly?*
- *Oceans and Seas* from Unit 1
- *I Wonder Why the Sea Is Salty* from Unit 1
- Chart paper and a marker
- “Writing Time” chart (WA1)

### Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today's lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

### Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

### In this lesson, the students:

- Work with new partners
- Hear and discuss expository nonfiction
- Explore how information is organized and presented
- Explore and write about animals that interest them

### ABOUT TEACHING NONFICTION WRITING

There are three phases to the Expository Nonfiction genre unit in grade 3: Immersion and Topic Exploration; Topic Selection, Research, and Drafting; and Revision, Proofreading, and Publication. During each two-week phase, the students learn about interesting ways that information can be organized and presented in nonfiction while letting their curiosity lead their exploration about animals.

In Weeks 1 and 2, the students read many nonfiction resources about animals and write short pieces about what they are learning. This process prepares them to select, in pairs, one animal to research and write an informational report about. During Weeks 3 and 4, pairs of students research their chosen animals and begin drafting their informational nonfiction reports. The last two weeks of the unit are spent exploring nonfiction craft and conventions and integrating these as appropriate into their final drafts.

The structure of this unit can be used as a model when having students research, write, and publish on topics other than animals, including states, nature topics, and other social studies or science topics.

## GETTING READY TO WRITE

### 1 Pair Students and Discuss Working Together

Randomly assign partners and make sure they know each other's names (see “Do Ahead” on page 347). Have the students bring their notebooks and pencils and gather with partners sitting together, facing you.

Explain that over the next six weeks, partners will work together to explore writing nonfiction. They will hear and discuss nonfiction books and write about topics that interest them.



Have partners take a couple of minutes to talk about some of the things they have written so far this year. Signal for their attention and ask:

**Q** *What did you learn about the writing your partner has done this year?*

## 2 Introduce Nonfiction

Show the covers of *Oceans and Seas* and *I Wonder Why the Sea Is Salty* from Unit 1. Remind the students that they heard these examples of nonfiction earlier in the year. Ask and briefly discuss:

**Q** *What do you think you know about nonfiction?*

**Students might say:**

"Nonfiction is real. It's about true things."

"I agree with [Xavier] because you can learn facts from nonfiction."

"It's not a made-up story."

"In addition to what [Catie] said, it can be about science, like animals or planets."

Point out that nonfiction writers write about real things that they are curious about. They write about these topics in a way that helps readers become interested in and curious about them as well. Explain that in the coming weeks the students will hear different examples of nonfiction to help them get ideas for their own nonfiction writing.

## 3 Read *Are You a Dragonfly? Aloud*

Show the cover of *Are You a Dragonfly?* and read the title and the names of the author and the illustrator aloud. Explain that you will read the book aloud, and invite the students to think about what kinds of information the author gives about dragonflies in this book.

Read the book aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

### Suggested Vocabulary

**prey:** animal hunted or killed by another animal for food (p. 7)

**crumpled:** wrinkled; not smooth (p. 16)

**hover:** fly while staying in one place in the air (p. 17)

**midges:** very small flies (p. 21)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**beware of:** watch out for (p. 10)

**pounce:** jump onto and grab someone or something (p. 10)

**enormous:** very big (p. 18)

### Teacher Note

If necessary, remind the students to use the discussion prompts to connect their ideas to those of others. The prompts are:

- "I agree with \_\_\_\_\_ because . . ."
- "I disagree with \_\_\_\_\_ because . . ."
- "In addition to what \_\_\_\_\_ said, I think . . ."

### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 2, Day 2 (page 29). For more information, view "Introducing Vocabulary During a Read-aloud" (AV30).



### Teacher Note

Remember to pause for 10 seconds for the students to think before you say “Turn to your partner.” To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 2 (page 29). To see an example, view “Using ‘Think, Pair, Share’” (AV13).



### Teacher Note

If the students have difficulty generating ideas, stimulate their thinking by suggesting some of the ideas in the “Students might say” note. Then ask, “What other animals might you write about?”

### Teacher Note

Note that on Days 1 and 2 of the unit, the students may write nonfiction or anything else they choose. On Day 3, after exposure to a few more examples of nonfiction, they will all begin writing in this genre.

## 4 Discuss the Story and Generate Animal Topics

Ask and briefly discuss:

**Q** *What is something you found out about dragonflies?*

Point out that in this book the author asks a question: “Are you a dragonfly?” and then answers it by telling the reader what his life would be like if he were a dragonfly. Use “Think, Pair, Share” to have the students discuss:



**Q** *If you were going to write an animal book like this one, called *Are You a \_\_\_\_\_?*, what animal might you write about, and why? [pause] Turn to your partner.*

Have a few volunteers share their ideas with the class. As they report, record their ideas on a sheet of chart paper titled “Are You a \_\_\_\_\_?”

#### Students might say:

“I would write a book called *Are You a Dog?* because I love dogs.”

“I would write *Are You a Fish?* because when I went to the aquarium with my cousin, I saw lots of different fish.”

“I would write *Are You a Cheetah?* because cheetahs are my favorite animal.”

## 5 Review Nonfiction Topics in Notebooks

Ask the students to open to the writing ideas section of their notebooks and review the nonfiction topics they have listed so far this year. Ask and briefly discuss:

**Q** *Which nonfiction topics have you written about so far this year?*

**Q** *Which of your nonfiction topics are about animals?*

Have the students put a star next to any topics on their lists that are related to animals.

Explain that during Writing Time today the students may add animal topics to their writing ideas section, think of more ideas for an *Are You a \_\_\_\_\_?* book, or write about anything else they choose. Make *Are You a Dragonfly?* available for the students to look at, if they wish.

## WRITING TIME

### 6 Write Independently

Have partners sit together at desks. Display the “Writing Time” chart (C WA1) and have them write silently for 20–30 minutes.

### Writing Time

- Add animal topics to your writing ideas section.
- Think of other ideas for an *Are You a \_\_\_\_\_?* book.
- Write about anything you choose.

If necessary, remind the students to double-space their writing. Also review that during silent writing there should be no talking, whispering, or walking around. Join the students in writing for a few minutes; then walk around the room and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 7 Share Writing and Reflect



Ask partners to briefly tell each other what they wrote about today. Encourage them to listen carefully, as they will be responsible for sharing what their partners wrote about with the class.

After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *What did you and your new partner do to work well together when talking and sharing your writing?*

## EXTENSION

### Explore Similar Titles

If students are interested, consider reading or making available other titles from the same series by Judy Allen and Tudor Humphries, including *Are You an Ant?*, *Are You a Bee?*, *Are You a Snail?*, and *Are You a Spider?*

### ELL Note

You might provide the prompt “My partner wrote about . . .” to your English Language Learners to help them verbalize their answers to this question.

# Day 2

## Exploring Nonfiction

### Materials

- *A Pack of Wolves and Other Canine Groups*
- *Are You a Dragonfly?* from Day 1
- “Writing Time” chart (WA2)

### Teacher Note

For more information about expository nonfiction, view “Cultivating Curiosity in Expository Writing” (AV47).



### ELL Note

If necessary, define *curiosity* as “a wish to know more about something.”

### In this lesson, the students:

- Hear and discuss expository nonfiction
- Explore how information is organized and presented
- Quick-write questions they could ask about animals
- Cultivate curiosity

### ABOUT CULTIVATING CURIOSITY AS A WRITER

Curiosity is an important quality for students to cultivate, both as readers and as budding writers of nonfiction. We want them to learn that they do not need to know everything about a topic before they start writing about it; it is enough to be curious about it and to know how to go about finding information. Writing is a process of discovering what we do not know, finding out about those things, and communicating about them in a way that informs and/or makes others curious, too.

This is a good time of year to schedule field trips to stimulate the students’ curiosity about topics that they can then research back in the classroom. Consider taking the students to science museums, zoos, aquariums, and natural settings, such as parks or creeks.

## GETTING READY TO WRITE

### 1 Discuss Curiosity

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that yesterday the students began exploring nonfiction. They heard *Are You a Dragonfly?* and started thinking about animals they are curious about. Ask and briefly discuss:

**Q** *Why might curiosity be an important quality for a writer to have?*

#### Students might say:

“It’s good for writers to be curious so they can find out lots of interesting things and write about them.”

“If writers aren’t curious, they won’t get interested in anything to write about.”

Explain that writers do not have to know a lot about a topic when they begin writing about it, but they do need to be curious about it. By researching things they wonder about, writers gather interesting information that they can share with others in their writing.

Explain that today the students will hear a nonfiction book that is also about animals but is written in a different style from *Are You a Dragonfly?*

## 2 Read Aloud and Discuss Parts of *A Pack of Wolves and Other Canine Groups*

Show the cover of *A Pack of Wolves and Other Canine Groups* and read the title aloud. Tell the students that the author of this book is Anna Claybourne (see the title page). Explain that *canine groups* means “dog-like animals that live together.” Invite the students to think, as they listen, about how the author chose to present the information about wolves and other canines in this book.

Show the table of contents on page 3, and explain that the “Contents” page lists the names of the chapters along with the page number where each begins. Read the chapter titles aloud. Explain that you will read aloud the first two chapters (“Welcome to the Pack!” and “Who Lives in a Wolf Pack?”) and part of the third chapter (“How Do Wolves Have Babies?”). Read pages 4–13 slowly and clearly. As you read, show the photographs and point out and read the captions, fact boxes, headings, and other text features. Clarify vocabulary as you read.

### Suggested Vocabulary

**species:** particular type of living thing (p. 5)

**litter of cubs:** group of babies all born at the same time (p. 6)

**den:** home or hiding place (p. 8)

**track:** follow another animal by its smell or the marks it leaves behind (p. 8)

**habitat:** natural home or surroundings of a living thing (p. 10)

**mammal:** animal that has hair and feeds its young with milk from the mother’s body (p. 12)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**are loyal to:** always take care of (p. 4)

**on the alert:** paying attention to something (p. 7)

**spotted:** seen (p. 7)

**radio collar:** special band around the neck that sends an electronic signal (p. 9)

**scent markers:** things that smell (p. 10)

**bare:** show (p. 11)

**watchfully:** shyly and carefully (p. 13)

Ask and briefly discuss:

- Q *What interesting things have you heard so far about wolves?*
- Q *What are you curious about?*
- Q *How does the author present the information about wolves in this book?*

### Teacher Note

Glossaries are introduced on Day 3 of this week.

### Teacher Note

If the students have difficulty reporting things they are curious about, mention one or two things you are curious about and then ask the question again.

## Teacher Note

Tomorrow you will read aloud the chapter “What Do Wolves Eat?” to the class. If students suggest that you read this chapter now, request that they choose a different one.

## ELL Note

If necessary, simplify this question by rephrasing it in the following way:

- Q *What animal do you want to know more about?*
- Q *What do you want to know about that animal? How can you write that as a question?*

## Teacher Note

If you notice that students are experiencing difficulty writing questions, stop and have a few students share the questions they have written and/or suggest a few of your own. Then have the students resume writing for a few more minutes.

If necessary, use the table of contents on page 3, as well as the headings and subheadings on pages 6 and 12, to point out that the author uses a question-and-answer format to give the information about wolves.

As a class, select one more question on the “Contents” page that the students are curious to hear about. Read that chapter aloud, showing the photographs and reading any captions and text boxes. (If the chapter is long, consider reading just part of it.)

Explain that tomorrow you will read other parts of the book aloud.

## 3 Quick-write: Generating Questions About an Animal

Ask each student to think of an animal she is curious about. The students may review the nonfiction topics in the writing ideas section of their notebooks, if they wish. Have them open to the next blank page in their notebooks and write their chosen animal’s name at the top of the page. Ask them to think quietly for a moment about the following question:

- Q *If you were going to write a question-and-answer book about the animal you chose, what questions could you write?*



Have the students take 5 minutes to jot down their questions. Then have them discuss their topics and questions in pairs.

Signal for the students’ attention and have them write any additional questions they thought of while they were talking. Have a few volunteers share their animal and some of their questions with the class.

Explain that during Writing Time today the students may write more questions about the animals they chose, write questions about other animals that interest them, or write about anything else they choose. Make *A Pack of Wolves and Other Canine Groups* available for the students to look at, if they wish.

## WRITING TIME

### 4 Write Independently

Have partners sit together at desks. Display the “Writing Time” chart (WA2) and have them write silently for 20–30 minutes.

#### Writing Time

- Write more questions about the animal you chose.
- Write questions about other animals.
- Write about anything you choose.

WA2

Join the students in writing for a few minutes; then walk around the room and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Writing and Reflect on Curiosity



Ask partners to talk briefly about what they wrote about today. Ask them to be ready to share with the class what their partners wrote about.

After a moment, signal for their attention and ask:

Q *What did your partner write about today?*

Q *What did your partner write that you are curious to know more about?*

Have a few volunteers share with the class.

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## EXTENSION

### Recognize and Use Abstract Nouns

Remind the students that they discussed reasons why curiosity is an important quality for writers to have. If necessary, review that *curiosity* means “a wish to know more about something” and point out that by being curious and researching things they wonder about, writers gather interesting information that they can share with others in their writing.

Write the word *curiosity* where everyone can see it. Tell the students that *curiosity* belongs to a group of nouns called *abstract nouns*. Explain that abstract nouns describe things that cannot be seen, touched, tasted, smelled, or heard. Provide examples of other abstract nouns, such as *truth*, *freedom*, *education*, *responsibility*, *information*, *cooperation*, and *knowledge*, and write them next to *curiosity*. Point out that none of these nouns is a thing that you can experience with your five senses.

Tell the students that abstract nouns can help them explain important ideas in their writing. Point out that they might use an abstract noun in their nonfiction writing to explain something they learned about animals. Give an example using the abstract noun *knowledge*, such as *By gaining more knowledge about animals, scientists hope to protect them.* Write the example sentence where everyone can see it. Invite the class to work together to brainstorm more sentences using abstract nouns such as *truth*, *cooperation*, *information*, and *education*. As students make suggestions, discuss them and then write them under the first sentence.

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#### Skill Practice Note

For more practice recognizing and using abstract nouns, see Lesson 6 in the *Skill Practice Teaching Guide*.

# Day 3

## Exploring Nonfiction

### Materials

- *A Pack of Wolves and Other Canine Groups* from Day 2
- Expository nonfiction books, magazine articles, and other written materials about a variety of animals, collected ahead
- “Writing Time” chart (WA3)
- “Class Assessment Record” sheet (CA1)

### In this lesson, the students:

- Hear, read, and discuss expository nonfiction about animals
- Explore how information is organized and presented
- Write about what they learned and what they are curious about
- Share materials fairly
- Discuss and solve problems that arise in their work together

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Show the cover of *A Pack of Wolves and Other Canine Groups* and review that yesterday the students heard parts of this nonfiction book. Ask:

**Q** *What are some things you learned about wolves yesterday?*

#### Students might say:

“Wolves like being with other wolves. That’s why they live in packs.”

“Baby wolves are called *cubs* or *pups*.”

“The dogs that people have as pets are actually related to wolves!”

“Wolves really do howl. It’s one of the ways they talk to each other.”

Remind the students that yesterday they also talked about curiosity and why it is an important quality for a writer to have. Use “Think, Pair, Share” to discuss:



**Q** *What else are you curious to know about wolves?* [pause] *Turn to your partner.*

Have volunteers share their thinking.

#### Students might say:

“I’m curious to know what wolves eat.”

“I want to find out how many wolves are alive today. Are there lots or just a few?”

“I’m curious to know what types of wolves live in the United States.”

“The title of this book says there are other canine groups. I’m curious to know about those other groups.”

### 2 Read More from *A Pack of Wolves and Other Canine Groups* and Discuss

Turn to the table of contents on page 3. Briefly review that the “Contents” page lists the names of the chapters, along with the page number where

each begins. Point out that the “Contents” page also lists special features at the end of the book. Explain that these features give more information about the topic. Read aloud the list of special features, beginning with “Fact File.”

Tell the students that today you will read more from this book. Turn to page 22 and read the chapter “What Do Wolves Eat?” (pages 22–29) aloud slowly and clearly. Show the photographs and point out features—such as headings, fact boxes, diagrams, and captions—as you read them. Clarify vocabulary as you read.

### Suggested Vocabulary

**endangered:** few in number and in danger of disappearing forever (p. 22)

**well adapted:** made in a way that is useful for its way of living (p. 24)

**slightly webbed toes:** toes with a little bit of skin in between them (p. 24)

**control their numbers:** make sure there aren’t too many of them (p. 25)

**scatter:** run away in many different directions at the same time (p. 26)

**rare:** unusual or not often seen (p. 26)

**acid:** liquid that burns or stings (p. 29)



### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**exhausted:** very tired (p. 24)

**trot:** walk at a medium speed (p. 24)

**top speed:** the fastest they can move (p. 24)

Show pages 42–45 and read the headings and something on each page to acquaint the students with the special features that appear at the end of the book. (For example, on page 42 you might read the names and descriptions of several gray wolf subspecies, where each lives, and what its conservation status is.) After you read the “Glossary” heading on page 44, explain that a *glossary* is a list of words that the author defines for the reader. Point out that the words in a glossary are listed in alphabetical order; in the main text of a nonfiction book, words that appear in the glossary are often printed in bold type.

Ask and briefly discuss:

**Q** *What is something you learned today from this book?*

**Q** *What is a question the author didn’t answer that you are still curious about?*

Use “Think, Pair, Share” to discuss:



**Q** *What are some different ways that the author of this book provides information about wolves and other canine groups? [pause] Turn to your partner.*

Have volunteers share their thinking.

### Teacher Note

The glossary will be introduced today, after this read-aloud.

**Students might say:**

"The author asks questions and then answers them."

"She uses photos and the photos have captions that tell more information."

"Some pages in the book have little boxes with interesting facts."

"At the end of the book, there's a chart and a map."

### Teacher Note

Some options for distributing the nonfiction books and materials are:

- While the class is still gathered, name some of the animal topics and hand books to the students who show interest in those animals.
- Lay out the materials on a table and call table groups to come and browse.
- Expand the nonfiction area of the class library and invite the students to browse and help themselves.
- Place a selection of materials in several baskets and rotate the baskets among table groups over the coming days.

### ELL Note

Consider finding resources about animals written in your students' primary languages.

## 3 Discuss Nonfiction Resources

Explain that the students have now heard two books about animals and that they will have a chance to learn and write about different animals as well. Later in this unit, each pair of students will select an animal to research in detail, write about it, and share their writing with the class. To prepare, they will spend the rest of this week and next week exploring different animals they are curious about.

Emphasize that the students should not become attached to any particular animal at this point. The goal for the next week is to explore many different animals, rather than any one animal in depth.

Direct the students' attention to the animal books and materials you have collected. Explain that they may explore these resources, as well as any others they might find (for example, at the library or on the Internet), about animals of interest to them. Explain that the students will need to share these resources over coming weeks, and ask:

- Q *What will we need to do to share these books and materials fairly?*
- Q *If someone is reading a book you want to look at, what can you do?*
- Q *If you are reading a book someone else is interested in, what can you do to share it fairly?*

Encourage the students to try the ideas they suggested for sharing the materials fairly. Tell them you will check in with them at the end of the lesson to see how they did.

Explain how you will distribute the materials, and then have partners sit together at desks.

## WRITING TIME

### 4 Read Nonfiction Texts about Animals

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about animals they are curious about. Interested students might visit the school library or search online during this period. Be ready to assist students with thinking about the animals they are interested in and finding information about them.

## 5 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Use "Think, Pair, Share" to discuss:



**Q** *What did you find out from your reading today, and what are you curious about?* [pause] *Turn to your partner.*

After partners have shared, have a few volunteers share their thinking with the class.

### Students might say:

"I read about pandas. I found out that pandas eat bamboo. I'm curious to find out if they eat anything else."

"I read about owls. I found out that owls can turn their heads almost all the way around. I wonder what other animals can do that."

Have the students open their notebooks to the next blank page. Display the "Writing Time" chart (📄 WA3) and have them write silently for 5–10 minutes.

### Writing Time

- Write one or two interesting things you found out about an animal today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

WA3

As the students write, walk around and observe them, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write about things they have learned or are curious about?

If you notice many students struggling to write, call the class's attention and model writing as a class. Call on a volunteer to report what she read about, interesting things she learned, and things she is curious about.

Record this information where everyone can see it. After modeling, have the students resume writing on their own for a few more minutes.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 84 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will continue to explore animals tomorrow.

### Teacher Note

Note that Writing Time is shortened for a few days to accommodate reading the nonfiction texts.

Ask the students to return the nonfiction materials they read today so others can read them tomorrow. Remind them not to become attached to any particular book or animal at this point; they will explore many different animals before choosing one to explore in depth.

## SHARING AND REFLECTING

### 6 Reflect on Sharing Materials Fairly

Ask and briefly discuss:

- Q *What did you do to share the books and materials fairly today?*
- Q *What problems did you have sharing the materials? What can we do tomorrow to avoid those problems?*

#### Students might say:

"I was waiting to look at the book about penguins, but the person who was reading it gave it to someone else when she was done."

"Maybe we could put a self-stick note on the front of the book with the names of the people who want to look at it."

"I agree with [Yann]. Then we can just pass the book to the next person on the list."

"In addition to what [Yann and Sierra] said, I think we should try not to take too long with a book if we know other people want to see it."

Explain that you will remind the students about their proposed solutions before they browse nonfiction books again tomorrow.

#### Teacher Note

Keep the collection of expository nonfiction texts available for the students' use throughout this unit.

## Day 4

## Exploring Nonfiction

#### Materials

- *Reptiles*
- *A Pack of Wolves and Other Canine Groups* from Day 3
- Chart paper and a marker
- Collected nonfiction texts
- "Writing Time" chart (WA3) from Day 3

#### In this lesson, the students:

- Hear, read, and discuss expository nonfiction about animals
- Explore how information is organized and presented
- Write about what they learned and what they are curious about
- Share materials fairly
- Discuss and solve problems that arise in their work together

## GETTING READY TO WRITE

### 1 Review Nonfiction Writing

Gather the class with partners sitting together, facing you. Review that the students heard text from *A Pack of Wolves and Other Canine Groups*.

Point out that in this book the author used questions to communicate information.

Title a sheet of chart paper “Ways to Present Nonfiction Information” and write *questions and answers* under the title. Explain that you will continue to record different ways nonfiction authors organize and present information as you read aloud in the coming days.

Explain that today the students will hear a book about another type of animal. Invite them to think, as they listen, about how this book presents information in a way that is similar to or different from *A Pack of Wolves and Other Canine Groups*.

## 2 Read and Discuss Parts of *Reptiles*

Show the cover of *Reptiles* and read the title aloud. Then show the title page and read the author’s name aloud. As you did on Days 2 and 3, show and read aloud the table of contents on page 3. Ask:

**Q** *What are some things we might learn from this book?*

Tell the students that you will read the first four chapters aloud. Then briefly show the glossary on page 23 and explain that you will use it to define the words in bold type as you read.

Read pages 4–15 slowly and clearly, showing the photographs, reading captions, and pointing out text features such as maps. Define the words in bold type as you read by turning to the glossary on page 23 and showing and reading the definitions. If necessary, clarify other vocabulary as you read.

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**a dizzying variety of self-defense capabilities:** many different ways to protect themselves (p. 4)

**mastered:** become good at (p. 4)

**pacing themselves:** doing things at the speed that is right for them (p. 4)

**diets:** foods they eat (p. 6)

**in a heartbeat:** (idiom) very quickly (p. 13)

**rotate:** move around in circles (p. 13)

**defying:** not following (p. 14)

Ask and briefly discuss:

**Q** *What is something you learned about reptiles from this book?*

**Q** *How is this book similar to the book *A Pack of Wolves and Other Canine Groups*? How is it different?*

**Q** (Show the table of contents on page 3.) *How did the author organize information about reptiles?*

**TEKS 9.D.iii**  
**TEKS 9.D.vi**  
Student/Teacher Activity  
Step 2 (last discussion question on page 361)

As the students report ideas, add them to the “Ways to Present Nonfiction Information” chart.

**Students might say:**

“I learned that turtles, crocodiles, and snakes are all reptiles.”

“*A Pack of Wolves and Other Canine Groups* and *Reptiles* are similar because they both have chapters, tables of contents, and glossaries.”

“In addition to what [Sanjay] said, both books have lots of photos and captions.”

“The author of the wolf book uses questions to organize her writing. The author of the reptile book doesn’t use questions.”

If necessary, point out that *Reptiles* is similar to *A Pack of Wolves and Other Canine Groups* in that both books have chapters; however, the books are different in that *A Pack of Wolves and Other Canine Groups* uses questions as chapter titles, while the chapter titles in *Reptiles* describe various types of reptiles (except for the first chapter, which introduces all reptiles).

Explain that during Writing Time today the students will continue to read about and explore animals they are curious about. Encourage them to notice, as they read, how information is organized. Remind them of your expectations regarding the handling of the collected materials. Also remind the students of any solutions they proposed yesterday for sharing the materials more fairly. Tell them that you will check in with them later to see how they did.

Have the students get their notebooks and pencils and sit, partners together, at desks. Make *Reptiles* available for the students to look at, if they wish.

## WRITING TIME

### 3 Read Nonfiction Texts About Animals

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about animals they are curious about. Interested students might visit the school library or search online during this period. Be ready to assist students with thinking about animals they are interested in and finding information about them.

### 4 Write About Nonfiction Reading

Call for the students’ attention and have them close their books and other materials. Ask and briefly discuss:

**Q** *When reading today, what did you notice about how the information is organized?*



**Q** *What did you find out from your reading today, and what are you curious to know more about? [pause] Turn to your partner.*

**TEKS 9.D.iii**  
**TEKS 9.D.vi**  
Student/Teacher  
Narrative  
Step 2 (second  
paragraph on page 362)

#### Teacher Note

Save the “Ways to Present Nonfiction Information” chart to use on Day 5 and throughout the unit.

#### Teacher Note

As the students work, ask individuals what they notice about how information is organized in the sources they are reading.

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have them work silently for 5–10 minutes.

WA3

### Writing Time

- Write one or two interesting things you found out about an animal today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

Ask the students to return the nonfiction materials they read today so others can read them tomorrow.

## SHARING AND REFLECTING

### 5 Reflect on Writing and Sharing Materials Fairly

Invite interested students to read aloud what they wrote in their notebooks today. Ask and briefly discuss questions such as:

- Q *What did you hear your classmates share that makes you curious?*
- Q *What did you do to share the materials fairly today? How did that work?*
- Q *What problems, if any, are we still having with sharing materials fairly? What else can we do to avoid those problems next time?*

### Materials

- *The ABCs of Endangered Animals*
- *Reptiles* from Day 4
- “Ways to Present Nonfiction Information” chart from Day 4 and a marker
- Collected nonfiction texts
- “Writing Time” chart (WA3) from Day 4

### In this lesson, the students:

- Hear, read, and discuss expository nonfiction about animals
- Explore how information is organized and presented
- Write about what they learned and what they are curious about
- Share materials fairly
- Assess how a solution is working and modify it if necessary

## GETTING READY TO WRITE

### 1 Gather and Briefly Review

Gather the class with partners sitting together, facing you. Direct their attention to the “Ways to Present Nonfiction Information” chart and review that the chart shows different ways nonfiction authors can organize information. Show the cover, the table of contents (page 3), and a few pages from *Reptiles*. Ask:

**Q** *How is information organized in Reptiles?*

If necessary, point out that this book is about reptiles and that the information is organized into chapters by topics, such as types of reptile or threats reptiles face. On the chart, write *chapters about different topics*.

Explain that the students will hear another nonfiction book today containing animal facts. Encourage them to pay attention to the way information is presented in the book.

### 2 Read Aloud and Discuss Parts of *The ABCs of Endangered Animals*

Show the cover of *The ABCs of Endangered Animals* and read the title and the author’s name aloud. If necessary, remind the students that *endangered* means “few in number and in danger of disappearing forever.” Ask:

**Q** *What are some animals that might be included in this book? What makes you think that?*

Turn to the table of contents on page 3. Explain that you will read a few of the chapters aloud. Encourage the students to think, as they listen, about what they are curious about.

Read pages 4–7 slowly and clearly, showing the photographs, illustrations, captions, and other text features (such as the sidebar on page 5) as you read. Clarify vocabulary words in bold type as you read by turning to the

glossary on page 32 and showing and reading the definition. Note that some of the bold words are defined in context where they appear in the book.

After you have read page 7, turn back to the table of contents on page 3. Invite the students to suggest three or four more chapters for you to read aloud. Read the selected chapters aloud slowly and clearly, clarifying vocabulary and turning to the glossary on page 32, as necessary.

Ask and briefly discuss:

**Q** *How is the information about animals presented in this book?*

If necessary, point out that the author uses the alphabet to organize information about various endangered animals. Add *alphabet books* to the “Ways to Present Nonfiction Information” chart.

Explain that during Writing Time today the students will continue to read about and explore animals they are curious about. Encourage them to notice, as they read, how information is organized. Remind them of your expectations regarding the handling of collected materials. Also remind them of any solutions they proposed earlier in the week for sharing the materials more fairly. Tell them that you will check in with them later to see how they did.

Have the students get their notebooks and pencils and sit at desks with partners together. Make *The ABCs of Endangered Animals* available for the students to look at, if they wish.

## WRITING TIME

### 3 Read Nonfiction Texts About Animals

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about animals they are curious about. Interested students might visit the school library or search online. Be ready to assist the students with thinking of animals and finding information about them.

### 4 Write About Nonfiction Reading

Call for the students’ attention and have them close their books and other materials. Ask and briefly discuss:

**Q** *When reading today, what did you notice about how the information you looked at is organized?*



**Q** *What did you find out from your reading today, and what are you curious to know more about? [pause] Turn to your partner.*

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

#### Teacher Note

Save the “Ways to Present Nonfiction Information” chart to use in Week 2 and throughout the unit.

#### Teacher Note

As the students work, ask individuals what they notice about how information is organized in the sources they are reading.

**TEKS 9.D.iii**  
**TEKS 9.D.vi**  
**TEKS 9.F.i**  
Student/Teacher Activity  
Step 4 (last discussion  
question on page 365)

#### Teacher Note

To review the procedure for “Turn to Your Partner,” see Unit 1, Week 1, Day 3 (page 13). To see an example, view “Using ‘Turn to Your Partner’ ” (AV11).



### Writing Time

- Write one or two interesting things you found out about an animal today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Writing and Sharing Materials Fairly

Invite interested students to read aloud what they wrote in their notebooks today. Ask and briefly discuss questions such as:

- Q *What did you hear your classmates share that makes you curious?*
- Q *What did you do to share the materials fairly today? How did that work?*
- Q *What problems, if any, are we still having with sharing the materials fairly? What else can we do to avoid those problems next time?*

Explain that next week the students will continue to explore different animals they are curious about. Later in this unit, each pair of students will select an animal to research in detail and then write about it and share their writing with the class.

## EXTENSION

### Explore Comparative and Superlative Adjectives

Write this sentence where everyone can see it, and read it aloud: *The dog is small.* Point out that *dog* is a noun and that *small* is an adjective that describes *dog*. Underline *small*.

Beneath the first sentence, write: *The cat is smaller than the dog.* Read it aloud and ask:

- Q *How is this sentence different from the first? How is it similar?*
- Q *What do you notice about the adjective small?*

**Students might say:**

"The first sentence was just about a dog. This second one is about a dog and a cat."

"I agree with [Bella]. The second sentence is comparing the cat and the dog."

"I notice that *small* changed to *smaller*."

If necessary, point out that this second sentence compares two nouns (*cat* and *dog*) and that the adjective *small* has become *smaller* with the addition of *-er* at the end. Underline *smaller*.

Beneath the second sentence, write: *The cat is smaller than the dog, but the mouse is the smallest of all*. Read it aloud and ask:

**Q** *How is this sentence different from the second one? How is it similar?*

**Q** *What do you notice about the adjective *small* in this sentence?*

**Students might say:**

"This sentence is about a mouse, as well as the cat and dog."

"This sentence is comparing three animals."

"I notice that *small* changed to *smallest*."

If necessary, point out that this third sentence compares three nouns (*cat*, *dog*, and *mouse*) and that the adjective *small* has become *smallest* when describing the mouse with the addition of *-est* to the end of the word. Underline *smallest*.

Next, write this sentence where everyone can see it: *The apple tree is tall*. Read the sentence aloud and underline *tall*; explain that *tall* is an adjective that describes the noun *apple tree*.

Below the first sentence, write the following sentence frame: *The oak tree is \_\_\_\_\_ than the apple tree, but the redwood tree is the \_\_\_\_\_ of all*. Read the sentence frame aloud. Point to the first blank and ask:

**Q** *What form of the word *tall* would you use to compare the oak tree and the apple tree?*

Then point to the second blank and ask:

**Q** *What form of the word *tall* would you use to compare the redwood tree to the oak tree and apple tree? Why?*

Have volunteers share their thinking.

**Students might say:**

"When we compare the oak and the apple tree, we're just comparing two things, so I would write *taller*."

"I would add *-est* to the end of *tall* and write *tallest* to describe the redwood tree."

If necessary, point out to the students that they can add *-er* to the end of *tall* to form the adjective *taller* and that they can add *-est* to the end of *tall* to form *tallest*.

### Teacher Note

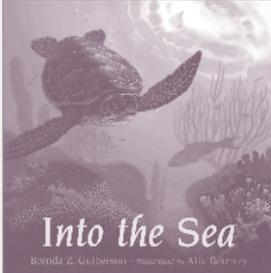
You might explain that writers can add *-er* to most adjectives to compare two nouns, and that they can add *-est* to most adjectives to compare more than two nouns.

### Skill Practice Note

For more practice forming and using comparative and superlative adjectives, take time to review these skills (see Lesson 20 in the *Skill Practice Teaching Guide*).

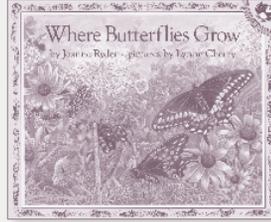
# Week 2

## OVERVIEW



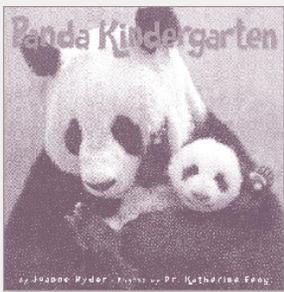
### *Into the Sea*

by Brenda Z. Guiberson, illustrated by Alix Berenzy  
Follow a sea turtle through its life cycle.



### *Where Butterflies Grow*

by Joanne Ryder, illustrated by Lynne Cherry  
Experience a garden from a bug's point of view.



### *Panda Kindergarten*

by Joanne Ryder, photographs by Katherine Feng  
This book chronicles the lives of young pandas at the Wolong Nature Reserve in China.



### **"About Joanne Ryder"**

excerpted from *The Big Book of Picture-Book Authors & Illustrators* by James Preller (see page 387)

This profile of author Joanne Ryder tells how nature inspires her imagination and her writing life.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### Whiteboard Activities

- WA3–WA5

### Assessment Forms

- "Class Assessment Record" sheets (CA2–CA3)

### Professional Development Media

- "Asking Facilitative Questions" (AV22)
- "Adapting Lessons for English Language Learners" (AV32)
- "Using Web-based Teaching Resources" tutorial (AV75)

## TEACHER AS WRITER

*“Writing is like exploring. . . .  
As an explorer makes maps of  
the country he has explored, so  
a writer’s works are maps of the  
country he has explored.”*

— Lawrence Osgood

Choose one of the topics you listed last week that you are curious about and write that topic at the top of a blank page in your notebook. Below the name of the animal, write five questions you have about that topic and five places you could go to look for answers. For example, you might write:

### Dolphins

- Are they really as smart as some people think?
- Do they mate for life?
- How have humans interacted with them?
- How many different kinds are there?
- How long do they live?

Places to look for answers might include library books, field guides, the Internet, an encyclopedia, or a local aquarium or natural history museum.

### Writing Focus

- Students hear and discuss expository nonfiction.
- Students think about different ways to organize and present information in nonfiction.
- Students learn about a professional author’s writing practice.
- Students read and write about animals that interest them.
- Students cultivate and express curiosity.

### Social Development Focus

- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 85 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA3) on page 86 of the *Assessment Resource Book*.

# Day 1

## Exploring Nonfiction

### Materials

- *Into the Sea*
- “Ways to Present Nonfiction Information” chart from Week 1
- Collected nonfiction texts from Week 1
- “Writing Time” chart (WA3) from Week 1

### Teacher Note

Although some of the read-alouds this week are written in a more narrative style, their inclusion is intentional. They are meant as examples of ways that nonfiction books for younger readers present information and serve as models for the students’ own writing.

### In this lesson, the students:

- Hear, read, and discuss nonfiction about animals
- Write about what they learned and what they are curious about
- Share materials fairly

## GETTING READY TO WRITE

### 1 Briefly Review Nonfiction

Gather the class with partners sitting together, facing you. Remind the students that last week they began exploring nonfiction writing, or writing that gives true information about real things. Explain that they will continue to hear, read, and discuss nonfiction this week in preparation for selecting an animal to research and write about next week.

Direct the students’ attention to the “Ways to Present Nonfiction Information” chart and review the listed items. Remind the students that the chart shows different ways that information can be organized and presented in nonfiction.

Show the cover of *Into the Sea* and read the title and the names of the author and the illustrator aloud. Tell the students that in this nonfiction book, the author gives a lot of information about the life cycle of sea turtles. Explain that you will read parts of the book today. Encourage the students to think about how the author presents this information.

### 2 Read Parts of *Into the Sea* Aloud

Read pages 3–10, slowly and clearly, showing the illustrations. Then explain that you will read just a few sentences from the middle of the book before reading the last few pages. Show and read the first two sentences on pages 10, 12, 15, 22, and 23. Then read pages 24–29 aloud, showing the illustrations. Clarify vocabulary as you read.

### Suggested Vocabulary

**instinctively:** without having being taught (p. 6)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**glistens:** shines (p. 5)

**uses the plant for camouflage:** hides in the plant (p. 8)

### 3 Discuss the Story

Ask and briefly discuss:

- Q *What did you find out about sea turtles?*
- Q *How does the author present the information about sea turtles?*

**Students might say:**

"I learned that baby sea turtles are born from eggs."

"The author starts with the turtle being born and then tells how she grows up."

"Even though there are lots of facts about sea turtles in this book, it felt like reading a story."

Point out that the author tells us about the lives of sea turtles by following one female turtle through her life cycle: beginning with hatching from an egg, to growing into an adult turtle, to eventually laying her own eggs. We learn about what the turtle looks like, how she uses her body, how she finds food, and other details about her.

Explain that this is another way to organize and present information about animals in a nonfiction book. Add *follow one individual* to the "Ways to Present Nonfiction Information" chart.

Explain that during Writing Time the students will continue to explore animals they are curious about. Encourage them to read today about an animal they have not yet read about. Remind them of your expectations regarding the handling of collected materials. Have partners get their notebooks and pencils and sit together at desks. Make *Into the Sea* available for students to look at on their own, if they wish.

## WRITING TIME

### 4 Read Nonfiction Texts About Animals

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about animals they are curious about. Interested students might visit the school library or search online during this period. Be ready to assist students in thinking of animals and finding information about them.

### 5 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Ask and briefly discuss:

- Q *When reading today, what did you notice about how the information you looked at is organized?*



- Q *What did you find out from your reading today and what are you curious about? [pause] Turn to your partner.*

#### **ELL Note**

Consider finding resources about animals written in your students' primary languages.

After partners have shared, have a few volunteers share their thinking with the class.

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

WA3

### Writing Time

- Write one or two interesting things you found out about an animal today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Nonfiction

Ask and briefly discuss questions such as:

- Q *You’ve had a chance to hear and read several nonfiction texts. What have you learned about nonfiction?*
- Q *What are some different ways that you’ve noticed nonfiction authors organize and present information?*

As volunteers share ways authors communicate nonfiction, add any methods not yet listed to the “Ways to Present Nonfiction Information” chart.

Invite interested students to read aloud what they wrote in their notebooks today.

## In this lesson, the students:

- Hear, read, and discuss expository nonfiction about animals
- Write about what they learned and what they are curious about
- Share materials fairly
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Discuss Curiosity

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Explain that it is important for nonfiction writers to be curious about many things and that learning a little bit about a topic can often lead to greater curiosity about it. Remind the students that they have let their curiosity guide their exploration of nonfiction about animals. Ask them to review their writing from the past few days and think about what they have learned and what they would like to know more about.

After a few minutes, call for the students' attention and ask:

**Q** *What animals are you curious about now that you weren't as curious about before? What has helped you become curious?*

Encourage the students to continue to develop their curiosity as they explore and read about animal topics that interest them. Explain that you will read from another animal book today, and invite the students to think about what they are curious about as they listen.

### 2 Read Aloud Parts of *Panda Kindergarten* and Discuss

Show the cover of *Panda Kindergarten* and read the title and the author's name aloud. Explain that the author, Joanne Ryder, is a well-known children's author who has written many books about the animal world. (If you have already taught the Personal Narrative genre unit, the students may remember her book *My Father's Hands*.) Explain that you will read part of *Panda Kindergarten* to show the students another way to present information in nonfiction.

Read pages 3–15 of *Panda Kindergarten* slowly and clearly, showing the photographs.

## Materials

- *Panda Kindergarten*
- *Into the Sea* from Day 1
- “Ways to Present Nonfiction Information” chart from Day 1
- Collected nonfiction texts
- “Writing Time” chart (WA3) from Day 1
- (Optional) *My Father's Hands* from Unit 3

## ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**tenderly:** gently and lovingly (p. 7)

**twins:** two babies born at the same time, to the same mother (p. 8)

**nursery:** place that takes care of babies (p. 10)

Ask and briefly discuss:

**Q** *What have you found out about pandas so far?*

Flip through a few more pages of *Panda Kindergarten*, showing the photographs. Point out that the author uses the photographs to help her tell the story of the pandas. She begins with photos of newborn pandas and continues through their lives. She explains what is happening in the photographs, and the text and the photographs work together. If either of them were missing, the book would not be complete. Show the cover of *Into the Sea* and briefly discuss:

**Q** *How is Panda Kindergarten similar to Into the Sea? How is it different?*

### Students might say:

"Both *Panda Kindergarten* and *Into the Sea* tell about how animals grow up."

"*Panda Kindergarten* tells about a group of baby pandas growing up.  
*Into the Sea* is the life story of one sea turtle."

"*Panda Kindergarten* has photographs. *Into the Sea* has illustrations that someone drew."

Explain that during Writing Time the students will continue to browse the nonfiction materials and read about animals they are curious about. Encourage them to notice books that give information through photographs. Also encourage them to read about animals today that they have not yet explored. Remind the students of your expectations regarding the handling of collected materials, and have partners sit together at desks. Make *Panda Kindergarten* available for students to look at on their own, if they wish.

## WRITING TIME

### **3** Read Nonfiction Texts About Animals

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about animals they are curious about. Interested students might visit the school library or search online. Be ready to assist students in thinking of animals and finding information about them.

### Teacher Note

As the students work, ask individuals what they notice about how information is organized in the sources they are reading.

## 4 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Ask and briefly discuss:

**Q** *When reading today, what did you notice about how the information you looked at is organized and presented?*

As students share ways authors organize and present nonfiction, add any methods not yet listed to the “Ways to Present Nonfiction Information” chart. Then use “Think, Pair, Share” to discuss:



**Q** *What did you find out from your reading today and what are you curious about?* [pause] *Turn to your partner.*

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA3) and have the students work silently on the charted tasks for 5–10 minutes.

### Writing Time

- Write one or two interesting things you found out about an animal today.
- Write one or two things you are curious about.
- Add any new topics that interest you in your writing ideas section.

WA3

As the students write, walk around and observe them, assisting students as needed. Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Writing and Reflect

Invite interested students to read aloud what they wrote in their notebooks today. As the students share, discuss as a class questions such as:

**Q** *What can we ask [Manolo] about what he shared?*

**Q** *What did you hear that makes you curious about [Manolo's] animal?*

# Day 3

## Exploring Nonfiction

### Materials

- *Where Butterflies Grow*
- *Panda Kindergarten* from Day 2
- *Into the Sea* from Day 1
- “Ways to Present Nonfiction Information” chart from Day 2
- Collected nonfiction texts
- “Writing Time” chart (WA4)
- “Class Assessment Record” sheet (CA2)

### ELL Note

You might rephrase this question in the following way:

**Q** (Show the cover of *Panda Kindergarten*.) Close your eyes and pretend you're a panda. Where are you?

**Q** What do you feel like?

**Q** What are you doing?

### TEKS 10.E.i

Student/Teacher Activity

Step 2 (all, beginning on page 376 and continuing on to page 377) and Step 3 (discussion question)

### In this lesson, the students:

- Hear, read, and discuss nonfiction
- Quick-write from an animal's point of view
- Write about what they learned and what they are curious about
- Share materials fairly

## GETTING READY TO WRITE

### 1 Briefly Review *Panda Kindergarten*

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that the students heard parts of two nonfiction texts this week: *Into the Sea* and *Panda Kindergarten*. From those books, they saw that a nonfiction book can follow an animal or a group of animals from birth until adulthood and can also use illustrations or photographs to help tell the story.

Direct the students' attention to the “Ways to Present Nonfiction Information” chart and review the items on it. Add *use illustrations or photographs* to the chart.

Ask and briefly discuss:

**Q** From hearing parts of *Panda Kindergarten*, what do you think it might be like to actually be a panda?

#### Students might say:

“When I got big enough, I'd go to kindergarten with lots of other pandas, just like I went to kindergarten with lots of other kids!”

“If I were a mother panda, it would be interesting to take care of such a tiny baby.”

“I would be covered with fur and walk on four legs.”

Tell the students that you will read a book today in which the author invites us to imagine being a very small animal.

### 2 Read *Where Butterflies Grow* Aloud

Show the cover of *Where Butterflies Grow* and read the title and the names of the author and the illustrator aloud. Remind the students that Joanne Ryder also wrote *Panda Kindergarten*. Read pages 3–31 aloud, showing the illustrations and stopping as described below.

## ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**acrobat:** someone who does flips and other tricks (p. 8)

**slings:** loop or strap that holds something up (p. 17)

**fragile:** easily breakable (p. 27)

**nectar:** liquid from the flowers (p. 28)

Stop after:

**p. 7** “When the wind tickles the leaf you and your world shake.”

Ask:



**Q** *What do you notice about how the author is presenting the information so far? Turn to your partner.*

Without stopping to discuss this question as a class, reread the last sentence and continue reading to the end of page 31.

### **3** Discuss the Reading

Ask and briefly discuss the question that follows. Be ready to reread from the book to help the students recall what they heard. Ask:

**Q** *How does Joanne Ryder present information about butterflies in this book?*

If necessary, point out that the author writes in a way that allows the reader to imagine what it would be like to be a butterfly. On the “Ways to Present Nonfiction Information” chart, add *imagine life from an animal’s point of view*.

### **4** Quick-write: Imagine Being an Animal

Ask the students to close their eyes and think quietly about the following questions. Ask the questions one at a time, pausing between each question to give the students time to think.

**Q** *If you could be any animal for a day, what would you be?*

**Q** *Imagine having that animal’s body. What does it feel like?*

**Q** *What do you see from that animal’s eyes? What do you hear? Smell?*

**Q** *You’re hungry. What are you looking for to eat? When you’ve found it, what is it like to eat it?*

Have the students open their eyes, turn to the next blank page in their notebooks, and write for 5 minutes about being the animal they imagined. Tell them to start their writing with this sentence: “I am a \_\_\_\_\_.”

**TEKS 10.E.i**  
Student/Teacher Narrative  
Step 3 (second paragraph)



After about 5 minutes, ask partners to share their writing with each other. After partners have talked, ask a few volunteers to read their writing to the class.

Explain that during Writing Time the students may continue the pieces they started during the quick-write or browse the nonfiction materials and read about other animals they are curious about. If any students want to continue their quick-writes, encourage them to look for more information about the animals they imagined so their stories are as realistic as possible.

Remind the students of your expectations regarding the handling of collected materials, and have partners sit together at desks. Make *Where Butterflies Grow* available for students to look at on their own, if they wish.

## WRITING TIME

### 5 Read Nonfiction Texts About Animals

Have the students spend 15–20 minutes continuing what they started in the quick-write or browsing the nonfiction materials and reading about animals they are curious about. Interested students might visit the school library or search online for more information. Be ready to assist students in finding information about animals that interest them.

### 6 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Ask and briefly discuss:

**Q** *When reading today, what did you notice about how the information you looked at is organized and presented?*

As students share ways authors organize and present nonfiction, add any methods not yet listed to the “Ways to Present Nonfiction Information” chart. Then use “Think, Pair, Share” to discuss:



**Q** *What did you find out from your reading today and what are you curious about? [pause] Turn to your partner.*

After partners have shared, have a few volunteers share their thinking with the class.

Have the students open their notebooks to the next blank page. Display the “Writing Time” chart (WA4) and have the students work silently on the charted tasks for 5–10 minutes.

### Writing Time

- Continue your quick-write, "I am a \_\_\_\_\_."
- Write one or two interesting things you found out about an animal today.
- Write one or two things you are curious about.
- Add any new topics that interest you in the writing ideas section.

As the students write, walk around and observe them, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write information they have learned about animals?

If you notice many students struggling to write, call for the class's attention and ask a few volunteers to read aloud what they have written so far. Then have the students resume writing on their own for a few more minutes.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 85 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 7 Share Writing and Reflect

Invite interested students to read aloud what they wrote today in their notebooks. As the students share, discuss as a class questions such as:

- Q *What can we ask [Justine] about what she shared?*
- Q *What did you hear that makes you curious about [Justine's] animal?*

## EXTENSION

### Explore Other Poetic Books by Joanne Ryder

Consider reading other books by Joanne Ryder that use poetic language to give factual information about nonfiction topics, including *The Snail's Spell*, *Shark in the Sea*, and *Earthdance*.

## Materials

- Read-aloud books from Weeks 1 and 2
- Collected nonfiction texts

# WRITING ABOUT READING

## Make Connections to *Where Butterflies Grow*

Show the cover of *Where Butterflies Grow* and remind the students that they heard this book earlier. Ask:

**Q** *What do you remember about the book Where Butterflies Grow?*

Have volunteers share their thinking. After a few volunteers have shared, ask:

**Q** *How does this book remind you of your own life?*

### Students might say:

"It reminds me of looking at funny insects at the park."

"It reminds me of a time when I found a fuzzy caterpillar in our yard."

"This book reminds me how much I like butterflies."

Explain that when you write or talk about how a book reminds you of your own life, you are making a connection to the book. Point out that making connections to books and stories helps us enjoy and remember them. Ask the students to watch as you model writing about how *Where Butterflies Grow* reminds you of your life.

### You might say:

"I'm going to write about how this book reminds me of my own life. I'll start by introducing the book and the author. I'll write: *In her book Where Butterflies Grow, author Joanne Ryder tells how a caterpillar turns into a butterfly.* Next, I'll describe the book's connection to my own life: *That reminds me of the time I found a tiny brown cocoon in my backyard. It was attached to a small branch. I didn't touch it, but I checked on that cocoon every day for a week. Then, one spring morning, I discovered that the cocoon was gone! Later that afternoon, I saw a beautiful orange-and-black butterfly. Maybe it came from the cocoon.* Finally, I'll write one last sentence to finish my paragraph: *Whenever I think of that spring day, I remember how beautiful that butterfly was.*"

Explain that the students may now write about *Where Butterflies Grow* (or another nonfiction book they have heard or read independently) and how it reminds them of their own lives. Have the students write about their connections. If time permits, invite the students to share their writing with the class.

# Reading About an Author and Exploring Nonfiction

## Day 4

### In this lesson, the students:

- Learn about a professional author's writing practice
- Quick-write about things they want to know about animals
- Write about what they learned and what they are curious about
- Share materials fairly

## GETTING READY TO WRITE

### 1 Read and Discuss "About Joanne Ryder"

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind them that this week they heard parts of two nonfiction animal books by Joanne Ryder, *Panda Kindergarten* and *Where Butterflies Grow*. Ask and briefly discuss:

**Q** *Based on hearing these books, what kind of person do you think Joanne Ryder might be?*

Explain that you will share some information about Joanne Ryder. Ask the students to think as they listen about what Joanne Ryder might be like.

Read "About Joanne Ryder" (page 387) aloud slowly and clearly. First in pairs and then as a class, discuss:



**Q** *What did you learn about Joanne Ryder's interest in animals? Turn to your partner.*

Then, as a class, discuss:

**Q** *What do you think Joanne Ryder might mean when she says, "A writer can be working even when he or she is outside looking at a tree"?*

#### Students might say:

"I learned that she loved playing outside when she was a kid."

"Her dad liked nature, too. He used to show her interesting bugs."

"I think she's saying that looking at nature helps writers get curious about things that they might write about."

### 2 Quick-write: What I Want to Know About an Animal

Tell the students that, like author Joanne Ryder, they have been letting their curiosity guide their exploration of animals during the past two weeks. Explain that today they will quick-write about things they are curious to know about animals.

### Materials

- "About Joanne Ryder" (see page 387)
- *Where Butterflies Grow* from Day 3
- *Panda Kindergarten* from Day 2
- Collected nonfiction texts
- Chart paper and a marker
- "Writing Time" chart (WA5)

Ask the students to think quietly to themselves for a minute or two about the following question:

**Q** *Imagine you have just discovered an animal that no one has ever seen before. What might you want to know about that animal?*

Have the students turn to the next blank page in their notebooks, title it “What I Want to Know About an Animal,” and list some things they would like to know.



After about 5 minutes, call for the students’ attention and ask partners to share their lists with each other. After the partners have talked, ask a few volunteers to share some of the topics on their lists with the class. As they report, record their ideas on a sheet of chart paper titled “Things We Want to Know About Animals.”

## Things We Want to Know About Animals

*Where does it live?*

*What does it eat?*

*How does it protect itself?*

*How long does it live?*

*Is it endangered?*

Explain that during Writing Time the students may continue to browse the nonfiction materials and read about animals that interest them. Invite them to look for information about any of the questions listed on the chart. Remind them of your expectations regarding the handling of collected materials, and then have partners sit together at desks.

## WRITING TIME

### **3** Read Nonfiction Texts About Animals

Have the students spend 15–20 minutes browsing the nonfiction materials and reading about animals they are curious about. Interested students might visit the school library or search the Internet. Be ready to assist students in finding information about animals that interest them.

## 4 Write About Nonfiction Reading

Call for the students' attention and have them close their books and other materials. Use "Think, Pair, Share" to discuss:



**Q** *What did you find out from your reading today and what are you curious about?* [pause] *Turn to your partner.*

After partners have shared, have a few volunteers share their thinking with the class.

Have the students open their notebooks to the next blank page. Display the "Writing Time" chart (WA5) and have the students work silently on the charted tasks for 5–10 minutes.

### Writing Time

- Write one or two interesting things you found out about an animal today.
- Write one or two things you are curious to know.
- Add any new topics that interest you in your writing ideas section.

WA5

As the students write, walk around and observe them, assisting them as needed. Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Writing

Ask and briefly discuss:

- Q** *What animal did you read about today? What did you find out?*
- Q** *What else would you like to add to our "Things We Want to Know About Animals" chart?*

As the students suggest topics, add them to the chart.



## TECHNOLOGY EXTENSION

### Watch or Read an Interview with Joanne Ryder

Joanne Ryder has written many books for children. To learn more about the author and her work, have the students watch a video of her speaking about her writing or read an interview with her. To find a video



### ELL Note

Tomorrow partners will begin working on a joint nonfiction report about an animal they agree to research.

If you have beginning English speakers, consider having each of them join an existing pair of fluent English speakers for this project. While you will need to provide support to trios to make sure pairs are integrating the third student and that they are sharing the work fairly, the benefit to ELLs of having two fluent English speakers to interact with and listen to will make this additional support worthwhile.

To learn more, view "Adapting Lessons for English Language Learners" (AV32).



### Teacher Note

Post the "Things We Want to Know About Animals" chart for the students to refer to throughout the unit.



### Technology Tip

For more information about using web-based resources, view the "Using Web-based Teaching Resources" tutorial (AV75).



or print interview with Joanne Ryder, search online with her name and the keyword “video” or “interview.” You might also include the book title *Panda Kindergarten* in the same search.

After the students watch the video or read the interview, have them discuss what they learned about Ryder’s life as a writer of children’s books and her interest in nature.

# Day 5

## Exploring Nonfiction and Pair Conferring

### Materials

- A sheet of lined paper for each pair of students
- Collected nonfiction texts
- “Class Assessment Record” sheet (CA3)

### ELL Note

If you have decided to have any ELL students join existing pairs, give the trios a few minutes to talk informally and get to know one another before they begin to work together.

### ELL Note

Monitor trios of students to make sure that ELLs are being integrated into the work and are contributing to the joint lists of animals.

### In this lesson, the students:

- Identify and list animals they are curious about
- Narrow their lists
- Reach agreement before making decisions
- Make fair decisions

## GETTING READY TO WRITE

### 1 Review Writing from the Past Two Weeks

Have partners get their notebooks and pencils and sit together at desks. Explain that to get ready to choose an animal to research and write about next week, each pair of students will list the animals they have explored up until now, identify any other animals of interest to them, and narrow their list.

Have the students spend a few moments quietly rereading the writing in their own notebooks and circling any animal names they have written.

### 2 Make a Joint List of Animals

After a few moments, call for the students’ attention and explain that part of the writing process is thinking of different topics to write about. Today partners will develop a joint list of animals they have read and written about so far. Provide each pair with a sheet of lined paper, and have partners write their names on it.



Give each pair a few minutes to make a joint list of all of the animals they have written about so far.

### 3 Identify Other Animals of Interest

When most pairs of students have completed their lists, call for their attention and ask:

**Q** *Did you and your partner read and write about any of the same animals? Which ones?*



**Q** *Which animals on your list are both of you curious about? Turn to your partner.*

Explain that today partners will find at least two more animals that they both might be interested in researching and writing about. Suggest that they explore animals that live in very different environments from the animals they have listed so far (such as insects, creatures that live in the ocean, birds, etc.). Explain that after they have added two more animals to their joint list, they may use the nonfiction resources to learn more about any of the animals on their list. Ask:

**Q** *What can you and your partner do to be sure you both agree before adding an animal to your list?*

**Q** *If another pair is looking at a resource that you want to use, what can you do?*

## WRITING TIME

### 4 Identify More Animals of Interest



Give partners ample time to add at least two more animals they are both curious about to their list. As they work, walk around and observe, assisting as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners staying on task, using the resources and discussing the animals of interest to them?
- Are partners agreeing on animals to add to their list?
- Are they able to find information about the animals they have chosen?

Support any pair that struggles by asking questions such as:

**Q** *What animals are you thinking about adding to your list?*

**Q** *If you can't agree on whether or not to add [cheetahs] to your list, what can you do?*

**Q** *If you can't find information on the animal you're thinking about, what other animal could you consider?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 86 of the *Assessment Resource Book*.

### Facilitation Tip

During this unit, we invite you to practice **asking facilitative questions** during class discussions to help the students respond directly to one another, not just to you. After a student comments, ask the class questions such as:

- Q *Do you agree or disagree with [Silas]? Why?*
- Q *What questions can we ask [Silas] about what he said?*
- Q *What can you add to what [Silas] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV22).



### Teacher Note

Have partners put their joint list in a safe place to use again next week.

Call for the students' attention and have them put away their books and other materials. Ask and briefly discuss:

- Q *How did you make decisions about the animals to add to your list? Did you both think that was fair? If not, what might you do differently next time?*

## 5 Narrow the Lists

Explain that each pair of students will review their joint list and circle three animals that both partners are interested in researching and writing about. Use "Think, Pair, Share" to discuss:



- Q *What are some ways you and your partner can work together to choose animals? [pause] Turn to your partner.*

Have volunteers share their thinking.

#### Students might say:

- "We can go through the list together and pick three that we are both curious about."
- "We can each pick six and see if we have three the same and choose those."
- "Maybe I could agree to one animal my partner really likes, he could agree to one I really like, and we could find one we both like."

Give partners a few minutes to agree on and circle three animals. Explain that next week they will decide together on one of the three animals to research and write about.

## SHARING AND REFLECTING

### 6 Reflect on Partner Work

Ask and discuss questions such as:

- Q *Today you and your partner worked together to make the first of many decisions you will make during the next few weeks. What did you do to make sure you both agreed before making a decision?*
- Q *Why is it important that your decision feels fair to both of you?*
- Q *How are we doing with building a caring writing community in our class? Why do you think so?*
- Q *What can we do to continue to make this a safe place for everyone to write and share their thinking?*



## About Joanne Ryder

from *The Big Book of Picture-Book Authors & Illustrators* by James Preller

As a child growing up in Lake Hiawatha, New Jersey, and Brooklyn, New York, Joanne loved playing outdoors. In Lake Hiawatha, where Joanne lived for her first five years, there were always animals to encounter. Joanne fondly recalls, “It was a wonderful place to explore, full of treasures to discover. There were just a few houses on our street, but there were woods all around, filled with small creatures.”

Joanne’s parents influenced her deeply . . . She warmly remembers, “My father liked to pick things up and examine them. He was the one who introduced me to nature up close. He would hold little creatures in his hand and say, ‘Joanne, I have something really fabulous to show you.’ Then he would open his fingers and show me whatever it was he had found—a beetle, a snail, a fuzzy caterpillar. Then he would let me hold it, and I could feel it move, wiggle, or crawl as I held it in my hand. So I became very comfortable holding tiny animals.”

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In many of Joanne’s books about nature, she invites readers to let loose their imagination. Combining fantasy and factual insight, they are asked to become another creature—to creep on long padded toes like a lizard, to shake the snow from their fur like a great bear, to stuff acorns inside their furry cheeks like a chipmunk. The journey is always strange and exciting, filled with wonder and delight.

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Joanne loves her life as a writer. She tells this story: “When I see kids on school visits, I ask them, ‘What do you think I do as a writer?’ They say that I sit at a desk and write. I show them a photograph of me walking in Golden Gate Park and say, ‘This is me hard at work!’ A writer can be working even when he or she is outside looking at a tree. There are so many things around you that can trigger your imagination and fill your mind with images and words.”

Excerpt from “Joanne Ryder” from *The Big Book of Picture-Book Authors & Illustrators* by James Preller. Copyright © 2001 by James Preller. Reprinted by permission of Scholastic Inc.

# Week 3

## OVERVIEW

### Writing Focus

- Students select animals to research and write about.
- Students do pre-research writing about their animals.
- Students explore using effective Internet search terms.
- Students identify and use various sources of information.
- Students take notes in their own words.
- Students cultivate curiosity.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students work in a responsible way.
- Students act in fair and caring ways.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA6–WA9

#### Assessment Forms

- “Class Assessment Record” sheets (CA4–CA5)
- “Conference Notes: Focus 1” record sheet (CN1)

#### Professional Development Media

- “Conferring About Expository Nonfiction” (AV46)
- “Supporting Note-taking and Partner Work” (AV48)
- “Creating a Class Blog” tutorial (AV76)

## J DO AHEAD

- ✓ Prior to Day 1, decide on an animal (for example, dolphins) that you will use to model the process of researching and writing an informational report. Collect resources about that animal, such as books or information printed from online sources. Think ahead about what you know about the animal you have chosen.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA4) on page 87 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, decide if you will allow small groups of students to visit the library, media center, computer lab, or another location in the school to research their animals during Writing Time. Arrange for this ahead of time with the librarian or other adults in the school.
- ✓ Prior to Day 2, generate four or five questions about the animal you have chosen to use for modeling (for example, questions about the animal’s physical characteristics, habitat, diet, reproduction, and predators). Identify passages in your sources that give information about these questions.
- ✓ Prior to Day 3, spend some time becoming familiar with a few search engines and decide which one you will use for modeling during the lesson. Many search engines are available, including some that are intended for students’ use. Check that the preferences on the search engine you select to use with the class have been set to “Strict,” “Safe,” or a comparable setting.
- ✓ Prior to Day 3, prepare a paper chart titled “How to Turn a Research Question into a Search Query,” with the following numbered items on it:
  1. Write down your research question.
  2. Circle the words you definitely need.
  3. Cross out unnecessary words.
  4. Add or substitute more specific words if needed.
  5. Decide in what order to write the words.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA5) on page 88 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 94 of the *Assessment Resource Book*.

## TEACHER AS WRITER

*“Get your facts first, and then you can distort ’em as much as you please.”*

— Mark Twain

Choose another animal from the list you made in Week 2 and repeat that activity. Write five questions that you have about the animal and see if you can find answers to your questions at the library, on the Internet, or through other sources.

# Day 1

## Selecting Topics

### Materials

- Read-aloud books from Weeks 1 and 2
- “Pre-research Writing” chart (WA6)
- “Class Assessment Record” sheet (CA4)
- “Things We Want to Know About Animals” chart from Week 2 and a marker

### Teacher Note

To see an example of this technique, view “Supporting Note-taking and Partner Work” (AV48).



### In this lesson, the students:

- With a partner, select an animal to research and write about
- Do pre-research writing about their animals
- Reach agreement before making decisions
- Make fair decisions
- Cultivate curiosity

### ABOUT SUPPORTING PARTNER WORK

In this unit, each student works with a partner to produce a nonfiction report about an animal they are both curious about. The content of their writing in this unit will consist primarily of factual information that they have researched in books and other sources. The pair work is intended to support the students by inciting discussion about the facts they are finding, what those facts mean, whether they want to include those facts in their written report, and how they will write about those facts in their own words.

Both partners are responsible for the form and content of the final product, and each partner is responsible for researching and writing a part. During this process, partners talk about their thinking and learn from each other as they negotiate to reach agreements and make decisions together.

The cooperative work in this unit may challenge your students. The goals are for them to learn how to handle problems when they arise and to make decisions that both partners think are fair. If you notice partners struggling to work together, use these occasions as learning opportunities. Ask questions such as:

**Q** *What problem are you trying to solve? Why is it important to solve it?*

**Q** *What is a solution you can both live with, even if it's not your first choice?*

**Q** *Is that solution fair to both of you? Why or why not?*

### GETTING READY TO WRITE

#### 1 Briefly Review

Have the students bring their pencils and their joint lists of animals from last week and gather with partners sitting together, facing you. Review that they have been hearing and discussing various kinds of nonfiction texts about animals and exploring animals that interest them.

Show the covers of the read-aloud books the students heard during the past two weeks and quickly review each. Ask and briefly discuss:

**Q** *As we've read about different animals over the past two weeks, what have you become curious about?*

Explain that in the coming weeks, each pair of students will explore and write a nonfiction informational report on an animal they are curious about. Like the authors of the books they have heard, they will write to satisfy their own curiosity and to help others learn and become curious about their animal. They will then publish their report and put it in the nonfiction section of the class library.

## 2 Discuss and Select Topics



Remind the students that last week partners worked together to select three animals that they are both curious about. Have partners review their three choices.

Signal for their attention and explain that they will now select one of the three animals they listed to research and write about in the coming weeks. Ask and briefly discuss:

**Q** *What can you do to make sure you choose an animal that both you and your partner are curious about?*



Have partners talk about their three animals, and ask them to choose one. Encourage them to choose one animal that they are both very curious about. When most pairs of students have chosen, call for their attention. Ask and briefly discuss:

**Q** *How did you and your partner make your decision? What are some ways that other partners decided?*

**Q** *What problems did you have making the decision? How did you handle those problems?*

Have the students in each pair report the animal they will research to you. If many students have chosen the same animal, you might use this opportunity to discuss the need to provide the class library with information about a greater variety of animals. Ask if any pairs of students are willing to research a second choice.

## 3 Model Pre-research Writing About an Animal

Tell the students that you have selected an animal that you are curious about. You will research and write a report about this animal to model for the students what they will do in the coming weeks. Name the animal (for example, dolphins; see “Do Ahead” on page 389).

Explain that today the students will do some pre-research writing about their animal to find out what they already know, or think they know, about it. Display the “Pre-research Writing” chart (WA6). Ask the students to watch as you think aloud about what you know, or think you know, about this animal and what else you are curious to find out.

**TEKS 1.E.i**  
Student/Teacher Activity  
Step 2 (all)

### ELL Note

Monitor trios of students to make sure that ELLs are participating in selecting the animal for their trios to research.

### Teacher Note

In the coming three weeks, you will model researching your chosen animal, writing and organizing notes about it, and using the notes to begin writing a nonfiction report about it. (Diagrams throughout the unit show how to model the process for the students.) The students will follow your example to research and write about their own animals. Plan to research and take notes about your animal, gathering additional resources if necessary, so you have notes to use in the modeling.

### Skill Practice Note

You might point out that, in the first sentence, the word *dolphins* is a noun, a word that names a person (or other living creature), place, or thing. Note that, in the second sentence, “They are mammals,” the noun *dolphins* is replaced with a pronoun, *they*. Explain that a *pronoun* is a word that takes the place of a noun. For more practice identifying and using nouns and pronouns, take time to review these skills. See Lesson 6 and Lesson 9 in the *Skill Practice Teaching Guide*.

### Teacher Note

Save the “Pre-research Writing” chart (WA6) to use on Day 2 and throughout the unit.

#### You might say:

“Last week I read some nonfiction books about dolphins. I got curious to learn more about them, so I chose dolphins as the topic of my report. Now I’ll write some things I know, or think I know, about dolphins. I’ll start with where they live. I’ll write: *Dolphins live in the sea*. Next, I’ll write what type of animal they are: *They are mammals*. The word *mammals* has a certain meaning. Maybe I’ll try to explain what I think *mammals* means. I’ll write: *That means they breathe air*. *Being a mammal also means that they are warm-blooded*. What else do I remember from my reading? I’ll write what dolphins are like and what they usually eat: *They are smart and friendly*. *Their diet is mainly fish*. I’m still curious about many things about dolphins, though. I’ll write something about that here: *One thing I wonder about dolphins is what their babies are like*.”

### Pre-research Writing

*Dolphins live in the sea. They are mammals. That means they breathe air. Being a mammal also means that they are warm-blooded. They are smart and friendly. Their diet is mainly fish. One thing I wonder about dolphins is what their babies are like.*

WA6

Explain that during Writing Time each student will do some pre-research writing about her pair’s chosen animal in her own notebook. Then partners will share what they have written with each other. Encourage the students to write freely about everything they know, or think they know, about their animal, as well as what else they are curious to find out.

## WRITING TIME

### 4 Do Pre-research Writing

Have partners get their notebooks and sit together at desks. Have them spend 15–20 minutes writing quietly about what they know, or think they know, about their animal. Join the students in writing for a few minutes; then walk around the room and observe them, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students write freely and with interest about their animals?

If you notice any student having difficulty writing, ask the student to tell you what he knows about the animal. You might also ask whether he has written anything about this animal in the past two weeks. If so, have the student review that writing. If not, ask the student to write what he is curious to know.

Record your observations on the “Class Assessment Record” sheet (CA4); see page 87 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect in Pairs on Pre-research Writing



Have partners read and discuss their pre-research writing with each other. After they have had time to share, discuss:

**Q** *What did your partner write about your animal that you didn't write?*

Use “Think, Pair, Share” to discuss:



**Q** *What are some things that you and your partner both wonder about your animal? [pause] Turn to your partner.*

Add any topics not already listed to the “Things We Want to Know About Animals” chart.

Explain that tomorrow partners will continue to discuss what they are curious about and then begin their research.

### Teacher Note

Collect any additional resources you can find related to your students' chosen animals to use in Day 2.

# Day 2

## Developing Research Questions

### Materials

- “Pre-research Writing” chart (WA6) from Day 1
- “Things We Want to Know About Animals” chart from Day 1
- Chart paper and a marker
- A sheet of lined paper for each pair
- Collected nonfiction texts from Weeks 1–2, as well as additional resources related to the students’ chosen animals
- “Writing Time” chart (WA7)
- A folder for each pair of students

**TEKS 13.A.i**  
**TEKS 13.A.ii**  
**TEKS 13.B.i**  
Student/Teacher Narrative  
Step 1 (all, beginning on  
page 394 and continuing on  
to page 395)

### In this lesson, students:

- Review and discuss pre-research writing
- Generate research questions about their animals
- Identify and use various sources of information
- Cultivate curiosity
- Reach agreement before making decisions
- Make fair decisions

### ABOUT GENERATING RESEARCH QUESTIONS

This week and next, partners generate questions to research about the animals they have chosen and then research those questions. In today’s lesson, you will model the process of generating several questions, drawing on the “Things We Want to Know About Animals” chart and your own pre-research writing for inspiration. Then partners will do the same. Generating research questions may prove challenging for your students. Support struggling students by asking questions such as:

**Q** *What is a question on the “Things We Want to Know About Animals” chart that you would like to ask about the animal you are researching? How might you write that question?*

**Q** *What did you include in your pre-research writing that you would like to learn more about?*

After generating a list of questions, some students may become overly focused on finding the answers, ignoring other interesting information that could enrich their reports. Over the coming weeks, continue to discuss with your students the importance of approaching their research with curiosity. Encourage each pair of students to continue adding to their list of questions and to take notes on anything they find interesting about their chosen animal, whether or not it answers one of their original questions.

### GETTING READY TO WRITE

#### **1** Discuss Pre-research Writing and Model Brainstorming Questions

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Review that partners selected an animal to research and write about together, and that they did pre-research writing about it yesterday. Remind them that the purpose of pre-research writing is to help them see what they already know, or think they know, and to determine what they want to find out.

Display the “Pre-research Writing” chart (WA6) from yesterday and read it aloud. Then look at the “Things We Want to Know About Animals” chart from yesterday and think aloud about particular things you want to find out more about, based on what you wrote. Record these as questions on a sheet of chart paper titled “Research Questions.”

**You might say:**

“In my writing yesterday, I wondered what baby dolphins are like. For example, I wanted to find out if baby dolphins are born knowing how to swim, so I’ll start by writing that question: *Are baby dolphins born knowing how to swim?* Yesterday I also wrote that dolphins breathe air. I’m curious to find out how long they can hold their breath. I’ll write: *How long can a dolphin hold its breath?* I also wonder about their food. I already know that they eat fish, but do they eat other types of food? I’ll add that question to my list. I’ll write: *What types of food do dolphins eat?* Another question I have is about dolphins’ life cycle. I’ll write: *How many years can a dolphin live?*”

## Research Questions

*Are baby dolphins born knowing how to swim?*

*How long can a dolphin hold its breath?*

*What types of food do dolphins eat?*

*How many years can a dolphin live?*

Point out that the students will have an easier time finding information about their topics if they have specific questions that they can research.

Explain that today partners will review their pre-research writing and together agree on four or five questions about their chosen animal that they are both interested in researching.

## 2 Review Pre-research Writing and Brainstorm Research Questions



Ask the students to individually reread their pre-research writing from yesterday. Distribute a sheet of lined paper to each pair of students, and ask partners to agree on and write four or five questions about their chosen animal that both partners are curious about.

When most pairs of students are finished, signal for their attention and have a few volunteers report their research questions to the class. As they share, record their questions on the “Research Questions” chart.

### Teacher Note

Save the “Research Questions” chart to use on Day 3 and throughout the unit.

**TEKS 13.A.i**

**TEKS 13.B.i**

Student/Teacher Activity  
Step 2 (all, beginning on page 395 and continuing on to page 396) and Step 4 (all, beginning on page 396 and continuing on to page 397)

How long does a baby kangaroo live in its mother's pouch?

Are zebras born with stripes?

Do chimps have their own language?

Does anything eat whales?

How do polar bears catch fish to eat when everything is frozen solid?

Briefly discuss:

**Q** *How did you and your partner agree on your research questions? What problems or challenges did you have? How did you handle them?*

Explain that during Writing Time today the students in each pair may add to their list of questions and then begin looking for information about their animal, using various sources of information.

### **3** Discuss Searching for Resources

Explain that partners may use multiple sources, including the nonfiction books you have gathered for the class, other books or media materials available in the classroom or school library, or online resources. Ask partners to discuss:

 **Q** *Where might you and your partner look for information about the questions you've chosen to research? Turn to your partner.*

If you have decided to have small groups of students visit the library, media center, or other locations in the school to look for resources, discuss how the students will take responsibility for themselves outside the classroom. Discuss:

**Q** *What will you do to act in a considerate and responsible way at the [library]? Why is that important?*

## WRITING TIME

### **4** Add to Research Questions and Search for Information

 Have partners sit together at desks. Display the "Writing Time" chart (WA7) and have the students work in pairs on the charted tasks for 20–30 minutes. Be ready to assist them in writing questions and finding information about their research questions.

### Writing Time

- Add to your list of questions about your animal.
- Search for information about your animal.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Taking Responsibility During the Information Search

Ask and briefly discuss questions such as:

- Q *Who added a research question to your list? Tell us about it.*
- Q *What did you and your partner do today to act responsibly as you looked for resources?*
- Q *What problems did you have? What can you do tomorrow to avoid those problems? Why will it be important for you to try to avoid those problems?*

Explain that the students will continue to research their animals over the next couple of weeks. Distribute a folder to each pair of students and have partners write their names on it. Explain that they will keep all of the papers related to their informational report in this folder. Have them place their sheet of research questions and any other loose papers in their folder. Have partners decide who will keep the folder until the next lesson.

# Day 3

## Researching and Taking Notes

### Materials

- Whiteboard with a search engine displayed, prepared ahead
- “Research Questions” chart from Day 2
- Chart paper and a marker
- “How to Turn a Research Question into a Search Query” chart, prepared ahead
- “Writing Time” chart (WA8)

### Technology Tip

If after today's lesson your students need more support with choosing effective search terms, you might teach Technology Mini-lesson 3, “Choosing Effective Search Terms,” which closely matches today's instruction. (If only some students need more support, you might teach Mini-lesson 3 just to those students.)

If your students do not need further support choosing search terms, you might skip Technology Mini-lesson 3 and teach Technology Mini-lessons 4–6, which provide further instruction on conducting online searches. If possible, teach this set of mini-lessons (located in Appendix A) in order and at corresponding stages in the students' research. For example, teach Technology Mini-lesson 6, “Evaluating Research Sources,” after the students have searched for and collected several online sources. For more information, see “About Teaching the Online Research Lessons” on page 710.

### In this lesson, the students:

- Learn and use the terms *search engine*, *search term*, and *search query*
- Identify the best terms for an effective search query
- Reach agreement before making decisions

## GETTING READY TO WRITE

### 1 Review and Introduce Searching for Information Online

Have the students bring their notebooks, folders, and pencils and gather with partners sitting together, facing the whiteboard. Review that each pair of students together selected an animal to research and write a nonfiction informational report about. They wrote down what they know about their animal and then agreed on four or five research questions.

Review that, to research their animals, the students may use multiple sources, including online resources. Explain that today the students will learn how to use a search engine to find information on the Internet. Explain that a *search engine* is a tool that searches the Internet using words you type into it. Finding the information you are looking for requires knowing how to choose the best words, or *search terms*, to type into a search engine.

### 2 Model Choosing the Best Terms for a Search Query

Direct the students' attention to the whiteboard with the search engine displayed, and show where to type in the search terms. Explain that good researchers start with a research question and then identify words within the question to use for their search.

Direct the students' attention to the “Research Questions” chart. Choose one of your charted questions and rewrite it on a sheet of chart paper. Explain that you will use the question to help you identify a set of words for your search and that the set of words you choose is called a *search query*.

Explain that a search query tells a search engine exactly what information you are looking for. Search queries are not usually complete sentences because they only use words directly related to the focus of the search. Ask the students to listen carefully as you think aloud about and model how to change the question (for example, “What types of food do dolphins eat?”) into a search query.

**You might say:**

"I know I need the word *dolphins* because those are the animals I'm researching. I also need *food* and *eat* because I want to research their diet. So *dolphins*, *food*, and *eat* are my keywords—I am going to circle them. I don't need the words *What*, *types*, *of*, or *do* because they don't describe the information I need, so I will cross them out. Because I think it's a good idea to put these keywords in an order that makes sense, my search query will be: *food dolphins eat*."

What types of food do dolphins eat?

Type the search query into the search engine and display the results. Read some of the results aloud. Use "Think, Pair, Share" to discuss:



**Q** Which of these results do you think will have information about [the foods dolphins eat]? Why? [pause] Turn to your partner.

If the students do not mention it, point out any results that look like they directly address your research question.

### 3 Choose the Best Terms for a Search Query

Explain that the students will follow the same procedure to turn a different research question into a search query. Post the chart titled "How to Turn a Research Question into a Search Query" and read each step aloud.

#### How to Turn a Research Question into a Search Query

1. Write down your research question.
2. Circle the words you definitely need.
3. Cross out unnecessary words.
4. Add or substitute more specific words if needed.
5. Decide in what order to write the words.

Write another research question (for example, “How long can a dolphin hold its breath?”) where everyone can see it, and have the students copy it onto the next blank page in their notebooks. Explain that partners will read the question carefully and follow the steps on the chart to decide on a search query. Ask and briefly discuss:

**Q** *What can you and your partner do if you don't agree about what words to include in your query or what order to put the words in?*

**Students might say:**

“If we don't agree, we can talk about why we think a word should be used or not used in the query.”

“In addition to what [Patricia] said, we can explain why we think the words in the search query should go in a certain order.”

“We can write different search queries for the same question and later we can try them out and see how each one works.”



Have pairs work together to write search queries for the research question you wrote. Walk around the room and observe. If necessary, direct the students' attention to the “How to Turn a Research Question into a Search Query” chart and remind them to follow each step. Review that search queries use only words directly related to the research question. When most pairs of students have finished, signal for their attention and have a few volunteers share their search queries with the class. Remind the students that a search query tells a search engine exactly what information to search for about a research question.

Explain that during Writing Time today the students will follow the same procedure to turn one of their own research questions into a query.

### Teacher Note

The students may decide on a search query such as *dolphin hold breath* or *dolphin breath*.

### Teacher Note

Save the “How to Turn a Research Question into a Search Query” chart to use throughout the unit.

**TEKS 13.B.i**  
Student/Teacher Activity  
Step 4 (all)

## WRITING TIME

### 4 Write Search Queries



Have partners sit together at desks. Have each pair of students take their shared list of questions out of their folder and place it where both partners can see it as they work. Display the “Writing Time” chart (WA8). Have partners work together on the charted tasks for 5–10 minutes. Encourage them to refer to the “How to Turn a Research Question into a Search Query” chart. As the students write, walk around and observe them, assisting students as needed.

WA8

#### Writing Time

- Pick a question from your list.
- Turn the question into a search query.
- Repeat these steps for other questions on your list.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on What the Students Learned



Have partners review their questions and search queries together. Then, as a class, discuss questions such as:

**Q** *What is one question on your list? How did you and your partner turn that question into a search query? Tell us about it.*

As volunteers share, type their search queries into the search engine on the whiteboard and ask:

**Q** *Which of these research results do you think will have information about [the foods dolphins eat]? Why?*

Explain that the students will continue to research their animals tomorrow. Have them place their sheets of research questions and any other loose papers in their folders.

## Researching and Taking Notes

## Day 4

### In this lesson, the students:

- Identify and use various sources of information
- Take notes in their own words
- Reach agreement before making decisions
- Make fair decisions
- Share the work fairly

### ABOUT TEACHING NOTE-TAKING SKILLS

In grade 3, the students focus on identifying interesting information about their animals, summarizing the information and writing notes in their own words, and categorizing their notes in preparation for writing. This process lays the foundation for work they continue in grades 4 and 5, in which they focus on narrowing their research topics, writing notes about specific research topics, and identifying source information for their notes.

In this unit, the students take notes on 3" x 5" or 4" x 6" index cards. The cards help them be succinct in writing notes and help them organize their notes in preparation for writing.

Be aware that writing notes in their own words can be challenging for elementary students. Look for opportunities to model this process frequently, asking the students to help you restate written information in their own words.

### Materials

- Collected nonfiction texts
- “Research Notes” chart (WA9)
- “Research Questions” chart from Day 3
- Print and online sources of information about your chosen animal
- Index cards and rubber bands for students’ notes
- “Class Assessment Record” sheet (CA5)

## Teacher Note

This lesson may require an extended class period.

**TEKS 7.E.i**  
**TEKS 13.C.i**  
**TEKS 13.C.ii**  
Student/Teacher Narrative  
Step 2 (all, beginning on  
page 402 and continuing  
on to page 403)

## Teacher Note

If possible, model using a table of contents, index, glossary, and/or the Internet to locate information about your animal.

Plan to monitor and encourage the students, but do not worry if you notice them copying from the text, as many of them will not master taking notes in their own words until they are older.

# GETTING READY TO WRITE

## 1 Briefly Review

Gather the class with partners sitting together, facing you. Review that together partners selected an animal to research and write a nonfiction informational report about. They wrote about what they think they know about their animal and agreed on four or five questions to research. Then they wrote Internet search queries for some of their questions.

Explain that today the students will begin doing their research, both to confirm what they think they know and to get information about the questions they wrote. Pairs of students will work together to research and take notes about things they want to include in their informational report.

## 2 Model Researching and Taking Notes

Display the “Research Notes” chart (WA9). Ask the students to watch as you model how you would like them to take notes. Use the following procedure to model:

- Reread the “Research Questions” chart aloud and identify one question that you found some information about.
- Show the sources of information you found about your animal.
- Read aloud the information in each source that addresses the question.
- Think aloud about the information you read.
- On the “Research Notes” chart, model writing a note in your own words, indicating the source in parentheses (either by author and page number or by the web address). Also model writing your initials in the upper right, directly above the note.

### You might say:

“I did an Internet search with the search query: *food dolphins eat*. I found a website called *all-about-ocean-mammals.org* and printed out some information about dolphins from that website. It says, ‘Although small fish are the major part of their diet, dolphins also eat squid, shrimp, crabs, and even octopuses. Dolphins usually swallow their food whole; their teeth are only used to grab and catch their prey.’ This tells me that dolphins mostly eat small fish, but they also like squid, shrimp, crabs, and octopuses.”

Point out that in finding information about your question (for example, about what dolphins eat) you found another interesting piece of information to include in your report. Use this procedure to model another example of taking notes.

**You might say:**

"The website all-about-ocean-mammals.org also says, 'Dolphins usually swallow their food whole; their teeth are only used to grab and catch their prey.' This is another interesting piece of information about dolphins and their food. I'll write it in my notes."

### Research Notes

Dolphins mostly eat small fish. They also like squid, shrimp, crabs, and octopuses.

(all-about-ocean-mammals.org)

C.W.

They don't chew their food with their teeth. They just gulp it.

(all-about-ocean-mammals.org)

C.W.

WA9

Point out that notes are most helpful when they are brief and written in the writer's own words, rather than copied exactly from the source. Explain that if a writer copies the exact words or ideas from a source in her notes, she might accidentally copy those words and ideas into her own report. Tell the students that when a writer uses someone else's exact words and ideas in her own writing without giving the original writer credit it is called *plagiarism*. Explain that plagiarism is stealing someone else's work and calling it your own and that plagiarism can result in serious consequences for any writer, whether she is a student, a journalist, or a professional author.

Explain that the students will take their notes on index cards, one note per card. Point out that having the notes on cards will help the students organize them when they get ready to write their informational reports. Ask them to write both partners' initials on each card.

### 3 Get Ready to Work Together



Have partners reread their list of brainstormed research questions from yesterday. Explain that the questions are just starting places; partners should look for and take notes about any information that they find interesting about their animal.

Explain that partners will need to work together to research and take notes about their animal. Ask and briefly discuss:

**Q** *What will you and your partner do to share your work fairly today?*

### Teacher Note

You might model taking notes from a few different sources, such as the Internet, a book, and an encyclopedia.

### Teacher Note

Save the "Research Notes" chart (WA9) to use on Day 5 and next week.

### TEKS 13.F.i Student/Teacher Narrative Step 2 (second paragraph on page 403)

### Teacher Note

If your school has an official policy on plagiarism, you might review it with your students. Facilitate a class discussion by asking questions such as:

- Q** *What questions do you have about plagiarism?*
- Q** *What might you do if you are having trouble writing a note in your own words?*

**TEKS 7.E.i**  
**TEKS 13.C.i**  
**TEKS 13.C.ii**  
Student/Teacher Activity  
Step 4 (all)

### Teacher Note

Some pairs of students may still be looking for resources today. This is to be expected. On any given day, you are likely to have pairs working at different stages of their projects.

### Technology Tip

You might enlist a parent volunteer or an older student to help small groups of students search online. Encourage the students to print out the information they find about their animals.

If your school has an acceptable use policy, review it with the students. Also confirm that the search settings on your school's computers are set to "Strict," "Safe," or a comparable setting.

**Q** *What can you and your partner do if you don't agree about whether to take notes about a piece of information?*

#### Students might say:

"We'll read a book together and stop when we want to write a note about something."

"We'll each look in a different book but talk to each other about interesting things we read, so we can take notes about them."

"We can take turns writing the notes."

"If we don't agree, we can say why we think something is interesting enough to take notes on."

Encourage partners to try the things they suggested, and tell them that you will check in with them to see how they did.

## WRITING TIME

### **4** Research Animal Topics and Take Notes



Distribute index cards to the students and have them begin researching and taking notes about their animals. During this time, they may talk in soft voices about their work.

As the students write, circulate and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners agreeing on interesting facts to write about their animal?
- Are they writing notes in their own words?
- Are they writing just one piece of information per card?
- Are they sharing the work?

If necessary, stop the class to remind the students of the procedures to follow when taking their notes. If you notice partners having difficulty sharing the work, stop them and discuss questions such as:

**Q** *What is each of you responsible for accomplishing?*

**Q** *Is the way you are sharing the work fair? Why or why not?*

**Q** *What can you do to share the work fairly?*

**Q** *Why is it important that both of you do your part of the work on this project?*

Record your observations on the "Class Assessment Record" sheet (CA5); see page 88 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind them to write their initials on all of their cards.

## SHARING AND REFLECTING

### 5 Reflect on What the Students Learned



Have partners review their notes together. Then, as a class, discuss questions such as:

- Q *What is one interesting fact you and your partner learned about your animal today?*
- Q *As you listened to [Donna and Juan] share about their animal topic, what did you hear that makes you curious?*
- Q *What was [interesting/challenging] about doing research today? What suggestions do you have that might help someone else with this challenge?*

Point out that curiosity leads to learning, and that learning often leads to more curiosity.

### 6 Reflect on Sharing Work Fairly

Ask and briefly discuss:

- Q *How did you and your partner share the work fairly today?*
- Q *If you didn't share the work fairly, what will you do tomorrow to share the work fairly? Why will that be important to do?*

Explain that the students will continue to share work fairly as they research their animals tomorrow. Provide the students with rubber bands to bind their cards together. Have them put their cards in their folders or another secure place until tomorrow.

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## EXTENSION

### Continue Research During Other Times of the Day

You might have the students continue doing research and taking notes during other times of the day. They might use independent time, the library period, or after-school activity time. Also encourage the students to use the public library or their home computers to continue their research and writing.



### Facilitation Tip

Continue to **ask facilitative questions** to help the students respond to one another. When students direct their responses to you, redirect them toward the class by asking questions like:

- Q *Do you agree or disagree with what [Jayden] just said, and why?*
- Q *What questions can we ask [Jayden] about what he said?*
- Q *Why does what [Jayden] said make sense?*

Much of the learning in this program relies on creating a dynamic discourse among the students. Facilitative questions teach them that their comments contribute to class discussion and that they are responsible for listening to one another and responding.

### Materials

- Collected nonfiction texts
- “Research Notes” chart from Day 4 (WA9)
- Sources of information about your animal
- “Research Questions” chart from Day 4
- Index cards and rubber bands
- Class set of “Conference Notes: Focus 1” record sheets (CN1)

### TEKS 13.E.i

Student/Teacher Narrative

Step 2 (all, beginning on page 406 and continuing on to page 407)

### In this lesson, the students:

- Identify and use various sources of information
- Take notes in their own words
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Discuss the Research Process

Gather the class with partners sitting together, facing you. Review that the students began researching their chosen animals yesterday. Explain that today they will continue to research and take notes about their animals. Ask and briefly discuss:

**Q** *Was it hard or easy to find information about your topic yesterday? What made it hard or easy?*

**Q** *What did you do to locate information about your topic?*

#### Students might say:

“I looked in the table of contents of a book to see if there was a chapter on the life cycle of bees.”

“I looked up *prey* in the index, and that told me the page to go to in the book.”

“I wanted to find information about woodpeckers in North America. First, I tried searching online using the word *woodpeckers*. I got too many results, so I tried *North America woodpeckers* and found information just about woodpeckers in North America.”

As the students share ways they located information, stop periodically to ask pairs to discuss:



**Q** *How might you use [Jennie’s] method of finding information?*

### 2 Model Researching and Taking Notes

Display the “Research Notes” chart (WA9) from yesterday. Ask the students to watch as you model another example of researching and taking notes. Follow the procedure you used on Day 4, Step 2 (see page 402) to model locating information, reading it aloud, thinking aloud about it, and writing a note about it in your own words. This time, invite the students to help you write the note.

**You might say:**

"I printed out more information about dolphins from the Internet. This source says, 'Some dolphins have been seen working together to hunt schools of fish. They swim around the fish, herding them together. When the fish are surrounded and trapped, the dolphins eat them.' How can I capture that briefly in my own words? One idea I heard is that I write: *Dolphins sometimes hunt in teams.* I'll start with that. Then I might add: *They swim in a circle around a school of fish.* I'll write that next. Another suggestion is that I add: *to capture and eat them.* I'll write that too. Now my second sentence reads: *They swim in a circle around a school of fish to capture and eat them.*"

Add your initials to the upper right-hand corner of the note, and write the source in parentheses beneath the note. Then model another example using the same procedure.

Explain that the students will continue to research and take notes about their animals today. Remind them to take notes not only about their questions but also about other interesting information they find. Remind them to try to write their notes briefly and in their own words.

## WRITING TIME

### 3 Research Animal Topics and Take Notes



Have the students get their pencils and shared folders and sit at desks with partners together. Distribute more cards as needed and have partners research and take notes about their topics. As they work, circulate, observe, and offer assistance. When all partners seem to be working independently, begin conferring with pairs of students, one at a time.



### TEACHER CONFERENCE NOTE

Today you will begin conferring with individual pairs and continue conferring with them into the next week. Ask partners to tell you the animal they are researching and what they are learning about that animal. Focus your conversations on what the partners are curious about, what they are learning, and how they are capturing what they are learning in their notes. Ask questions such as:

- Q *What animal are the two of you researching? What question about that animal is each of you researching now?*
- Q *What have you found out about your question? Read me one of your notes.*
- Q *What else do you want to know? What sources might you use to find information about that?*

*(continues)*

### Teacher Note

You might have the students place self-stick notes in their sources on the pages containing information they are using in their notes, so that they can easily locate those pages later in the research process.

### Teacher Note

Save the "Research Notes" chart (WA9) to use in Week 4.

### TEKS 13.E.i

Student/Teacher Activity Step 3 and Teacher Conference Note and Step 4 (all, beginning on page 407 and continuing on to page 408)

### Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Expository Nonfiction" (AV46).



**TEKS 13.F.i**  
Student/Teacher Activity  
Step 4 (second discussion  
question)

## TEACHER CONFERENCE NOTE *(continued)*

If you ask a student to read you a note and you find it confusing, ask the student what the note means. Explain why you were confused and ask the partners how the note might be rewritten more clearly.

Document your observations for each student on a separate "Conference Notes: Focus 1" record sheet (CN1); see page 94 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Remind both partners in each pair to write their initials on all of their cards.

## SHARING AND REFLECTING

### 4 Reflect on Researching and Taking Notes



Have partners review their notes together to make sure that they are written in their own words and that what they have written makes sense. Explain that if they find a note confusing, they should work together to decide what is confusing about it and how to make it clearer. Explain that partners may need to refer to the source of the information to help them rewrite it.

After several minutes, briefly discuss:

- Q *Who has an example of a confusing note? What did you do to make the note clearer?*
- Q *Why do you think it is important to paraphrase, or write notes using your own words, instead of plagiarizing or using the author's exact words?*
- Q *What have you learned about taking notes? What suggestions do you have to help others?*

Have the students reflect on their partner work by asking:

- Q *What did you and your partner do to share the work fairly today?*

Explain that partners will continue to research their animals next week. Have them bind together their index cards with a rubber band and place the cards in their folders or another secure place until then.



## TECHNOLOGY EXTENSION

### Use a Class Blog for Reflection

Create a class blog and, in the coming weeks, invite the students to reflect on what they are learning about writing informational reports. Post reflection questions, such as the second question in Step 4 above. After discussing the questions as a class, have interested students post their comments. Review the comments periodically and, with the respondents' permission, discuss them with the class.



### Technology Tip

For information about setting up and maintaining a class blog, view the "Creating a Class Blog" tutorial (AV76).



# Week 4

## OVERVIEW

### Writing Focus

- Students use various sources of information to research an animal.
- Students take notes in their own words.
- Students organize their notes in preparation for writing.
- Students draft nonfiction informational reports and include facts, details, and definitions.
- Students explore transitional words and phrases.
- Students confer with one another and the teacher.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students work in a responsible way.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA9–WA14

#### Assessment Forms

- “Class Assessment Record” sheets (CA6–CA7)
- “Conference Notes: Focus 1” record sheet (CN1)
- “Conference Notes: Focus 2” record sheet (CN2)

#### Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Managing Pair Conferences” (AV8)

## J DO AHEAD

- ✓ Prior to Day 2, look for information about any of the research questions you charted last week about your animal (for example, questions about the animal's habitat, physical characteristics, diet, reproduction, and predators). Take notes on what you find, eight to ten notes altogether. Copy your notes onto 5" × 7" index cards, one note per card. Group your notes into categories and think about what heading you will assign to each group (for example "Habitat," "Physical Characteristics," "Diet," "Reproduction," and "Predators").
- ✓ Prior to Day 2, prepare wall space by the whiteboard where you can post your sorted index cards. The space should be close enough to the interactive whiteboard that you can read the notes while you model writing on the lined writing chart (WA12) on Day 3.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA6) on page 89 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, review your organized note cards from Day 2 and think ahead about how you might begin drafting an informational report. Include appropriate information from your pre-research writing as well as from your notes.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA7) on page 90 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, title a sheet of chart paper "Transitional Words and Phrases for Reports." Under the title, list the following: *also, and, another, because, but, for example, in fact, more, since, first, next, last*.
- ✓ Prior to Day 4, make a class set of the "Conference Notes: Focus 2" record sheet (CN2) on page 95 of the *Assessment Resource Book*.

## TEACHER AS WRITER

*"We write about what we don't know about what we know."*

— Grace Paley

Reread the questions you wrote about an animal in Teacher as Writer during the past two weeks. Choose one or two questions and try to find some information about them using the resources you have collected for your students. As you look for information, consider:

- Is it hard or easy to locate information about your questions? If it's hard, what makes it hard? Would modifying your questions make it easier? How?
- What tools or methods are you using to locate the information (for example, tables of contents, indexes, glossaries, search engines)? What skills do you need to successfully use these tools?

# Day 1

## Researching and Taking Notes

### Materials

- Collected nonfiction texts from Weeks 1–3
- Index cards and rubber bands
- “Writing Time” chart (WA10)
- (Optional) “Research Notes” chart (WA9) from Week 3
- (Optional) Sources of information about your animal from Week 3
- (Optional) “Research Questions” chart from Week 3

**TEKS 13.A.i**  
Student/Teacher Activity  
Step 1 (all)

### Teacher Note

If necessary, model researching and taking notes about your topic again using the “Research Notes” chart (WA9) and the procedure you used in Week 3, Day 4, Step 2 on page 402. Model locating specific information using the table of contents, index, glossary, etc. Read information from your source aloud and ask the students to help you write brief notes in your own words.

### In this lesson, the students:

- Continue to research animals
- Take notes in their own words
- Check each other’s notes for understanding
- Share the work fairly

## GETTING READY TO WRITE

### 1 Review Pre-research Writing and Notes

Have the students bring their notebooks and folders and gather with partners sitting together, facing you. Review that the students began researching their animals in pairs last week. Ask the students to quietly reread their pre-research writing and their notes. Then call for their attention and ask:

**Q** *After starting your research, did you change your mind about something you wrote in your pre-research writing? Tell us about it.*

Use “Think, Pair, Share” to discuss:



**Q** *What is something new that both you and your partner have learned about your topic? [pause] Turn to your partner.*

After partners have discussed the questions, have one or two volunteers share with the class. Remind the students that the purpose of their research (and the writing they will do later in the week) is to satisfy their own curiosity about their topics and also to help others become curious about it.

Explain that today partners will continue to research and take notes about their questions, things they thought they knew about their topics (from their pre-research writing), and any new things they have become curious about.

### 2 Discuss How Partners Will Work Together

Explain that today each pair of students will continue to research and take notes about their animal. Later this week partners will begin drafting a nonfiction report about their animal.



**Q** Ask partners to spend a few minutes discussing what they want to accomplish today and how they will share the work in a fair way.

## WRITING TIME

### 3 Continue to Research Animal Topics and Take Notes



Display the “Writing Time” chart (WA10). Have partners sit together at desks and work on the charted tasks for 20–30 minutes.

#### Writing Time

- Find resources about your animal.
- Research and take notes in your own words about your questions, things you thought you knew, and new things you have become curious about.
- Share the work fairly.

WA10

Distribute more index cards, as needed, as the students research and take notes about their topics. As they work, circulate, observe, and offer assistance. When pairs of students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

As you did in Week 3, confer with individual pairs about their research and about taking notes. Ask partners to tell you about the animal they are researching. Focus your conversations on what the partners are curious about, what they are learning, and how they are capturing what they are learning in their notes. Ask questions such as:

- Q *What animal are the two of you researching? What questions about that animal are each of you researching now?*
- Q *What have you found out about your questions? Read me one of your notes.*
- Q *What else do you want to know? What sources might you use to find information about that?*

If you ask a student to read you a note and you find it confusing, ask the student what the note means. Explain why you were confused and ask the partners how the note might be rewritten more clearly.

Beginning on Day 4, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Document your observations for each student on a separate “Conference Notes: Focus 1” record sheet (CN1); see page 94 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Teacher Note

The Writing Time routine established early in the year helps students settle quickly into focused writing. To learn more, view “Predictable Structure of the Writing Lessons” (AV3).



## SHARING AND REFLECTING

### 4 Reflect on Researching and Taking Notes



Have partners review their notes together. Ask:

- Q *What was it like to take notes in your own words today? Read us one of your notes.*
- Q *What is one interesting fact that you and your partner learned about your animal today?*
- Q *Take a look at your pre-research writing. What have you learned about your animal that confirms (is the same as) what you thought you knew? What have you learned that's different from what you thought you knew?*

Explain that partners will begin organizing their notes tomorrow in preparation for writing their informational report. They will have time to continue researching their topic as well.

Provide rubber bands as needed and have partners bind together their cards and put them in their folders or another secure place until tomorrow.

## Day 2

## Organizing Notes

### Materials

- *Reptiles* from Week 1
- *A Pack of Wolves and Other Canine Groups* from Week 1
- Collected nonfiction texts
- Your research notes written on 5" × 7" index cards
- Blank wall space to post note cards
- Blank cards to write section titles for your research notes
- Index cards and rubber bands
- “Class Assessment Record” sheet (CA6)
- “Writing Time” chart (WA11)

### In this lesson, the students:

- Modify and expand their thinking, based on research
- Organize their notes in preparation for writing
- Reach agreement before making decisions
- Agree and disagree in a caring way
- Share the work fairly

## GETTING READY TO WRITE

### 1 Briefly Review

Gather the class with partners sitting together, facing the whiteboard. Review that they have been working in pairs to research and take notes about their animals.

Explain that nonfiction authors want their readers to become curious and learn about their topics, so they organize information ways that will interest readers and be easy to understand.

Review that the students have seen many ways authors can organize nonfiction information. Show the covers of *Reptiles* and *A Pack of Wolves and Other Canine Groups*, and remind the students that they heard

these books earlier in the unit. Show the table of contents of *Reptiles*, and explain that this book is organized by *subtopics*, or smaller topics within the larger topic of reptiles. Then show the table of contents of *A Pack of Wolves and Other Canine Groups*, and explain that this book is also organized by subtopics, including the members that make up a wolf pack, how wolves have babies, how wolves communicate, what they eat, and whether they are endangered. Explain that this week the students will organize their own nonfiction reports by subtopics this week.

## 2 Model Organizing Notes

Ask the students to watch as you model organizing your notes by subtopics. Read aloud the notes you wrote on index cards as you post them on a wall or the board. Explain that some of the notes can be put together because they are about the same subtopic. Model putting notes about similar subtopics together, and write a heading for each category on a blank index card above each group of notes.

### You might say:

"I have information about how scientists classify dolphins (how they decide what kind of animal dolphins are). I also have information about what dolphins eat and information about how dolphins take care of their babies. I'll write the subtopic headings that I think will be helpful to readers. I'll write: *What Are Dolphins?*, *Food Dolphins Eat*, and *Baby Dolphins*."

Ask:

**Q** *What other notes can we put together? What could we call this group of notes?*

If possible, use the students' suggestions to categorize the notes. Write a subtopic heading above each group of notes. If the students have difficulty categorizing the notes, continue to model while thinking aloud.

What Are  
Dolphins?

C.W.

Dolphins are mammals, like humans.  
(Cardoza, p. 7)

C.W.

Because they are mammals,  
dolphins breathe air. They have  
lungs, not gills.  
(Lim, p. 24)

(continues)

### Teacher Note

On Day 3, you will model drafting your report on the whiteboard as you refer to your research notes.

(continued)

C.W.

Like all mammals, dolphins are warm-blooded.  
(all-about-ocean-mammals.org)

C.W.

Dolphins belong to a group of sea mammals called cetaceans. Whales are also part of this group.  
(Abezi, p. 15)

### Teacher Note

Prior to Day 3, research the students' suggestions and write additional notes on 5" x 7" index cards (about additional subtopics, if necessary).

### Teacher Note

You might choose to keep the cards posted for the Day 3 lesson.

### Facilitation Tip

Continue to **ask facilitative questions** to build accountability for listening and participation during class discussions. Redirect students' comments to the class by asking:

- Q *Do you agree or disagree with [Hillary]? Why?*
- Q *What questions can we ask [Hillary] about what she said?*
- Q *What can you add to what [Hillary] said?*

After categorizing all of the notes, point out that these are the facts that you will include in your written report about your topic. Ask:

- Q *Do you think I have enough information for my written report? Why or why not?*
- Q *Which subtopics do you think might need more information? Why?*
- Q *What additional subtopics might I want to include in my report? Why?*

#### Students might say:

"You only have one note under 'Habitat.' You might want to add a few more notes to that subtopic."

"Maybe you can include more information about their physical characteristics, like what helps dolphins swim so fast."

"Maybe readers will want to know how smart dolphins are. You could add a subtopic called 'Are Dolphins Smart?'"

"You can add a subtopic about any animals that hunt and eat dolphins."

Use rubber bands to bind together each group of notes with its subtopic heading.

## 3 Discuss How Partners Will Work Together

Explain that today each pair of students will organize their notes into subtopics (groups), write the names of the subtopics on blank index cards, decide where they need more information and do more research, and bind together each group of notes with the name of its subtopic.

Point out that there are usually multiple ways that notes can be organized and that partners will need to talk until they agree on the best way to organize their notes. Ask and briefly discuss:

- Q *If you and your partner disagree about how to organize your notes, what will you do?*
- Q *Why is it important to disagree in a respectful way?*

Point out that people sometimes disagree when they are working together and that people can disagree while maintaining respect for one another. Encourage partners to be aware of how they are disagreeing with each other and tell them that you will check in with them at the end of the lesson.



Ask partners to spend a few minutes discussing what they will do and how they will share the work in a fair way.

## WRITING TIME

### 4 Organize Notes for Writing



Have the students get their research notes, folders, and pencils and sit at desks, partners together. Display the “Writing Time” chart (WA11) and have partners work on the charted tasks for 20–30 minutes. When pairs of students have finished organizing their notes, have them signal to you so that you can review their work.

#### Writing Time

- Organize your notes into subtopics (groups).
- Write the names of the subtopics on index cards.
- Decide where you need more information and continue researching.
- Bind together the groups of notes with the subtopic headings.

WA11

As the students work, circulate, observe, and assist as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do partners seem able to categorize their notes in ways that make sense?
- Do they categorize all their notes?
- Are they able to agree on how to categorize their notes?
- If they do not agree at first, do they keep talking until they reach agreement?

Support any pair that struggles by asking questions such as:

- Q *What notes seem to belong together? Why do you think so?*
- Q *What other notes could go into your [“Food”] subtopic (group)? Why do you think so?*

Be aware that categorizing information can be challenging for some students; this is to be expected. They may have difficulty defining subtopics or consistently sorting their notes into those subtopics. They may want to discard notes that do not fit or become preoccupied with having the same number of notes in each subtopic. Encourage them to try their best to organize all their notes in a way that makes sense (perhaps by creating an “Other Interesting Facts” category for outliers).

Record your observations on the “Class Assessment Record” sheet (CA6); see page 89 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

TEKS 13.C.i  
Student/Teacher Activity  
Step 4 (all)

## SHARING AND REFLECTING

### 5 Reflect on Partner Work

Ask:

- Q *Which subtopics did you and your partner decide you needed more information about? What made you decide that?*
- Q *Did you and your partner disagree about anything when you were organizing your notes? If so, what? What did you do to disagree in a respectful way? How did you reach agreement?*

Explain that tomorrow partners will finish organizing their notes, if necessary, and begin writing their informational reports.

Have partners put their work away in a secure place until tomorrow.

#### Teacher Note

Allow students who need more time researching to do so before you teach the Day 3 lesson.

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## EXTENSION

### Discuss Elements of Nonfiction Across the School Day

Take time at the end of independent reading periods, and other times during the day, to discuss the nonfiction the students are reading. Have the students share the titles and authors of the books they are reading and explain what the books are about. Discuss questions such as:

- Q *How do you know that the book you are reading is nonfiction?*
- Q *What true information are you learning from the book?*
- Q *What features (such as illustrations, captions, diagrams, graphs, table of contents, and glossaries) of nonfiction do you see in your book?*

## In this lesson, the students:

- Order their grouped notes in preparation for writing
- Decide how they will share the writing fairly
- Begin drafting their informational report
- Include facts, definitions, and details related to their topic
- Check for understanding
- Reach agreement before making decisions

## GETTING READY TO WRITE

### 1 Review Ways to Organize Nonfiction

Gather the class with partners sitting together, facing the whiteboard. Review that they have grouped their research notes into subtopics in preparation for writing. Explain that today partners will put their grouped notes in the order in which they want to write about them and that they will then begin writing a draft of their reports. Ask:



**Q** *What have you found out about your animal that you think other people will be curious to learn about? Turn to your partner.*

After partners have talked, signal for their attention and explain that you will model ordering your grouped notes and beginning to write a draft.

### 2 Model Ordering Your Notes and Beginning a Draft

Direct the students' attention to your posted index cards. Think aloud about the order in which you want to introduce each subtopic.

#### You might say:

"To get my readers' attention from the beginning, I think I'll first write about what dolphins and humans have in common. Then I will write about where they live and what they eat, in that order."

Display the lined writing chart (WA12). Read your first group of notes aloud and think aloud about how you might want to start writing this section of your report. Explain that you want to grab your readers' attention and provide facts, details, and definitions to make your report clear and accurate (correct).

## Materials

- Your grouped research notes from Day 2, posted near the whiteboard
- Lined writing chart (WA12)
- "Writing Time" chart (WA13)
- Loose, lined paper for writing drafts
- "Class Assessment Record" sheet (CA7)

## TEKS 12.B.i

Student/Teacher Narrative  
Step 2 (all, beginning on page 419 and continuing on to page 420)

**You might say:**

"For the subtopic 'What Are Dolphins?' I have notes about how dolphins are mammals like humans, how they are warm-blooded, and how they breathe air. I think the fact that dolphins are mammals just like humans is surprising; it will grab my readers' attention. I'll start by writing: *Dolphins are mammals, just like you and me.* That will make my readers curious to learn more, and it gives some important information about dolphins."

Model writing a few sentences about this subtopic, double-spaced, on the chart, pointing out the notes you are using as you write. Ask:

- Q *What is another sentence I can write [showing how dolphins are like people]?*
- Q *What shall I tell about next? What sentence can I write to tell about that?*
- Q *What is a fact, detail, or definition I can include to make this report as clear and accurate as possible?*

WA12

What Are Dolphins?

Dolphins are mammals, just like you and me. Being

a mammal means that dolphins are warm-blooded. Also,

even though they live in the sea, dolphins breathe air like

all mammals. While fish have gills to help them breathe

underwater, dolphins have lungs like humans have. Dolphins

belong to a group of sea mammals called cetaceans.

**Teacher Note**

Save the model draft on the lined writing chart (WA12) to use on Day 4 and throughout the unit.

Use the students' suggestions to write a few more sentences. If the students have difficulty suggesting sentences, model writing a few more yourself. Point out that you are trying to write in a way that makes the topic as interesting and clear as possible for your readers.

**3 Discuss How Partners Will Work Together**

Explain that today partners will work together to order their notes, reread their notes to make sure the order makes sense, and begin writing. Tell them that you expect both partners to participate in the writing, so they will need to decide who will write which subtopics (groups). They will put the parts together into one report when they publish it for the class.



Ask partners to spend a few minutes discussing what they want to accomplish today and how they will share the work in a fair way. After a moment, signal for the students' attention. Ask and briefly discuss:

**Q** *What part of your pair work are you responsible for today?*

## WRITING TIME

### 4 Begin Drafting Informational Reports



Have the students get their research notes, folders, and pencils and sit at desks, partners together. Display the “Writing Time” chart (WA13) and have partners work together for 20–30 minutes to order their notes and draft their informational reports.

#### Writing Time

- Arrange your subtopics (grouped notes) in the order in which you want them to be in your report.
- Reread your notes and make sure the order makes sense.
- Begin writing a draft of your report, double-spaced, on loose, lined paper.
- Try to grab your reader’s attention and provide facts, details, and definitions.
- Share the writing fairly.

WA13

As the students work, circulate, observe, and offer assistance as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to decide on an order of the subtopics for their report?
- Does the order make sense?
- Are both partners writing sections of their report?
- Are the students able to use their notes to write coherently about their topics?
- Are they double-spacing their drafts?

Support any pair that struggles by asking questions such as:

- Q** *What do you want to write about first to grab your reader’s attention?*
- Q** *What do you want to write about next?*
- Q** *What part is each partner working on? Is that a fair way to share the work? Why or why not? [What will you do differently to share the work fairly?]*

Record your observations on the “Class Assessment Record” sheet (CA7); see page 90 of the *Assessment Resource Book*.

**TEKS 11.B.vi**  
**TEKS 11.B.ix**  
**TEKS 12.B.i**

Student/Teacher Activity  
Step 4 (all, beginning on page 421 and continuing on to page 422)



#### ELL Note

Monitor trios of students to make sure that ELLs are participating in the work. Students who speak very limited English may not be able to help with the writing. If necessary, help them contribute to their trio’s work in other ways, such as by reading the research notes aloud or by drawing and labeling diagrams to accompany the final report.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### Teacher Note

For more information, view “Managing Pair Conferences” (AV8).



### 5 Confer in Pairs About Drafts



Have partners read their writing from today to each other and check to make sure they each understand what the other has written. After a few moments, signal for their attention and ask:

- Q *Do you understand everything your partner wrote today? If not, what can you ask your partner to help you understand?*
- Q *If your partner is confused about something you wrote, how can you revise it to make it clearer?*

Invite volunteers to share examples from their own writing as they answer these questions.

### 6 Reflect on Partner Work

Ask and briefly discuss:

- Q *What did you do to take responsibility for your own part of the work today? How did that help your pair work?*
- Q *What did you and your partner do to reach agreement about how to write your informational report? If you didn't agree at first, what did you do to reach agreement?*

Have pairs of students place all of the papers related to their informational reports their folders. If they have identified books or other resources about the animals they are researching, they may keep them in their desks to use later in the week.

## In this lesson, the students:

- Draft their informational reports
- Explore transitional words and phrases
- Include facts, details, and definitions related to their topics
- Confer with one another about their drafts
- Work responsibly in pairs
- Share the work fairly

**TEKS 11.B.ii**  
Student/Teacher Activity  
Step 1 and Step 2 (all, beginning on page 423 and continuing on to page 424)

## GETTING READY TO WRITE

### 1 Explore Transitional Words and Phrases

Gather the class with partners sitting together, facing you. Review that they began writing drafts of their informational reports yesterday. Explain that they will continue to work on their drafts today.

Explain that one way the students might make their reports clearer and easier to follow is by adding *transitional words and phrases*. Explain that these are words and phrases that help readers connect related ideas in a report. Direct the students' attention to the "Transitional Words and Phrases for Reports" chart. Read aloud the words and phrases listed on the chart. Ask:

**Q** *What other transitional words and phrases might you use in a report to help readers connect related ideas?*

Add the students' ideas to the chart.

### 2 Model Adding to a Draft

Explain that before the students work in pairs on their drafts, you will model adding to your draft. Display the model draft on the lined writing chart (WA12) from Day 3. Using the procedure from yesterday (see Day 3, Step 2 on page 419), model adding to your informational report by reading your notes, thinking aloud about what you might write, and writing. Include transitional words and phrases as you write. Also point out the facts, details, and definitions you are adding to your report.

Elicit the students' help in developing more sentences. Ask questions such as:

**Q** (Point to a note.) *I want to include this information about [how dolphin calves stay with their mothers for 3–6 years]. What sentence could I write to get this information across in an interesting way?*

## Materials

- "Transitional Words and Phrases for Reports" chart, prepared ahead
- Your grouped research notes from Day 3, posted near the whiteboard
- The model draft on the lined writing chart (WA12) from Day 3
- "Writing Time" chart (WA14)
- Loose, lined paper for writing drafts
- Class set of "Conference Notes: Focus 2" record sheets (CN2)

## Teacher Note

If you have already taught the Opinion Writing genre unit, remind the students that they explored transitional words and phrases to connect opinions and reasons in that unit. Explain that the transitional words and phrases listed on this chart are especially useful in nonfiction reports.

## Teacher Note

Keep the "Transitional Words and Phrases for Reports" chart posted for the students to use throughout the unit.

## Technology Tip

For more transitional words and phrases, you might search online using the keywords "transitional words and phrases."

**TEKS 11.B.iii** Student/Teacher Activity Step 2 (all, beginning on page 423 and continuing on to page 424)

**TEKS 11.C.i**  
**TEKS 11.C.vi**  
**TEKS 12.B.iii**  
Student/Teacher Narrative Step 2 (first paragraph)

- Q What is another fact, detail, or definition I can include?
- Q What transitional word or phrase could I use here to make it clear that [I'm telling about a second way mother dolphins take care of their calves]?

WA12

Baby Dolphins

Like all mammals, dolphins give birth to live young. Baby

dolphins are called calves. After a calf is born, its mother

pushes it to the surface of the water so it can breathe. Also,

mother dolphins feed their calves milk. The milk is very rich,

and this helps calves to grow. In fact, calves double in weight

during their first two months! Calves stay with their mothers

about three to six years. Can you imagine only staying with your

mother for three to six years?

If the students have difficulty suggesting sentences, continue thinking aloud and writing a few more yourself. Point out that you are trying to write in a way that makes the topic as interesting and clear as possible for your readers.

Encourage the students to continue to think about how to make their topics interesting and clear for their readers as they write today. Remind them to include facts, details, and definitions and use transitional words and phrases to connect ideas.

### 3 Discuss How Partners Will Work Together

Remind the pairs of students that you expect each student to participate in the writing. They will each write different subtopics (groups), and then they will put the parts together into one report when they publish it for the class.



Ask partners to spend a few minutes reviewing what they have written so far and deciding what they will write today.

# WRITING TIME

## 4 Draft Informational Reports



Have the students get their research notes, folders, and pencils and sit at desks, partners together. Display the “Writing Time” chart (WA14) and have partners work for 20–30 minutes to draft their informational reports.

### Writing Time

- Continue writing your report.
- Try to grab your reader’s attention and provide facts, details, and definitions.
- Use transitional words and phrases to connect ideas.
- Share the writing fairly.

WA14

When pairs seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

This week and next, confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, or definition that would help your reader learn about [how gorillas take care of their young]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What else do you want to know? What sources might you use to find information about that?*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 95 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

TEKS 11.C.i  
TEKS 11.C.vi  
TEKS 12.B.i  
TEKS 12.B.iii  
Student/Teacher Activity  
Step 4 (all, including  
Teacher Conference Note)

## SHARING AND REFLECTING

### 5 Confer in Pairs About Drafts



Have partners read their writing to each other and check to make sure they each understand what the other has written. After a few moments, signal for their attention and ask:

- Q *Do you understand everything you partner wrote today? If not, what can you ask your partner to help you understand?*
- Q *If your partner is confused about something you wrote, how can you revise it to make it clearer?*

Invite volunteers to share examples from their own writing as they answer these questions.

### 6 Reflect on Partner Work

Ask and briefly discuss:

- Q *What did you do to take responsibility for your own part of the work today? How did that help your pair work?*
- Q *What did you and your partner do to reach agreement about how to write your informational report? If you didn't agree, what did you do to reach agreement?*

Have pairs of students put all the papers related to their informational reports in their folders.

# Day 5

## Drafting and Pair Conferencing

### Materials

- “Transitional Words and Phrases for Reports” chart from Day 4
- “Writing Time” chart (WA14) from Day 4
- Loose, lined paper for writing drafts

**TEKS 11.B.iii**

**TEKS 11.B.vi**

**TEKS 11.B.ix**

**TEKS 11.C.i**

**TEKS 11.C.vi**

Student/Teacher Activity

Step 1 (all, beginning on page 426 and continuing on to page 427) and Step 3 (all, beginning on page 427 and continuing on to page 428)

### In this lesson, the students:

- Draft their informational reports
- Include facts, details, and definitions related to their topics
- Explore transitional words and phrases
- Confer with one another about their drafts
- Work responsibly in pairs
- Share the work fairly

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders, report drafts, and pencils and gather with partners sitting together, facing you. Review that they have

been writing drafts of their informational reports. Remind the students that they have been using facts, details, and definitions in their reports and connecting those ideas using transitional words and phrases. Ask:

- Q *Why is it important to use facts, details, and definitions in your report?*
- Q *Why is it important to use transitional words and phrases to connect ideas in your report?*

**Students might say:**

"I want to give facts in my report because I want my readers to learn true information about [bald eagles]."

"Details are important to include because they make writing more interesting to read."

"I want to define a word when I think readers might not know it. Otherwise readers could lose interest and stop reading."

"It's important to use transitional words and phrases to help readers move from one idea to the next one, so they don't get confused."

Ask the students to reread what they have written so far and to notice whether their reports are interesting and make sense. Discuss:

- Q *What do you notice about what you've written so far?*
- Q *What do you want to do today as you work to complete this draft?*

**Students might say:**

"I notice that I left something out."

"My piece seems like a list of facts. I want to make it more interesting."

"I want to work on the order of the information for one subtopic so it makes more sense."

## 2 Discuss How Partners Will Work Together

Explain that today pairs of students will continue to draft their reports. If one partner finishes the part of the draft she has been working on, then both partners should review that part to make sure it is clear and complete. If partners agree that this part is complete, then they should choose another of their subtopics for the partner to work on.



Ask partners to spend a few minutes reviewing what they have written so far and deciding what they will write today.

## WRITING TIME

### 3 Draft Informational Reports



Display the "Writing Time" chart (WA14). Have partners sit together at desks and work for 20–30 minutes to draft their informational reports.

### Writing Time

- Continue writing your report.
- Try to grab your reader's attention and provide facts, details, and definitions.
- Use transitional words and phrases to connect ideas.
- Share the writing fairly.

When the students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, or definition that would help your reader learn about [how gorillas take care of their young]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *What else do you want to know? What sources might you use to find information about that?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Confer in Pairs About Drafts



Have partners read their writing to each other and check to make sure they each understand what the other has written. After a few moments, signal for their attention and ask:

- Q *Do you understand everything your partner wrote today? If not, what can you ask your partner to help you understand?*
- Q *If your partner is confused about something you wrote, how can you revise it to make it clearer?*

Invite volunteers to share examples from their own writing as they answer these questions.

### 5 Reflect on Partner Work

Ask and briefly discuss:

- Q *What did you do to take responsibility for your own part of the work today? How did that help your pair work?*
- Q *What did you and your partner do to reach agreement about how to write your informational report? If you didn't agree, what did you do to reach agreement?*

Have pairs of students put all the papers related to their informational reports in their folders.

# Week 5

## OVERVIEW

### Writing Focus

- Students finish drafting their informational reports.
- Students write introductions and endings for their reports.
- Students explore and integrate expository text features into their reports.
- Students revise their writing with input from others.
- Students confer with one another and the teacher.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students help one another improve their writing.
- Students work in a responsible way.
- Students build on one another's thinking.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA12, WA15–WA19

#### Assessment Forms

- “Class Assessment Record” sheet (CA8)
- “Conference Notes: Focus 2” record sheet (CN2)

#### Professional Development Media

- “Building a Community of Writers” (AV1)
- “Asking Facilitative Questions” (AV22)

## DO AHEAD

- ✓ Prior to Day 1, think about where you might add two or three illustrations in your model informational report and what the accompanying captions might say.
- ✓ Prior to Day 2, think about what you might include in an introduction to your report.
- ✓ Prior to Day 3, finish writing your model informational report and include a concluding statement or section.
- ✓ Prior to Day 4, prepare a sheet of chart paper titled “Revising Informational Reports” with the following questions written on it:
  - Order: Does the order of information make sense? How might I change it?*
  - Interest: What might I change to better capture my reader’s interest?*
  - Completeness: What more do I need to add so the report gives enough information about the animal?*
- ✓ Prior to Day 5, decide how you will combine pairs of students to form groups of four.
- ✓ Prior to Day 5, prepare a sheet of chart paper titled “Does It All Make Sense?” with the following questions written on it:
  - Does this writing make sense? Can I track what the author is saying?*
  - Is there a place where I am confused? Where?*
  - What have I heard in this report that makes me curious?*
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA8) on page 91 of the *Assessment Resource Book*.

*“To me, writing a book is a great voyage of discovery; what attracts me to a subject in part is what I don’t know about it, what I can learn from it.”*

— David McCullough

Think about the subjects that attract you. What is something you would like to know about those subjects? Write your reflections in your notebook.

# Day 1

## Drafting and Pair Conferencing

### Materials

- *The ABCs of Endangered Animals* from Week 1
- *Reptiles* from Week 1
- The model draft on the lined writing chart (WA12) from Week 4
- “Writing Time” chart (WA15)
- Loose, lined paper for writing drafts
- A pad of 3" × 3" self-stick notes for each pair

### In this lesson, the students:

- Draft their informational reports
- Explore expository text features
- Decide on illustrations and captions for their reports
- Agree and disagree in a caring way
- Assess how a solution is working and modify it if necessary
- Share the work fairly

### MORE ABOUT FACILITATING PARTNER WORK

This week the students in each pair add expository text features to their drafts, combine their writing into a single report, write an introduction and a conclusion together, and make many decisions. Partners also give each other feedback about their writing. This cooperative work may challenge your students. If you notice partners struggling to work together, ask them questions such as:

**Q** *What problem are you trying to solve? Why is it important to solve it?*

**Q** *What is a solution you can both live with, even if it's not your first choice?*

**Q** *Is that solution fair to both of you? Why or why not?*

## GETTING READY TO WRITE

### 1 Reread and Share Sentences

Have the students bring their folders and gather with partners sitting together, facing you. Remind the students that last week they began drafting their nonfiction informational reports. Review that the purpose of these reports is for students to help their classmates become curious and learn about animals by presenting information in an interesting way.

Ask the students to quietly reread their own writing from last week and to each select one sentence that he feels might help others become curious about his animal. Tell them that you would like each student to read his sentence aloud. Ask the students to listen carefully to one another's sentences and to think about which sentences make them curious.

Go around the room and have the students read their sentences aloud, without comment. When all have read, ask and briefly discuss:

**Q** *What sentences did you hear that made you curious?*

Explain that pairs of students will continue to work on their drafts today. Encourage them to write in a way that helps others become as curious as they are about their topic.

## 2 Discuss Captions and Illustrations

Explain that nonfiction authors often include photographs or illustrations in their texts to provide information and spark interest. Show the covers of *The ABCs of Endangered Animals* and *Reptiles* and remind the students that they heard these books earlier in the unit. Flip through each book, stopping several times to read part of a page or show an image and read its caption. For each image, ask and briefly discuss:

- Q *Why do you think the author included this [photograph/illustration]?*
- Q *How does the caption help us understand the [photograph/illustration]?*

### Students might say:

"The photograph shows something the author wrote about and that helps you understand it."

"The author included this picture because it is very [exciting/scary/pretty]."

"The caption explains the picture."

"This caption helps you see something in the picture you might not have noticed."

## 3 Model Marking Your Draft for Images and Captions

Explain that each pair of students will decide where in their piece they would like to put some images and captions. The images may be illustrations the students draw themselves or copies of photographs from magazines or the Internet. Explain that they will place a self-stick note in their draft to show where an image might go. The note will remind them to leave space for the image and caption when they copy their draft into its final version.

Ask the students to watch as you model thinking about where it might be helpful to have images and captions in your report. Display the model draft on the lined writing chart (WA12) from Week 4. Draw a star next to each place where you might include an image in your final draft, and explain why you think it will be helpful to have an image there. Write a draft of the caption that will accompany your image in the margin next to where it will go.

### You might say:

"In my report, I wrote a sentence about how social and playful dolphins are. Right after that sentence, I might include a photo of a group of dolphins jumping and splashing in the water, so I'll add a star there. The photo will help readers understand exactly what I mean. Now I'll add a draft caption in the margin: *Dolphins are social, playful animals. These dolphins are riding the waves.*"

As you write, elicit suggestions from the students. If the students have difficulty suggesting places to add images and captions, continue thinking aloud and writing a few more captions yourself. Point out that you are trying to add images and captions that will help readers better understand and enjoy your report.

### Facilitation Tip

Continue to practice **asking facilitative questions** during class discussions to help the students respond directly to one another. Redirect students' comments to the class by asking:

- Q *Do you agree or disagree with [Yasmin]? Why?*
- Q *What questions can we ask [Yasmin] about what she said?*
- Q *What can you add to what [Yasmin] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV22).



### TEKS 11.B.i

Student/Teacher Activity  
Step 5 (all, beginning on page  
434 and continuing on to page  
435)

## 4 Discuss How Partners Will Work Together

Explain that today partners will decide where to add images and captions to their draft informational reports. They will also continue working on their drafts. Briefly discuss:

- Q *Today you and your partner have many decisions to make. What have you learned about making decisions with a partner that will help you?*
- Q *What are some ways to make a fair decision if you and your partner don't agree at first?*



Ask partners to spend a few minutes deciding what they want to accomplish today and how they will share the work fairly. Remind them that both partners need to be writing sections of their joint draft. When partners are ready, have them sit together at desks.

## WRITING TIME

### 5 Continue Drafting Informational Reports



Display the “Writing Time” chart (WA15). Distribute self-stick notes and have partners work on the charted tasks for 20–30 minutes.

WA15

#### Writing Time

- Decide where you want to include images and what kind they will be.
- Draw a star next to each place where you will include an image.
- Write draft captions on self-stick notes and place them in your report where the images will go.
- Continue drafting your informational report.

Circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

As you did in Week 4, continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*

(continues)

## TEACHER CONFERENCE NOTE *(continued)*

- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, or definition that would help your reader learn about [how gorillas take care of their young]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *Where might you add an image and a caption in your report? How would this help the reader understand and enjoy your report?*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Confer in Pairs and Reflect



Ask partners to read their writing from today to each other and check to make sure they each understand what the other has written. Give them time to clarify any confusion in their writing. Briefly discuss:

- Q *What illustrations have you and your partner decided to include? How did you decide?*
- Q *If you had difficulty agreeing on images to include, what did you do to try to reach agreement? How did that work?*
- Q *What might you want to do differently tomorrow to reach agreement?*

Have the pairs of students put all the papers related to their informational reports in their folders. Explain that tomorrow they will think about writing interesting introductions for their reports.

### Teacher Note

Questions like these help the students develop good working relationships with their partners. When students feel connected to others, they learn to relax and take the risks necessary to grow academically, socially, and ethically. For more information, view “Building a Community of Writers” (AV1).



# Day 2

## Drafting and Pair Conferencing

### Materials

- *Student Writing Handbook* page 11
- “Interesting Introductions from Three Nonfiction Books” chart (WA16)
- The model draft on the lined writing chart (WA12) from Day 1
- Chart paper and a marker
- “Writing Time” chart (WA17)
- Loose, lined paper for writing drafts

**TEKS 11.B.iv**  
**TEKS 11.B.vii**  
Student/Teacher Narrative  
Step 1 (all)

### In this lesson, the students:

- Explore and write interesting introductions
- Draft their informational reports
- Reread their writing critically
- Check each other’s writing for understanding
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Explore Interesting Introductions

Have the students bring their folders and *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind the students that their published reports will be placed in the class library for other students to read. Explain that today the students will spend some time thinking about what they want to write at the very beginning of their reports to capture their readers’ attention.

Ask the students to open to *Student Writing Handbook* page 11, where the opening passages from three books they heard earlier are reproduced. Display the “Interesting Introductions from Three Nonfiction Books” chart (WA16). Ask the students to follow along as you read aloud. Invite them to think, as they listen, about what the author is doing in this opening to get readers interested in reading on.

Read the first passage from *Into the Sea* aloud twice and ask:



**Q** *What do you think the author is doing in this opening to get us interested in reading the book? Turn to your partner.*

Signal for the students’ attention and have a few volunteers share their thinking with the class.

#### Students might say:

“The author says the baby sea turtle would make a good meal for a bird or a crab. That got my attention. It made me hope that the turtle will be safe!”

“The author describes the baby turtle as ‘not much bigger than a bottle cap.’ That helps me picture how tiny she is.”

“Words like *tap* and *scritch* made me imagine what it sounds like when the baby turtle breaks out of her egg.”

Repeat this procedure with the next two passages. Point out that all three authors have written openings that are descriptive and that capture their readers’ attention.

## 2 Model Writing an Interesting Introduction

Ask the students to watch as you model writing an interesting introduction. Display the model draft on the lined writing chart (WA12) from Day 1. Model writing an introduction to your draft on a sheet of chart paper, thinking aloud about what you might write.

### You might say:

"For my introduction, I think I'll start with a description that helps readers picture how beautiful dolphins are and how exciting it is to see them in the wild. That will capture readers' attention and make them curious. Next, I'll tell readers a little bit about what they'll learn in my report. That will get them even more interested. Then I'll finish my introduction by telling readers that I hope my report will make them excited about dolphins, too."

As you write, elicit the students' help. Ask questions such as:

- Q *What can I write to make readers feel excited about my topic?*
- Q *How can I get readers curious to learn about dolphins?*
- Q *What is an interesting detail I could include about dolphins that will make readers want to find out more?*

If the students have difficulty suggesting sentences, continue thinking aloud and writing a few more yourself. Point out that you are trying to make your introduction as interesting as possible for your readers so they will want to read your report.

### Introduction

*A boat is sailing on the Pacific Ocean, near  
the California coast. Suddenly the water is full  
of leaping dolphins. They swim all around the  
boat. They splash playfully in the waves. The  
people on the boat are very excited. They point  
and smile at the dolphins. These animals are a  
beautiful sight to see!*

(continues)

### TEKS 11.B.i

Student/Teacher Activity  
Step 2 (all, beginning on page  
437 and continuing on to  
page 438)

### TEKS 11.B.iv

### TEKS 11.B.vii

Student/Teacher Activity  
Steps 2–4 (all, beginning on  
page 437 and continuing on  
to page 440)

(continued)

In this report, you will read about the  
amazing lives of dolphins. You will learn where  
dolphins live, what they eat, and how they  
communicate with each other. You will find out  
how they raise their young. You will even learn  
how humans and dolphins are alike! By the end  
of this report, I hope you will be as excited as I  
am about these incredible animals.

### Teacher Note

Save the charted introduction to the model draft to use on Day 4.

Tell the students that authors introduce their books in many different ways. Suggest that the students get other ideas by looking at some of the introductions in the books and other nonfiction resources they have used.

### 3 Discuss How Partners Will Work Together

Explain that today partners will decide on the type of introduction that they will write, discuss how they will share the work of writing it, and begin writing. They will also finish drafting the rest of their report.



Ask partners to spend a few minutes discussing what they want to accomplish today and how they will share the work fairly.

## WRITING TIME

### 4 Continue Drafting Informational Reports



Display the “Writing Time” chart (WA17). Have partners sit together at desks and work on the charted tasks for 20–30 minutes.

### Writing Time

- Decide on the type of introduction you will write.
- Write your introduction.
- Finish drafting your report, planning for any illustrations and captions.

As the students work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, or definition that would help your reader learn about [how gorillas take care of their young]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *Where might you add an image and a caption in your report? How would this help the reader understand and enjoy your report?*
- Q *What can you write in your introduction to make your reader want to keep reading?*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Confer in Pairs About Drafts



Ask partners to read to each other what they have written today and to make sure they each understand what the other has written. Give them time to clarify any confusion in their writing. Briefly discuss:

**Q** *What type of introduction did you decide to write? How did you share the work of writing it?*

### 6 Reflect on Partner Work

Ask and briefly discuss:

**Q** *Did you and your partner disagree about anything today? If so, what did you do to reach agreement?*

Explain that tomorrow each pair of students will think about writing an ending for their report and will finish drafting their draft. Have partners put all the papers related to their informational report in their folder.

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## EXTENSION

### Explore Strong Opening Sentences for Subtopics

Remind the students that the opening sentences of a piece of writing need to capture their readers' attention, making them want to keep reading. Review that informational reports are usually divided into sections, with each section featuring a different subtopic. Explain that good nonfiction writers pay attention to the opening sentences of each section, making them as interesting as possible so that readers will want to read about each subtopic.

Read the opening sentences from a few chapters of *A Pack of Wolves and Other Canine Groups* (for example, you might read the opening sentences on pages 6, 12, 16, 22, and 30). Discuss as a class what the author does in these opening sentences to make the reader curious to learn more. Then have the students revise the opening sentences of their subtopics, as needed, in order to grab their readers' attention.

## In this lesson, the students:

- Explore endings that bring a report to a close
- Finish drafting their informational reports
- Reach agreement before making decisions
- Check each other's writing for understanding
- Give feedback in a helpful way

## GETTING READY TO WRITE

### 1 Analyze Closing Sentences

Have the students bring their *Student Writing Handbooks*, folders, and pencils and gather with partners sitting together, facing you. Explain that today you will ask them to think about an important feature of informational reports: endings that bring a report to a close.

Explain that the closing sentences of a piece of writing need to wrap up the piece. Explain that you will read the closing sentences from the book *Reptiles*, which they heard earlier, and ask them to think about how the author brings the book to a close.

Show and read page 22 of *Reptiles* aloud; then ask and briefly discuss:

- Q *What does the author do to wrap up this book?*
- Q *What words or phrases show you that you have reached the end of the book?*

#### Students might say:

"The author gives a summary of some of the things he wrote about in the book."

"He also mentions the different kinds of reptiles in the book."

"He says that reptiles are 'natural treasures to be admired, not feared.' He is saying how he feels about reptiles. That shows the book is ending."

Have the students open their *Student Writing Handbooks* to page 12, where the closing sentences of three informational reports are reproduced. At the same time, display the "Closing Sentences from Three Informational Reports" chart (WA18). Explain that these are the closing sentences from three informational reports written by students. Together, read the first passage and ask:

- Q *What does the author do to wrap up this report?*
- Q *What words or phrases show you that you have reached the end of the report?*

## Materials

- *Reptiles* from Week 1
- *Student Writing Handbook* page 12
- "Closing Sentences from Three Informational Reports" chart (WA18)
- "Writing Time" chart (WA19)
- Loose, lined paper for writing drafts

### TEKS 11.B.ii

Student/Teacher Activity Step 1 (all, beginning on page 441 and continuing on to page 442)

## Teacher Note

Words or phrases the students might report include:

- “I hope that you have enjoyed reading about” (from Tamar’s report)
- “As you have learned” (from Caleb’s report)
- “I think they will be here for millions more” (from Ana’s report)

**TEKS 11.B.v**  
**TEKS 11.B.viii**  
Student/Teacher Activity  
Steps 2–4 (all, beginning  
on page 442 and  
continuing on to page 443)

As volunteers respond, underline on the chart the words and phrases they mention.



Ask the students to work in pairs to read the remaining closing sentences and underline words and sentences that they feel are especially effective at wrapping up the reports.

After several minutes, signal for the students’ attention. Ask volunteers to report what they talked about for each of the closings, and underline on the chart the words and phrases they mention. As they report, ask:

**Q** *How does that [word/sentence] help wrap up the story?*

## 2 Discuss How Partners Will Work Together

Explain that today each pair of students will decide what to write as their closing sentences, discuss how they will share the work of writing them, and write them. If they have not finished drafts for all of their subtopics, they will do that too.



Ask partners to spend a few minutes discussing what they want to accomplish today.

## WRITING TIME

### 3 Finish Drafting Informational Reports



Display the “Writing Time” chart (WA19). Have partners sit together at desks and work on the charted tasks for 20–30 minutes.

WA19

#### Writing Time

- Decide what you will write to wrap up your report.
- Write your closing sentences.
- Finish writing the draft of your report.

As the students work, circulate, observe, and offer assistance. When pairs seem to be working independently, confer with one pair at a time.



## TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, or definition that would help your reader learn about [how gorillas take care of their young]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *Where might you add an image and a caption in your report? How would this help the reader understand and enjoy your report?*
- Q *What can you write in your introduction to make your reader want to keep reading?*
- Q *What closing sentences can you write to wrap up your report?*

Document your observations for each student on a separate “Conference Notes: Focus 2” record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Confer in Pairs and Reflect



Have partners read their writing from today to each other and check to make sure each of them understands what the other has written. Give them time to clarify any confusion in their writing. Ask and briefly discuss:

- Q *What did you decide to write in your closing sentences? How did you share the work of writing them?*
- Q *Did you and your partner disagree about anything today? If so, what did you do to reach agreement?*

Explain that tomorrow partners will begin to revise their drafts. Have them put all the papers related to their informational report in their folder.

### Teacher Note

If many pairs still need time to finish writing their drafts, give them an opportunity to do this before moving on to Day 4.

### Materials

- “Revising Informational Reports” chart, prepared ahead
- The model draft on the lined writing chart (WA12) from Day 2
- The charted introduction to the model draft from Day 2
- Lined chart paper and a marker
- Loose, lined paper for writing drafts

**TEKS 11.B.i**

**TEKS 11.B.ii**

Student/Teacher Narrative

Step 1 (all, beginning on page 444 and continuing on to page 445)

### In this lesson, the students:

- Check their drafts for order, interest, and completeness
- Share the work fairly
- Work responsibly in pairs
- Discuss and solve problems that arise in their work together

## GETTING READY TO WRITE

### 1 Model Analyzing and Revising a Draft

Have the students bring their folders and pencils and gather with partners sitting together, facing you. Explain that today partners will reread their drafts to see what they need to add or change to improve them.

Explain that you want to check three things about your draft today. Direct the students’ attention to the “Revising Informational Reports” chart (see “Do Ahead” on page 431) and read the listed items aloud. Explain that you would like the students’ feedback to help you revise your draft. Explain that you will read your draft aloud as the students think about the three listed items. Post your charted introduction and display the model draft on the lined writing chart (WA12) from Day 2 and read it aloud.

### Revising Informational Reports

*Order: Does the order of information make sense? How might I change it?*

*Interest: What might I change to better capture my reader’s interest?*

*Completeness: What more do I need to add so the report gives enough information about the animal?*



Use “Think, Pair, Share” to discuss each of these three aspects. Revise your draft based on the students’ suggestions and your own thinking.

**You might say:**

"I originally thought that after my introduction I would write about the physical characteristics of dolphins first. But now I think that it might make more sense to put the information about their habitat first so readers know where dolphins live in the world. Knowing that information would be useful to readers as they read the rest of my report."

## 2 Analyze Drafts



Ask the students to silently read their drafts, thinking about the three questions related to order, interest, and completeness. Once most students have finished reading, ask partners to talk with each other about their thinking, discussing the changes and additions that they might make.

After a few minutes, signal for the students' attention and discuss:

- Q *What did you and your partner discuss about the order of the information in your report?*
- Q *What do you plan to add to your draft? Why?*

## 3 Discuss How Partners Will Work Together

Explain that today partners will make the changes and additions they have discussed.



Ask partners to spend a few minutes deciding what they want to accomplish today and how they will share the work fairly.

# WRITING TIME

## 4 Revise Informational Reports



Have partners sit together at desks and work for 20–30 minutes to make the changes and additions they discussed. As they work, circulate, observe, and offer assistance. When pairs seem to be working independently, confer with one pair at a time.

**TEKS 11.B.ii**  
Student/Teacher Activity  
Step 2 (all)

**TEKS 11.B.i**  
Student/Teacher Activity  
Step 4 (all)



## TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, or definition that would help your reader learn about [how gorillas take care of their young]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *Where might you add an image and a caption in your report? How would this help the reader understand and enjoy your report?*
- Q *What can you write in your introduction to make your reader want to keep reading?*
- Q *What closing sentences can you write to wrap up your report?*
- Q *How might you revise your report so it [makes sense/captures your reader's interest/gives enough information]?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Partner Work

Ask and briefly discuss:

- Q *How did you and your partner take responsibility for your own parts of the work today?*
- Q *What problems did you have? What will you do tomorrow to avoid those problems?*

Explain that each pair of students will get feedback from another pair tomorrow. Have them put all the papers related to their informational reports into their folders.

# WRITING ABOUT READING

## Write Opinions About a Nonfiction Text

Remind the students that they have heard and read a great deal of nonfiction about animals over the past several weeks. Ask:

**Q** *What might a good informational book or report about an animal include?*

As volunteers share, list their ideas where everyone can see them.

Explain that you will reread the book *Reptiles*. Ask the students to think as they listen about which items on the chart the book includes. Read the book aloud and stop periodically during the reading to have the students discuss the items they notice.

Explain that you would like the students to write an opinion piece about whether or not they think a particular nonfiction book is well written. Refer to the list you just created and explain that one way of forming an opinion about a book is to consider whether it includes the characteristics or features that good informational books and reports about animals usually include. Ask the students to watch as you think aloud and model writing an opinion about *Reptiles*. Be sure to support your opinion with information and features from the book and with information from the list the class just made.

### You might say:

"In my opinion, *Reptiles* is a very good example of informational text about a type of animal. I'll start by writing: *I think that the book Reptiles by Tom Greve is a very good example of an informational text about a type of animal.* Notice that I stated my opinion and put the book's title and the author's name in the opening sentence. Now I need to explain my thinking, using facts and details. I'll write: *Greve gets the reader's attention right away with big photos of different reptiles. Each photo has an interesting caption. The writing is clear and easy to understand because Greve defines words that the reader might not know.* Now I'll add another detail I noticed about the book: *The writing is fun to read, too. For example, Greve uses lively phrases like 'cold-blooded crawlers' and 'nature's magicians' to describe reptiles.* Another reason I think this book is a good example of informational text is because it's well organized. I'll try writing about some details that prove how well it's organized: *Reptiles is also well organized. For example, the book has a table of contents that lists the chapters. Each chapter has its own title so that readers will not get confused. At the end, there's a useful glossary, an index, and a list of websites for more information.* Now I need some closing sentences to wrap up my opinion piece. I'll write: *I really enjoyed reading this book. It was interesting and I learned a lot. If you are curious about reptiles, you should definitely check it out.*"

Tell the students that people may differ about how well written they think a particular published work is, and that is fine. The important thing is that they explain their thinking by using facts and details from the piece and information from the list the class just made. Invite the students to write about *Reptiles* or any of the other nonfiction texts read

**ELPS 5.B.i**

**ELSP 5.B.ii**

Writing About Reading  
(all, beginning on page 447 and  
continuing on to page 448)

### Materials

- Read-aloud books from Weeks 1–2
- Collected nonfiction texts

### Teacher Note

If the students have difficulty generating ideas, think aloud about what the class has learned about expository nonfiction, and add the items you mention to the list. The list does not need to be exhaustive or perfectly mirror the following list, but it should include several of these items:

- Clear, interesting writing
- Illustrations, photos, captions
- Table of contents
- Glossary
- Subtopics with titles
- Subtopics organized in a way that makes sense
- Facts, details, or definitions related to the topic
- Transitional words and phrases that help the reader connect ideas
- Strong opening sentences that grab the reader's attention
- Ending that brings a report to a close
- Introduction
- Absence of punctuation, spelling, and grammar mistakes

aloud earlier in the unit or that they have read for their own research. Give them time to browse the titles, select a text, and reread it.

When all of the students have selected and reread their texts, explain that they should each start their opinion piece with an opening sentence that states their opinion and includes the title of the text and the author's name, give a reason for their opinion and a fact or detail to support their reason, and provide a closing sentence that wraps up their writing. Have the students write about their opinions. If time permits, invite the students to share their opinions with the class.

# Day 5

## Group Conferencing

### Materials

- “Does It All Make Sense?” chart, prepared ahead
- The model draft on the lined writing chart (WA12) from Day 4
- The charted introduction to the model draft from Day 4
- “Class Assessment Record” sheet (CA8)

### In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Discuss and solve problems that arise in their work together
- Finish drafting their informational reports
- Include one another and contribute to group work

## GETTING READY TO WRITE

### 1 Prepare for Group Conferences

Have the students bring their folders and pencils and gather with partners sitting together, facing you. Explain that today each pair will meet with another pair to confer about their informational reports in groups of four (see “Do Ahead” on page 431). They will share their drafts and get feedback from the other pair about anything that is confusing or unclear. Then each pair of students will make any necessary revisions until they are convinced that their report makes sense and is complete.

Remind the students that, in the writing community, the goal of giving feedback is to help each person create the best possible piece of writing. In pairs, and then as a class, discuss:



**Q** *What have you learned about giving feedback respectfully? Turn to your partner.*

**Q** *What problems can arise when giving feedback? How will you avoid those problems today? Turn to your partner.*

## 2 Prepare to Give Feedback: Does It All Make Sense?

Explain that, as the students listen to one another's writing, you would like them to ask themselves three questions. Direct the students' attention to the "Does It All Make Sense?" chart (see "Do Ahead" on page 431) and read the questions aloud.

### Does It All Make Sense?

*Does this writing make sense? Can I track what the author is saying?*

*Is there a place where I am confused? Where?*

*What have I heard in this report that makes me curious?*

Post the charted introduction and display the model draft on the lined writing chart (WA12) from Day 4. Help the students practice giving feedback about these three questions by reading your draft aloud, including your revisions. Use "Think, Pair, Share" to have partners consider and discuss the three questions about your draft. Then ask a few volunteers to give you feedback about your draft using the three questions.



Encourage the students to listen carefully to their group members when conferring and to be ready to report the feedback they heard to the class.

## 3 Confer in Groups



Have pairs move into the groups of four you have assigned. Give them ample time to read aloud their drafts and confer. As they work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Circulate among conferring groups of four. Observe the students and ask yourself:

- Are groups staying on task, reading and discussing their writing?
- Are group members asking one another questions about their drafts?
- Are they giving each other feedback in a helpful and respectful way?

Make note of any problems you notice groups having to bring up during the reflection discussion.

Record your observations on the "Class Assessment Record" sheet (CA8); see page 91 of the *Assessment Resource Book*.

When most groups have had time to discuss their drafts, call for the class's attention.

#### **4** Reflect on Feedback Received

Ask and briefly discuss as a class:

**Q** *What did the members of your group do to be respectful during your conference?*

Remind the students that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible. Use “Think, Pair, Share” to discuss:



**Q** *What feedback did you hear today that you might use when you rewrite your draft? [pause] Turn to your partner.*

**Q** *What feedback do you want to think more about before deciding whether to use it or not? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class.

#### **5** Discuss How Partners Will Work Together

Explain that today partners will work together to make any agreed-upon revisions and reread their drafts to make sure they are as clear, interesting, and complete as they can be.



Ask partners to spend a few minutes deciding what they want to accomplish today and how they will share the work.

## WRITING TIME

#### **6** Revise Informational Reports



Have partners sit together at desks and work for 20–30 minutes to make the changes and additions they discussed and finish their drafts. As they work, circulate, observe, and offer assistance. When pairs seem to be working independently, confer with one pair at a time.



## TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about their drafts. Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
- Q *What questions did you originally write that you will answer in your draft?*
- Q *How did you group and order your notes? What made you decide to organize them that way?*
- Q *What is a fact, detail, or definition that would help your reader learn about [how gorillas take care of their young]?*
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
- Q *Where might you add an image and a caption in your report? How would this help the reader understand and enjoy your report?*
- Q *What can you write in your introduction to make your reader want to keep reading?*
- Q *What closing sentences can you write to wrap up your report?*
- Q *How might you revise your report so it [makes sense/captures your reader's interest/gives enough information]?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 95 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 7 Briefly Reflect on Writing

Help the students reflect on their work today by briefly discussing:

- Q *What feedback did you incorporate into your draft today? Tell us about it.*

Explain that pairs will publish the final versions of their reports next week. Have partners put all the papers related to their informational report in their folder.

TEKS 11.B.iv  
TEKS 11.B.vii  
Student/Teacher Activity  
Teacher Conference Note (all)

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## EXTENSION

### Teach Cooperative Structures for Group Work

Look for opportunities throughout the school day for students to work in groups of four (or three or five, if necessary). Two cooperative structures you can teach them to use during group work are “Heads Together” and “Group Brainstorming” (see “Cooperative Structures” on page xxx). Group work can be more challenging for students than pair work. Take time to discuss any problems that arise, in addition to noting how well group members are including one another and contributing responsibly to the work.



# Week 6

## OVERVIEW

### Writing Focus

- Students proofread for spelling, grammar, and punctuation errors.
- Students write final versions of their informational reports.
- Students write tables of contents.
- Students present their informational reports to the class from the Author's Chairs.
- Students confer with one another and the teacher.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students express interest in and appreciation for one another's writing.
- Students give their full attention to the person who is speaking.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA20–WA24

#### Assessment Forms

- “Class Assessment Record” sheets (CA9–CA10)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Expository Nonfiction genre unit family letter (BLM1)

#### Professional Development Media

- “Using Presentation Tools” tutorial (AV77)

## DO AHEAD

- ✓ Prior to Day 1, decide how the students will publish their final versions for the class library. For example, each pair of students might make a book (see “Tips for Managing the Program in Your Classroom” on page xli), a poster with the final version attached to it, or a multimedia presentation (see the technology extension “Create Multimedia Presentations” on page 459; also see Technology Mini-lesson 8, “Creating Presentations,” in Appendix A). Gather any necessary materials.
- ✓ Prior to Day 1, locate books with tables of contents in your collected nonfiction texts about animals to show as examples.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA9) on page 92 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA10) on page 93 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might have some students type and print out their drafts. You may want to recruit parent volunteers to help the students do so. In addition, you might teach Technology Mini-lesson 7, “Creating Documents,” in Appendix A.

## TEACHER AS WRITER

*“I get pieces, flashes of an idea, an image, and I won’t know what it means, but I’ll be fascinated by it. It’s all there in that first instant—it’s complete—but all I know is the wonder and the curiosity.”*

— Mekeel McBride

Think about the informational report you wrote as a model for the students over the past few weeks. What have you learned about the animal you wrote about? What surprised you? What are you curious about now? Write your reflections in your notebook.

# Day 1

## Revising and Proofreading

### Materials

- “Nonfiction Passages with Run-on Sentences” chart (WA20)
- *Student Writing Handbooks*
- “Writing Time” chart (WA21)
- Loose, lined paper for final versions
- “Class Assessment Record” sheet (CA9)

### In this lesson, the students:

- Proofread for spelling and punctuation
- Listen for run-on sentences as they read their drafts aloud
- Begin writing their final versions
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Prepare to Proofread First Drafts

Have partners get their folders, pencils, and *Student Writing Handbooks* and sit together at desks today. Remind the students that last week they completed the first drafts of their informational reports and began to revise them. Today each pair of students will continue to revise their draft and proofread it to be sure they have corrected all errors before publishing it. This will help their classmates easily read and understand it.

Remind the students that they learned to proofread their drafts for spelling and punctuation using the Word Bank and Proofreading Notes sections in the *Student Writing Handbook*. Explain that they will use these resources today to proofread their informational reports.

### 2 Discuss Proofreading for Spelling

Ask the students to begin rereading their drafts (even if they are not finished with them) and circle any words that they are not sure how to spell. Stop the students after a couple of minutes and ask:

**Q** *What words have you circled so far?*

Have a few volunteers report the words they circled. Have the students check their word banks to see if the words they circled are listed. If not, encourage them to check the spelling by another method during Writing Time today and to make sure they add the correctly spelled word to their word banks. The students can check the spelling of a word by asking you or another student, finding the word in a published book, or looking it up in a print or an online dictionary.

### 3 Discuss Proofreading for Run-on Sentences

Remind the students that their proofreading notes are a checklist of things to pay attention to when they proofread their drafts. Ask:

**Q** *What is listed in your proofreading notes that you will check for in your draft today?*

Point out that, in addition to checking for the rules already listed in their proofreading notes, such as capital letters at the beginnings of sentences and proper nouns (nouns that name a specific person, place, or thing), the students should also check for run-on sentences. If necessary, explain that a *run-on sentence* is usually made of two or more complete sentences that have been “run together” without a conjunction (connecting word) such as *or*, *and*, *so*, or *but*. Point out that run-on sentences often look like really long sentences.

Display the “Nonfiction Passages with Run-on Sentences” chart (WA20). Ask the students to watch and listen as you read the first passage aloud, pausing only at the comma and the periods. Ask:

- Q *What did you notice about the way the passage sounded when I read it?*
- Q *What run-on sentences do you notice in the passage?*

**Students might say:**

“It doesn’t sound right.”

“In addition to what [Neal] said, some of the sentences sound funny—like they go on too long.”

“I noticed a sentence that sounded like it might be two sentences squished together. It was confusing.”

If necessary, point out that right now the passage does not sound right when it is read aloud because it contains two run-on sentences. Model rereading the passage while thinking aloud about how to split the run-ons into several complete sentences, capitalizing the first word in each new sentence and adding a period at the end. Invite the students to help you.

**You might say:**

“Some of us think that the first sentence is a run-on. I agree. I can hear it when I read ‘Bats are the only mammals that can fly mammals are animals with hair or fur.’ There are actually two complete thoughts (and two complete sentences) squished together in that run-on: the first complete thought is ‘Bats are the only mammals that can fly.’ The second complete thought is ‘mammals are animals with hair or fur.’ I’ll put a period after the word *fly* and capitalize the next word, *mammals*. The following sentence sounds right. It’s a complete thought and a complete sentence all by itself, so I’ll leave it alone. I hear some of us saying that the third sentence is a run-on. I can hear it when I read ‘Some bats are big, and some are small big bats are called megabats.’ That sounds like two sentence squished together. One suggestion I heard was that I put a period between the word *small* and the sentence ‘big bats are called megabats.’ I will also remember to capitalize the *B* in *big*.”

Follow this same procedure with the second passage on the “Nonfiction Passages with Run-on Sentences” chart.

## 4 Discuss How Partners Will Work Together

Review that the students will proofread their drafts for spelling and punctuation using their word banks and proofreading notes in their

### Skill Practice Note

The students will have more opportunities to proofread for spelling and to recognize run-on sentences in the other genre units. For more practice producing complete sentences and correcting run-on sentences, see Lesson 1 and Lesson 2 in the *Skill Practice Teaching Guide*.

*Student Writing Handbooks*. Then they will read their drafts aloud and listen for any run-on sentences. They should split run-ons into two or more complete sentences. Remind them to capitalize the first word of each complete sentence and to add a period at the end. If they finish, they should begin copying their final drafts on loose, lined paper.



Ask partners to spend a few minutes discussing what they will work on today and how they will share the work fairly.

## WRITING TIME

### 5 Proofread and Write Final Versions



Display the “Writing Time” chart (WA21) and have the students work on the charted tasks for 20–30 minutes.

#### Writing Time

- Proofread your draft for spelling and punctuation.
- Check for run-on sentences.
- If you finish proofreading, begin copying your final version on loose, lined paper.

WA21

As the students work, circulate and observe, assisting as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners working together fairly to write a final version of their informational report?
- Are they catching and correcting spelling, grammar, and punctuation errors?

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Record your observations on the “Class Assessment Record” sheet (CA9); see page 92 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Reflect on Proofreading

Briefly discuss questions such as:

- Q *What corrections did you make when you proofread your draft?*
- Q *What words did you find in your word bank? How did you check on words that were not in the word bank?*
- Q *Who found errors using your proofreading notes? Tell us about them.*

Have partners put all the papers related to their informational report in their folder.



## TECHNOLOGY EXTENSION

### Create Multimedia Presentations

Have the students develop their informational reports into multimedia presentations. Begin by discussing the various types of multimedia the students might incorporate into their reports (for example, images, video, audio, or animations) and the ways that multimedia can make a report more informative and engaging. Then have the students work in pairs to determine how to present their reports visually.

For additional support, see Technology Mini-lesson 8, “Creating Presentations,” in Appendix A.

**TEKS 13.H.i**  
Student/Teacher Activity  
Technology Extension (all)



### Technology Tip

For more information about presenting reports visually and using presentation applications, view the “Using Presentation Tools” tutorial (AV77).



## Proofreading

## Day 2

### In this lesson, the students:

- Proofread for sentence fragments
- Write their final versions
- Add illustrations and captions
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Prepare to Proofread First Drafts

Have the students get their folders and pencils and sit at desks with partners together. Explain that the students will begin copying their first

### Materials

- “Nonfiction Passages with Sentence Fragments” chart (WA22)
- “Writing Time” chart (WA23)
- Supply of loose, lined paper for final versions
- Unlined paper for images
- (Optional) Computers for typing and printing final versions

**TEKS 11.C.iii**  
Student/Teacher Narrative  
Step 2 (all, beginning on  
page 460 and continuing on  
to page 461)

drafts into final versions. Before this step, they will take time to proofread their writing for one more thing to make sure that it is free from errors.

## 2 Discuss Proofreading for Sentence Fragments

Tell the students that they will proofread their drafts today to see if they have any *sentence fragments*, or incomplete sentences. Explain that many sentence fragments can be identified because they do not have a *subject* that tells who or what a sentence is about or a *predicate* that tells what the subject does or did (or both). Point out that incomplete sentences should be changed to form complete sentences.

Display the “Nonfiction Passages with Sentence Fragments” chart (WA22). Ask the students to watch and listen as you read the first passage aloud. Ask:

- Q *What did you notice about the way the passage sounded when I read it?*
- Q *What sentence fragments, or incomplete sentences, do you see in the passage?*

### Students might say:

“It doesn’t sound right.”

“In addition to what [Trevor] said, some of the sentences sound funny—like something is missing.”

If necessary, point out that right now the passage does not sound right when read aloud because it contains several sentence fragments. Model rereading the passage and thinking aloud about how to transform the fragments into complete sentences or combine them with other complete sentences.

### You might say:

“‘Coyotes live in North America’ is a complete sentence. It has a subject and a predicate. But ‘And Central America’ is a sentence fragment. The fragment tells another place where coyotes live, so I’ll add it to the complete sentence that came just before. Now the revised sentence is: *Coyotes live in North America and Central America*. That sounds good and is a complete sentence. The next sentence is complete and is a complete thought. It has a subject, *They*, and a predicate, *look similar to wolves but are smaller*. The sentence after that is complete, ‘Coyotes live in packs.’ However, I think that ‘Led by a breeding pair’ is a fragment. Since this fragment tells more about packs, I’ll delete the period, make the *l* in *led* lowercase, and add *led by a breeding pair* to the sentence that comes before. The next sentence about male and female cubs is a complete thought, I think, as is the one after that. But look at the sentence that begins ‘Such as mice and lizards . . .’ That is not complete. Mice and lizards are examples of the small prey coyotes eat, so I’ll add this fragment to the sentence that comes before. The final sentence is a complete sentence.”

Follow this same procedure with the second passage on the “Nonfiction Passages with Sentence Fragments” chart.

### 3 Discuss How Partners Will Work Together

Explain that during Writing Time, the students will reread their drafts and look for sentence fragments. They should change any fragments into complete sentences or combine them with other complete sentences. Then the students should continue writing their final versions. If they finish, they may add images and captions to their reports.



Ask partners to spend a few minutes discussing what they will work on today and how they will share the work fairly.

## WRITING TIME

### 4 Proofread and Write Final Versions



Display the “Writing Time” chart (WA23) and have partners work on the charted tasks for 20–30 minutes. As they work, circulate, observe, and offer assistance.

#### Writing Time

- Proofread your draft for sentence fragments.
- Write your final version on loose, lined paper.
- If you finish, add images and captions.

WA23

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Ask and briefly discuss:

**Q** *What corrections did you make when you proofread your draft?*

Have partners put all the papers related to their informational report in their folder.

### Skill Practice Note

For more practice using subjects and predicates and recognizing and correcting fragments, see Lesson 1 and Lesson 2 in the *Skill Practice Teaching Guide*.

#### TEKS 11.C.iii

Student/Teacher Activity  
Step 4 and Step 5 (all)

### Materials

- *A Pack of Wolves and Other Canine Groups* from Week 1
- Other nonfiction books about animals with tables of contents
- Loose, lined paper for final versions
- Unlined paper for illustrations
- Materials for publishing informational reports
- “Writing Time” chart (WA24)
- “Class Assessment Record” sheet (CA10)
- (Optional) Computers for typing and printing final versions

### In this lesson, the students:

- Explore and develop tables of contents
- Finish writing their final versions
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Explore Tables of Contents

Have the students bring their folders and gather with partners sitting together, facing you. Remind them that they have been proofreading their reports and writing their final versions. Explain that this week they will publish their reports. They will share the reports from the Author’s Chairs and then take the reports home to show their families before placing them in the class library.

Remind the students that the purpose of their informational reports is to help their classmates become interested in and curious about the animals they selected to research. Explain that authors spark their readers’ curiosity and help them know what is in a book by providing a table of contents. Show and read aloud the table of contents on page 3 in *A Pack of Wolves and Other Canine Groups*. Ask and briefly discuss:

**Q** *What do you notice about how this table of contents is organized?*

**Q** *How might this table of contents help a reader?*

Point out that the table of contents in *A Pack of Wolves and Other Canine Groups* lists the headings for each chapter of the book, beginning with “Welcome to the Pack!” It also lists some special features at the end, such as a “Fact File,” a glossary, a section listing books, websites, and other resources where readers can find out more information, and an index.

Show the tables of contents in several of the other nonfiction books in your collection, and discuss how they are organized. Note that some use the title “Table of Contents,” while others use “Contents.” Point out that chapter headings are listed along with their page numbers in the order they appear in the book, and special features are often listed at the end.

Explain that each pair of students will work together to include a table of contents with their informational report. Use “Think, Pair, Share” to discuss:



**Q** *What chapter headings might you and your partner include in your table of contents? [pause] Turn to your partner.*

Signal for the students' attention and have a few pairs share their thinking with the class. Explain that before partners can complete their table of contents, they need to finish writing their final draft so that they will know the page numbers for each of their headings.

## 2 Discuss How Partners Will Work Together

Explain that today partners will finish writing their final draft, number their pages, and create a table of contents that shows where different sections begin. When they are finished, they may add illustrations and captions to their reports.



Ask partners to spend a few minutes deciding what they will accomplish today and how they will share the work fairly.

## WRITING TIME

### 3 Write Final Versions and a Table of Contents



Display the “Writing Time” chart (WA24). Have partners sit together at desks and work on the charted tasks for 20–30 minutes.

#### Writing Time

- Finish copying your final version.
- Discuss and write a table of contents.
- Add images and captions.

WA24

As the students work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners working together fairly to write a final version of their informational report?
- Are they including a table of contents?

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Record your observations on the “Class Assessment Record” sheet (CA10); see page 93 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect and “Preview” Reports as a Class

Explain that each pair of students will give the class a “preview” of their informational report by reading aloud two sentences from it.



Ask partners to quietly reread their report and select two interesting sentences (one for each partner) to read aloud. Give them a few moments to select their sentences; then ask the class to listen carefully to one another’s sentences and to think about which sentences make them curious.

Go around the room and have the students read their sentences aloud, without comment. When all have read, ask and briefly discuss:

**Q** *What sentences did you hear that made you curious?*

Remind the students that they will begin sharing their published reports from the Author’s Chairs tomorrow. Have pairs put all the papers related to their informational reports in their folders.

# Day 4

## Writing Final Versions and Publishing

### Materials

- Materials for publishing informational reports
- Two chairs to use for Author’s Chair sharing (or three for trios)

### In this lesson, the students:

- Publish their informational reports
- Handle materials responsibly and share them fairly
- Make decisions about how they will present their reports from the Author’s Chairs
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Discuss Handling and Sharing Materials

Have the students get their folders and pencils and sit at desks with partners together. Explain that the students will finish writing their final versions and will begin sharing them from the Author’s Chairs today. Explain the method you have chosen for publication (see “Do Ahead” on page 455), and review any procedures you would like the students to follow (for example, how to handle art supplies, how to use the computers, and where to place their published stories for Author’s Chair sharing).

Briefly discuss how the students will share materials fairly, handle them responsibly, and help one another. Ask and briefly discuss questions such as:

- Q *What will you do today to take care of our [bookmaking] materials? Why is that important?*
- Q *If you want to use something, such as the computer or the hole punch, but someone else is using it, what can you do?*
- Q *If you're using something and someone else wants to use it, what can you do to share it fairly?*
- Q *How can we be helpful to one another as we publish our reports today?*

## 2 Discuss How Partners Will Work Together

Explain that today partners will work to finish publishing their report. They will then decide how they will present it to the class (for example, decide what sections each partner will read aloud). Briefly discuss:

- Q *What are some ways partners might share the presentation of their report?*

Explain that the students who finish the publication process today will begin sharing their reports from the Author's Chairs. Tell the students that Writing Time today will be a bit shorter to allow time for this sharing. Ask partners to spend a few minutes deciding what they will accomplish and how they will share their work today.



## WRITING TIME

### 3 Publish Reports and Prepare to Share



For 15–20 minutes, have partners work on publishing their informational report and preparing to present it. As they work, circulate, observe, and offer assistance.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Review Sharing Writing from the Author's Chairs

Gather the class with partners sitting together, facing the Author's Chairs. If necessary, remind them of the procedure you established for presenting books from the Author's Chairs (see Unit 2, Week 2, "Do Ahead" on page 97).

Before asking partners to share from the Author's Chairs today, discuss how the students will act, both as presenting authors and as members of the audience.



#### ELL Note

Support trios as necessary to make sure that all three students in each trio have a role in presenting their report to the class.

#### TEKS 13.H.i

Student/Teacher Narrative  
Step 4 (all, beginning on page 465 and continuing on to page 466)

Ask and discuss:

- Q** *Why is it important to speak in a loud, clear voice when you're reading your report to the class?*
- Q** *If you're in the audience and you can't hear the author, how can you politely let him or her know?*
- Q** *How will you let the authors know that you're interested in their report? Why is it important to express interest in one another's writing?*

Encourage the students to be attentive and considerate audience members. Tell them that you will check in with them afterward to see how they did.

## **5** Conduct Author's Chair Sharing

Ask a pair of students who has finished publishing their informational report to read it aloud from the Author's Chairs. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the authors an opportunity to respond to the class's comments and questions:

- Q** *What did you learn about [falcons] from hearing [Jackie and Connor's] report?*
- Q** *What are you curious about after hearing their report?*
- Q** *What questions can we ask [Jackie and Connor] about their report?*

Follow this procedure and have other pairs of students share from Author's Chairs, as time permits. Explain that tomorrow partners who have not finished publishing will have time to do so and to share their reports from the Author's Chairs.

## **6** Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q** *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q** *If you shared your report today, how did the members of the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

## In this lesson, the students:

- Review and reflect on writing nonfiction
- Finish publishing their reports
- Present their reports from the Author's Chairs
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing
- Give their full attention to the person who is speaking

## GETTING READY TO WRITE

### 1 Review and Reflect on Writing Nonfiction

Have the students get their folders (unless they have already shared their published reports from the Author's Chairs) and pencils and sit with partners together at desks today. Remind the students that over the past six weeks, they have learned about writing nonfiction and have each worked with a partner to research and write a nonfiction report about an animal they were curious about. Ask:

**Q** *What have you learned about writing nonfiction over the past weeks?*

#### Students might say:

"I learned that you can write about things you are curious about."

"I agree with [Lucy]. I learned that you can find out about things by researching them."

"In addition to what [Brendan] said, I learned that you can take notes and use them in your nonfiction writing."

"I learned ways to capture the reader's attention and make the reader curious about my topic."

Use "Think, Pair, Share" to discuss:



**Q** *What was your favorite part of working on your informational report?*  
[pause] *Turn to your partner.*

**Q** *What is one thing you are glad you learned about writing nonfiction?*  
[pause] *Turn to your partner.*

**Q** *What did you find challenging about writing nonfiction?* [pause] *Turn to your partner.*

Remind the students that writers become better over time as they practice writing again and again. Encourage students who feel drawn to nonfiction to continue to research and write about nonfiction topics that they are interested in during their free time and outside of school.

## Materials

- Materials for publishing informational reports
- Two (or three) chairs to use for Author's Chair sharing
- Copy of the Expository Nonfiction genre unit family letter (BLM1) for each student



## Facilitation Tip

Reflect on your experience over the past weeks with **asking facilitative questions**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' listening and participation in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

Explain that today partners will finish publishing their report and then decide and practice how they will present it to the class. Those who have finished may write anything they choose during Writing Time.



Explain that after Writing Time, more partners will share their reports with the class from the Author's Chairs. Ask partners to spend a few minutes deciding what they will accomplish and how they will share their work today.

## WRITING TIME

### 2 Finish Publishing Reports and Prepare to Share



Have pairs work on publishing and preparing to share for 10–15 minutes. As they work, circulate, observe, and offer assistance.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Conduct Author's Chair Sharing

Gather the class with partners sitting together, facing the Author's Chairs. Remind each presenter to speak in a loud, clear voice and audience members to show interest in and appreciation for their classmates' writing.

Have partners read their report aloud from the Author's Chairs. At the end of the sharing, facilitate a discussion using questions like those that follow. Give the authors an opportunity to respond to the class's comments and questions:

- Q *What did you learn about [how bears hibernate] from hearing [Lupe and Andrew's] report?*
- Q *What are you curious about after hearing their report?*
- Q *What questions can we ask [Lupe and Andrew] about their report?*

Repeat this procedure to have other pairs share from the Author's Chairs, as time permits.

Assure the students that pairs who have not yet shared will get to share their published informational report from the Author's Chairs in the coming days.

### 4 Reflect on Interactions and Thank One Another

Ask and briefly discuss:

- Q *What did we do well as an audience today? What do we still want to work on the next time authors share their work?*
- Q *If you shared a report today, how did the members of the audience make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

#### Teacher Note

Continue to have pairs of students share their informational reports from the Author's Chairs until everyone has had a chance to do so.

Point out that partners have worked closely together for several weeks to research and write about the animal they chose. Ask and briefly discuss:

**Q** *In what ways did you and your partner help each other on this project?*



**Q** *What do you appreciate about how your partner worked with you? Turn to your partner.*

Ask partners to take a moment to thank each other for their help and collaboration.

---

## EXTENSION

### Write Letters Home About Nonfiction

Provide letter-writing practice for the students by having them each write a letter home about what they learned about nonfiction from working on their informational reports. Discuss questions such as:

**Q** *What's special about nonfiction writing?*

**Q** *What steps did you and your partner go through to research and write about your animal?*

**Q** *What is one thing you're proud of about your published informational report?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student's letter to a copy of the published informational report she helped to write and send it home.

## End-of-unit Considerations

### Wrap Up the Unit

- This is end of the Expository Nonfiction genre unit. You will need to reassign partners before you start the next genre unit.
- Make copies of the published reports so that each partner can take a copy home to share with his or her family. Place the original reports in the class library.
- Send home with each student a copy of the student's published report and a copy of this unit's family letter (BLM1). Encourage the students to share their published reports with their families.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

---

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on this page.

---

### Skill Practice Note

For practice with using commas in the addresses of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.

## Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 98 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze his writing using the "Student Self-assessment" record sheet (SA1) on page 97 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment' " on page 116.
- (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Informative/Explanatory Writing unit on page 53 of the *Writing Performance Task Preparation Guide*. For more information, see "Teaching the Units" on page vi of the preparation guide.

# Genre

# Functional Writing

During this three-week unit, the students explore functional writing. They read and discuss directions for how to perform simple activities, explore craft elements of functional writing, and write directions for others to follow. They explore using coordinating conjunctions such as *and*, *but*, and *or* in their directions. As the students write, they consider the audience and purpose of their directions and review them for sequence, completeness, accuracy, and clarity. The students frequently work with partners and in groups of four during the unit. They reach agreement and make decisions together, work responsibly, share the work and materials fairly, and give and receive feedback respectfully.



## RESOURCES

### Read-alouds

- *Kittens*
- *My Pet Puppy*
- *1-2-3 Draw Ocean Life*
- “Dolphin” from *1-2-3 Draw Ocean Life*
- “Bottlenose Dolphin”
- “Puzzle Sticks”

### Writing About Reading Activity

- “Write Persuasively About Directions”



### Technology Mini-lessons

- Mini-lesson 3, “Choosing Effective Search Terms”
- Mini-lesson 4, “Understanding Search Results”
- Mini-lesson 5, “Using Filters to Narrow Results”
- Mini-lesson 7, “Creating Documents”



### Technology Extension

- “Search Online for Drawing Directions”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

### Whiteboard Activities

- WA1–WA18

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA4)
- “Conference Notes” record sheets (CN1–CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

### Reproducibles

- Functional Writing genre unit family letter (BLM1)
- “Jackrabbit” (BLM2)

### Professional Development Media

- “Building a Community of Writers” (AV1)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Avoid Repeating or Paraphrasing” (AV26)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Planning a Lesson” (AV33)
- “Conferring About Functional Writing” (AV49)
- “Exploring Functional Writing” (AV50)

## RESOURCES *(continued)*

### Extensions

- “Read More from *Kittens*”
- “More Practice Following Drawing Directions”
- “Explore More Drawings in *1-2-3 Draw Ocean Life*”
- “Write Letters Home About Functional Writing”

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 3, “Compound Sentences”
- Lesson 28, “Commas in Addresses”

### Assessment Resource Book

- Functional Writing genre unit assessments

### Student Writing Handbook

- “Dolphin”
- “Bottlenose Dolphin”
- “Puzzle Sticks”
- Word Bank
- Proofreading Notes

## DEVELOPMENT ACROSS THE GRADES

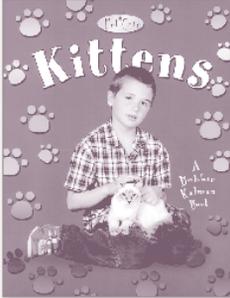
	Elements of Functional Writing	Writing Craft	Language Skills and Conventions
Grade 3	<ul style="list-style-type: none"> <li>Writing directions for how to take care of something, draw something, and do a craft project</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for functional writing</li> <li>Checking directions for sequence, completeness, accuracy, and clarity</li> </ul>	<ul style="list-style-type: none"> <li>Using coordinating conjunctions, such as <i>and</i>, <i>but</i>, and <i>or</i></li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Writing directions for recipes, cartoon drawings, and games</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for functional writing</li> <li>Checking directions for sequence, completeness, accuracy, and clarity</li> </ul>	<ul style="list-style-type: none"> <li>Using modal auxiliaries, such as <i>can</i>, <i>may</i>, and <i>must</i></li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Writing directions for moving from one place in the classroom and school to another</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for functional writing</li> <li>Checking directions for completeness, accuracy, clarity, specific language, and details</li> </ul>	<ul style="list-style-type: none"> <li>Using correlative conjunctions, such as <i>either/or</i> and <i>both/and</i></li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Drafting</b>					
<b>Week 1</b>	<b>Exploring Functional Writing:</b> <i>Kittens</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas about things we take care of</li> </ul>	<b>Exploring Functional Writing:</b> <i>My Pet Puppy</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing about how to take care of something</li> </ul>	<b>Exploring Functional Writing:</b> <i>1-2-3 Draw Ocean Life</i> <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas about things we know how to do</li> </ul>	<b>Exploring Functional Writing:</b> <i>"Bottlenose Dolphin"</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Comparing two sets of directions</li> </ul>	<b>Exploring Functional Writing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing directions to draw an animal</li> </ul>
<b>Week 2</b>	<b>Exploring Functional Writing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring sequence of directions</li> </ul>	<b>Exploring Functional Writing:</b> <i>"Puzzle Sticks"</i> <b>Focus:</b> <ul style="list-style-type: none"> <li>Creating "puzzle sticks"</li> </ul>	<b>Exploring Functional Writing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Exploring completeness in directions</li> </ul>	<b>Selecting Topics</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing directions for an activity students know how to do</li> </ul>	<b>Drafting and Revising</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Revising directions for an activity; exploring accuracy and clarity</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 3</b>	<b>Group Conferring and Revising</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Conferring about directions; revising if necessary</li> </ul>	<b>Analyzing and Revising</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using conjunctions such as <i>and</i>, <i>but</i>, and <i>or</i></li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Punctuation, grammar, spelling; writing final versions</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author's Chair sharing</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Reflecting on functional writing; Author's Chair sharing</li> </ul>

# Week 1

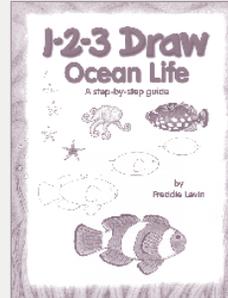
## OVERVIEW



### **Kittens**

by Niki Walker and  
Bobbie Kalman

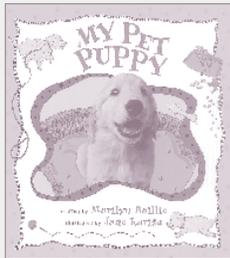
Well-organized text and  
photographs explain how to  
choose and raise a kitten.



### **1-2-3 Draw Ocean Life: A Step-by-step Guide**

by Freddie Levin

This book of easy-to-follow  
drawing instructions explores  
sea life.



### **My Pet Puppy**

by Marilyn Baillie,  
illustrated by Jane Kurisu

Methods of puppy care  
are described using a  
notebook format.



### **“Bottlenose Dolphin”**

excerpted from *Doodle a Zoodle*  
by Deborah Zemke

(see page 498)

Step-by-step directions explain  
how to draw “zoodles,” or  
doodles of animals.



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

### **Whiteboard Activities**

- WA1–WA8

### **Assessment Forms**

- “Class Assessment Record” sheets (CA1–CA2)

### **Reproducible**

- (Optional) “Jackrabbit” (BLM2)

### **Professional Development Media**

- “Cooperative Structures Overview” (AV9)
- “Using “Turn to Your Partner”” (AV11)
- “Using “Think, Pair, Share”” (AV13)
- “Avoid Repeating or Paraphrasing” (AV26)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Exploring Functional Writing” (AV50)

## TEACHER AS WRITER

*“A writer is someone who pays attention to the world.”*

— Susan Sontag

Most of us are surrounded by, and rely on, functional writing—written language that helps us function. This week, join your students in beginning to explore functional writing by making a list of all the functional writing you encounter daily, including what you write yourself. Think about directions, signs, lists, flyers, online text, and other sources of information.

### Writing Focus

- Students hear, read, and discuss functional writing.
- Students explore how information is communicated in functional writing.
- Students explore audience and purpose in functional writing.
- Students list ideas for functional writing.
- Students discuss, follow, and write directions.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and check for understanding.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 1, collect examples of functional writing, such as cookbooks, recipes, online maps with directions, and books about how to make things or do simple activities. Include books about how to draw different things, such as animals and cartoon characters. You might search for titles online using the keywords “children’s drawing books.” Make this collection available to the students throughout the unit.
- ✓ Prior to Day 2, identify things in the classroom that the students help to take care of (for example, a plant, a fish, or the art center). Pick one to use for the shared writing on this day.



(continues)

## DO AHEAD *(continued)*

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 110 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, create a simple line drawing of any kind of animal at the top of a sheet of chart paper. Leave room below to write step-by-step directions and illustrations for drawing the animal. Make the drawing very simple, requiring no more than five steps (see the example in Week 1, Day 5, Step 1 on page 495).
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA2) on page 111 of the *Assessment Resource Book*.

# Exploring Functional Writing

# Day 1

## In this lesson, the students:

- Work with new partners
- Hear, read, and discuss functional writing
- Explore how information is communicated in functional writing
- Quick-write ideas about things they take care of
- Share what they learn about their partners
- Handle materials responsibly

## ABOUT TEACHING FUNCTIONAL WRITING

The purpose of functional writing, like all nonfiction, is to inform or explain. While expository nonfiction provides information about a topic—such as the animals of New Zealand—functional nonfiction explains how to do something. For example, functional writing might explain how to brush your teeth, use a microwave, create a website, or build a rocket. Functional writing, in varying forms of lists, labels, menus, and schedules, also helps people with daily living.

The goals of this unit are to introduce the students to functional writing, help them think about the craft elements involved in functional writing, and provide opportunities for them to create functional writing. There are two phases to this unit: Immersion and Drafting (two weeks), and Revision, Proofreading, and Publication (one week). During the first phase, the students explore and try their hand at functional writing. In the second phase, they write, revise, and publish directions for an activity they know how to do.

## GETTING READY TO WRITE

### 1 Pair Students and Introduce Functional Writing

Randomly assign partners (see “Do Ahead” on page 477) and make sure they know each other’s names.

Signal for the students’ attention; then, without speaking, display the “Directions for Gathering” chart (WA1). Give the students a moment to read the directions. Then signal for them to silently follow the directions.

## Materials

- *Kittens*
- “Directions for Gathering” chart (WA1)
- Examples of functional writing, collected ahead
- “Writing Time” chart (WA2)

## Teacher Note

For more information about functional writing, view “Exploring Functional Writing” (AV50).



## Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

## Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

### Directions for Gathering

1. When I point to your seat, gather your writing notebook and pencil.
2. Quietly get up and push in your chair.
3. Walk to the rug area.
4. Sit next to your partner, facing me.

Once the class has gathered with partners sitting together, ask:

**Q** *How was following my written directions different from following my directions when I say them aloud?*

Explain that written directions are a form of *functional writing*—writing that helps people learn how to do things, get from one place to another, and complete everyday tasks (jobs), such as buying groceries and paying bills. In addition to directions and instructions, functional writing includes such things as menus, lists, recipes, and schedules. Explain that during this unit, the students will explore one type of functional writing—writing that gives directions for how to do something.



Have partners get to know each other by talking about something they know how to do that they could teach to someone younger (for example, how to tie their shoes, throw a ball, or set the table). Ask them to be ready to share their partners' thinking with the class.

After a few minutes, signal for the students' attention and ask:

**Q** *What can your partner teach a younger person to do?*

## 2 Read and Discuss Parts of *Kittens*

Show the cover of *Kittens* and read the title aloud. Turn to the title page and read the names of the authors (Niki Walker and Bobbie Kalman) aloud. Explain that this book is an example of functional writing; it teaches readers how to take care of a kitten. Ask and briefly discuss:

**Q** *What is something you might need to do to take care of a kitten?*

Explain that you will read parts of the book aloud. Show page 3, “Contents,” and read a few of the topics in the book. Read pages 6–7, showing the illustrations, and then show and read pages 14–21, clarifying vocabulary as you read. Stop during the reading to point out how information is communicated. (For example, point out the use of headings and text, pictures and captions, and text boxes containing lists and other information that might be useful to the reader.)

### Teacher Note

As you discuss different types of functional writing, you might show some examples from the functional writing you collected (see “Do Ahead” on page 477).

### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 2, Day 2, on page 29.

For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



## Suggested Vocabulary

**nutrients:** things found in food, such as vitamins, that people and animals need to stay healthy (p. 16)

**whiskers:** long, stiff hairs that grow on the faces of animals such as cats and dogs (p. 21)

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**frisky:** playful (p. 6)

**allergic to cats:** likely to sneeze, itch, or get a rash from being near cats (p. 7)

**properly:** correctly or in a healthy way (p. 14)

**squirm:** wiggle (p. 15)

**chow:** food (p. 16)

**semi-moist:** partly wet (p. 16)

**litter box:** box where cats can go to the bathroom indoors (p. 18; refer to the illustrations on pp. 18 and 19)

**veterinarian:** doctor for animals (p. 21)

Ask and briefly discuss:

- Q** *What is something you learned from hearing about how to take care of a kitten?*

## **3** Quick-write: Things We Take Care Of

Use “Think, Pair, Share” to discuss:



- Q** *What is something you know how to take care of that you could write about? [pause] Turn to your partner.*

Signal for the students’ attention and have volunteers share their thinking with the class.

### Students might say:

“My bike. I wash it and grease the chain.”

“I take care of my neighbor’s plants when she’s gone. I could write about that.”

“I could write about taking care of my little sister.”

“I know how to take care of my pet rabbit.”

“I take care of my teeth. I also know how to braid my hair.”

Have the students open their notebooks to the next blank page in their writing ideas sections and title the page “Things I Take Care Of.” Ask them to list things they know how to take care of that they could write about. After 5 minutes, signal for the students’ attention and have a few volunteers share with the class an idea they wrote. Explain that the students may add to their lists during Writing Time today.

## Teacher Note

To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 2 (page 29). To see an example, view “Using ‘Think, Pair, Share’ ” (AV13).



## ELL Note

If necessary, simplify the question by rephrasing it in the following way:

- Q** *What do you take care of?*
- Q** *What do you do to take care of [your pet rabbit]?*
- Q** *What could you write about [taking care of your pet rabbit]?*

### Teacher Note

Note that today the students may do functional writing or write about anything else they choose. On Day 2, after exposure to another example of functional writing, all of the students will be asked to begin writing in this genre.

## 4 Introduce the Collection of Functional Writing

Show the students the examples of functional writing you collected, and point out some of the different types of directions. Tell the students that they may look at the materials in this collection to find examples of functional writing. Explain any procedures for using the collection, then ask and briefly discuss:

**Q** *What will you do to handle the materials in our functional writing collection responsibly?*

Tell the students that you will check in with them at the end of the lesson to see how they did with handling the materials responsibly.

Make *Kittens* available for interested students to browse during Writing Time.

## WRITING TIME

### 5 Write Independently

Have the students sit at desks with partners together. Display the “Writing Time” chart (WA2) and have the students work on the charted tasks for 20–30 minutes. Remind them that they should double-space all writing and that there should be no talking, whispering, or walking around during Writing Time.

#### Writing Time

- Add to your list of things you know how to take care of.
- Browse the functional writing collection for ideas.
- Write about anything you choose.

WA2

Join the students in writing for a few minutes, and then circulate and observe.

Signal to let the students know when Writing Time is over. Have them return any functional writing they borrowed from the class collection.

## SHARING AND REFLECTING

### 6 Share Ideas for Writing and Reflect



Have partners share with each other what they wrote about today. After a few minutes, signal for the students’ attention and ask partners to talk briefly about what they learned about functional writing today. After a

few more minutes, signal for the class’s attention and discuss questions such as:

- Q *What is something that you learned about functional writing today?*
- Q *What is something that you learned about your partner today?*
- Q *What did you do to handle our functional writing materials responsibly?*
- Q *I noticed that [the room got noisy when people were browsing the collection]. What can we do next time to avoid this problem?*

Explain that tomorrow the students will continue to explore functional writing.

---

## EXTENSION

### Read More from *Kittens*

If the students are interested, read aloud and discuss more sections of *Kittens* with them. Invite students who have experience with kittens or cats to share what they know with the class.

---

### Teacher Note

Keep the collection of functional writing available for the students’ use throughout this unit.

# Exploring Functional Writing

# Day 2

### In this lesson, the students:

- Hear, read, and discuss functional writing
- Explore audience and purpose in functional writing
- Write about how to take care of something
- Speak clearly and listen to one another
- Handle materials responsibly

## GETTING READY TO WRITE

### 1 Read and Discuss Parts of *My Pet Puppy*

Gather the class with partners sitting together, facing you. Review that yesterday the students began exploring functional writing—writing that helps people learn how to do things, get from one place to another, and complete everyday tasks (jobs). Show the cover of *Kittens* and remind the students that they heard part of this book yesterday. Explain that you will read part of another book about how to take care of a pet.

### Materials

- *My Pet Puppy*
- *Kittens* from Day 1
- Chart paper and a marker
- “Writing Time” chart (WA3)
- Collection of functional writing
- “Class Assessment Record” sheet (CA1)

**TEKS 11.E.i**  
Student/Teacher Narrative  
Step 3 (all, beginning on  
page 484 and continuing  
on to page 485)

Show the cover of *My Pet Puppy* and read the title and the names of the author and the illustrator aloud. Read pages 2–9, showing the illustrations and discussing the various ways information is presented. (For example, point out text with headings; lists; the “Bow-wow!” feature with tips, jokes, and things to try; and the “Puppy Notebook” feature with places for the reader to write information). Clarify vocabulary as you read.

### Suggested Vocabulary

**purebred:** has parents that are the same breed of dog (p. 5)

**teething toys:** things to chew on when new teeth are coming in through the gums (p. 6)

**gnaw:** chew (p. 7)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**vaccinated:** given shots so it won't get sick (p. 4)

**guide dogs:** dogs that help people who can't see (p. 4)

**therapy dogs:** dogs that comfort people who are unwell or unhappy (p. 4)

**mystery mix:** has parents whose breeds are not known (p. 5)

**overtire:** make very tired (p. 9)

Ask and briefly discuss:

**Q** *What have you learned so far about taking care of a puppy?*

Flip through the rest of the book, selecting a few additional pages to read aloud and discuss. Ask and briefly discuss:

**Q** *How is this book similar to Kittens? How is it different?*

Show pages 16–17 in *Kittens* and point out that, as in *Kittens*, *My Pet Puppy* uses text with headings, pictures with captions, and text boxes containing more detailed information.

## **2** Discuss Audience and Purpose

Explain that authors of functional writing consider several things when writing directions for how to do something. One thing they ask themselves is who their *audience* is, or who they are writing for. Title a sheet of chart paper “Writing Good Directions.” Beneath the title,

write the question *Who is the audience for the directions?* Ask and briefly discuss:

- Q *Who is the audience for Kittens and My Pet Puppy?*
- Q *Authors write differently depending on whether they are writing for children or adults. What might an author want to do when writing for children?*

**Students might say:**

"An author would use simpler words for children."

"I think an author needs to explain more things to children."

"Authors who are writing for children might want to put in lots of pictures. Children might need pictures, especially if they are just learning to read."

"If an author is writing directions for children, some steps might say 'Ask a grown-up for help' because there are some things kids shouldn't do by themselves."

Point out that authors also ask themselves what their *purpose* is, or why they are writing the directions. If the purpose is to help children successfully take care of a pet, the author will make sure that the information is clear to a child reading the directions. Add the question *What is the author's purpose in writing the directions?* to the "Writing Good Directions" chart.

### 3 Shared Writing: How to Take Care of Something in the Classroom

Review that *Kittens* and *My Pet Puppy* are books that tell the reader how to take care of a kitten or puppy. Ask:



- Q *Look around our classroom. What do we take care of that we could write about? Turn to your partner.*

After a moment, signal for the students' attention and explain that you would like their help in writing directions for how to take care of something in the classroom—for example, the class guinea pig (see "Do Ahead" on page 477). Use "Think, Pair, Share" to discuss:



- Q *If we were going to write about how to take care of [our guinea pig], what might we write? [pause] Turn to your partner.*

Signal for the class's attention and ask volunteers to share their ideas. Use the students' suggestions to write directions on a sheet of chart paper (see the example on the next page).

#### ELL Note

If necessary, simplify this question by rephrasing it in the following way:

- Q *Books for adults have lots of words. In what way might a book for children be different?*

#### Teacher Note

Save the "Writing Good Directions" chart to use on Day 3 and throughout the unit.

#### Teacher Note

To review the procedure for "Turn to Your Partner," see Unit 1, Week 1, Day 3 (page 13). To see an example, view "Using 'Turn to Your Partner'" (AV11).



#### Teacher Note

Record the students' ideas as they state them. Do not worry about sequencing the directions at this point. The students will explore sequencing later in the unit.

## How to Take Care of Our Guinea Pig

- Change the bedding every day.
- Scrub the cage with hot, soapy water once a week.
- Feed her every morning and evening.
- Change the water every day.
- Put things in the cage for her to chew on, crawl through, and climb on.
- Gently brush her every day.

Remind the students that yesterday they each generated a list of things they know how to take care of. Explain that today they will add any new ideas to their lists and then each pick one thing to write about.

## WRITING TIME

### 4 Write Independently

Have the students return to their desks. Display the “Writing Time” chart (WA3). Encourage the students to think about the audience and purpose of any directions they write, and remind them to double-space their writing. Make the functional writing collection, *Kittens*, and *My Pet Puppy* available for interested students to browse during Writing Time. Have the students work silently for 20–30 minutes on the charted tasks.

#### Writing Time

- Add any new ideas to your list of things you know how to take care of.
- Pick one idea and write about it.
- When finished, browse the functional writing collection.

WA3

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students start writing quickly and stay on task?
- Are they able to write directions for their chosen topics?

If you notice any student having difficulty starting to write after 5–10 minutes, help to stimulate his thinking by asking questions such as:

- Q *What is something you take care of at home?*
- Q *If you were going to teach someone else how to take care of that thing, what would you say to do first? How can you write that as a sentence?*
- Q *What would you say to do next? How will you write that as a sentence?*

Record your observations on the “Class Assessment Record” sheet (CA1); see page 110 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have them return any functional writing materials they borrowed from the class collection.

## SHARING AND REFLECTING

### 5 Reflect on Independent Writing

Ask and briefly discuss:

- Q *What topic did you choose to write about?*
- Q *What is one thing that you wrote about [taking care of your bedroom]? Read us a sentence you wrote about it.*
- Q *What did you discover about writing directions? What was easy? What was hard? Why?*

Explain that tomorrow the students will hear and discuss another example of functional writing.

# Day 3

## Exploring Functional Writing

### Materials

- *1-2-3 Draw Ocean Life*
- “Writing Good Directions” chart from Day 2
- “Dolphin” chart (WA4)
- Drawing paper for each student
- Chart paper and a marker
- “Writing Time” chart (WA5)
- Collection of functional writing

**TEKS 10.B.i**

**TEKS 10.C.ii**

Student/Teacher Activity  
Step 1 (all, beginning on page 488 and continuing on to page 489)

### In this lesson, the students:

- Explore audience and purpose in functional writing
- Hear, read, and discuss directions for drawing
- Quick-write ideas about things they know how to do
- Act responsibly during Writing Time

## GETTING READY TO WRITE

### 1 Read Parts of *1-2-3 Draw Ocean Life* and Draw

Have the students stay at their desks today. Remind them that they have been exploring functional writing and have heard two books about how to take care of a pet. Explain that today they will hear another example of functional writing—a book that gives directions for how to do something.

Show the cover of *1-2-3 Draw Ocean Life* and read the title and the author’s name aloud. Show and read “Before you begin” on page 2 aloud. Then show “Contents” on page 3 and read a few of the topics aloud. At the bottom of page 3, show and read “Important Drawing Tips” and continue reading to the end of page 4, including all labeled diagrams. Skip page 5; show and read “Dolphin” on page 6. Clarify vocabulary as you read.

### Suggested Vocabulary

**placement:** where on a piece of paper you draw something (p. 3)

**gill:** small opening that fish use to get oxygen from water (p. 4; refer to the illustration)

**fin:** wing-like flap of skin used to help a fish move through water (p. 4; refer to the illustration)

**blow holes:** small openings on top of dolphins’ heads (p. 6)

**snout:** nose (p. 6)

**shade:** color in a drawing to make some parts lighter and others darker (p. 6)

Pointing to the questions on the “Writing Good Directions” chart, ask and briefly discuss:

**Q** *Who is the audience for this book, or who is going to read it?*

**Q** *What is the author’s purpose in writing this book, or why did the author write it?*

If necessary, point out that the audience for this book is children, and the purpose is to teach them how to draw creatures that live in the sea.

Distribute a sheet of drawing paper to each student. Invite the class to join you in trying to draw the dolphin by following the directions on page 6. Display the “Dolphin” chart (📄 WA4). Reread the directions aloud, pausing after each step to follow the directions on a sheet of chart paper while the students follow along on their own papers.

When you and the students have finished drawing, ask and briefly discuss:

- Q *What does this author do to help us learn how to draw a dolphin?*
- Q *What do you notice about how the author writes directions? In what ways are the illustrations helpful?*

**Students might say:**

“The author numbers the steps so you can do them in order.”  
“In addition to what [Claire] said, each step only has a little bit to do. That makes it easier to learn.”  
“I agree with [Oliver]. The drawings also help us see what to do at each step.”  
“The very last drawing shows us what the dolphin should look like.”

## 2 Quick-write: Things We Know How to Do

Explain that Freddie Levin, the author of *1-2-3 Draw Ocean Life*, chose to write a book about drawing because it is something she enjoys and knows how to do. Ask and briefly discuss:

- Q *What do you know how to do that you could write about?*

**Students might say:**

“I can throw a football.”  
“I can do the five ballet positions.”  
“I can play a game on the computer.”  
“I know how to make a strawberry-banana smoothie.”  
“I know how to change a tire on my bike.”

Have the students open their notebooks to the next blank page of the writing ideas section and title the page “Things I Know How to Do.” Ask them to list things they know how to do that they could write about. After about 5 minutes, signal for their attention and have a few volunteers share an idea with the class. Explain that the students may add to their lists during Writing Time today.

## WRITING TIME

### 3 Write Independently

Display the “Writing Time” chart (📄 WA5) and have the students work for 20–30 minutes on the charted tasks.

### Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

### Facilitation Tip

During this unit, we encourage you to **avoid repeating or paraphrasing** the students’ responses. It is easy to habitually repeat what students say when they speak quietly, or to paraphrase what they say when they do not speak clearly. This teaches students to listen to you but not necessarily to one another. Try refraining from repeating or paraphrasing and see what happens. Encourage the students to take responsibility by asking one another to speak up or by asking a question if they do not understand what a classmate has said.

To see this Facilitation Tip in action, view “Avoid Repeating or Paraphrasing” (AV26).



### Writing Time

- Add to your list of things you know how to do.
- Use what you learned today to draw your own pictures.
- Browse the functional writing collection for ideas.

Make *1-2-3 Draw Ocean Life* and the functional writing collection, including any other drawing books you have collected (see “Do Ahead” on page 477), available for interested students to browse during Writing Time.

Join the students in writing for a few minutes; then circulate and observe, assisting students as needed.

Signal to let the students know when Writing Time is over. Have them return any functional writing materials they borrowed from the class collection.

## SHARING AND REFLECTING

### 4 Reflect on Functional Writing and Working Responsibly

Ask and briefly discuss:

- Q *What did you write about today?*
- Q *What interesting information did you come across when browsing the functional writing collection? Tell us about it.*
- Q *What did you do to work responsibly today? What do you need to work on tomorrow?*

Throughout the discussion, share some of the things that you noticed when observing Writing Time.

Explain that tomorrow the students will explore more drawing directions.

## In this lesson, the students:

- Hear, follow, and discuss directions for drawing
- Compare directions
- Use Writing Time responsibly

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students get their *Student Writing Handbooks* and pencils and sit at desks with partners together. Review that the students have been exploring functional writing. Show the cover of *1-2-3 Draw Ocean Life*. Turn to page 6 and remind the students that yesterday they tried drawing a dolphin using the directions from this book. Ask and briefly discuss:

**Q** *What do you remember about following these directions yesterday?*

Explain that today they will explore directions from another drawing book for children.

### 2 Read Aloud “Bottlenose Dolphin” and Draw

Have the students turn to *Student Writing Handbook* pages 14–15. Display the “Bottlenose Dolphin” chart (WA6) (also see pages 498–499 at the end of this week) and read the title aloud. Tell the students that these directions are from a book titled *Doodle a Zoodle* by Deborah Zemke. Explain that *doodle* means “draw” and that *zoodle* is a made-up word that means “a doodle (drawing) of an animal.”

Read the directions for “Bottlenose Dolphin” aloud, showing the illustrations and clarifying vocabulary as you read.

#### Suggested Vocabulary

**flippers:** two flat body parts that stick out from dolphins’ sides and are used for swimming

**flukes:** dolphins’ tails

## Materials

- “Bottlenose Dolphin” (see page 498)
- *1-2-3 Draw Ocean Life* from Day 3
- *Student Writing Handbook* pages 13–15
- “Bottlenose Dolphin” chart (WA6)
- Chart paper and a marker
- Drawing paper for each student
- “Dolphin” chart (WA4) from Day 3
- “Writing Good Directions” chart from Day 2
- “Writing Time” chart (WA7)
- Collection of functional writing

#### TEKS 9.F.i

Student/Teacher Activity Step 2 and Step 3 (all, beginning on page 491 and continuing on to page 492)

Distribute a sheet of drawing paper to each student. Invite them to join you in trying to draw a bottlenose dolphin by following these directions. Reread the directions aloud, pausing after each step to follow the directions on a sheet of chart paper while the students follow along on their own papers.

When you and the students have finished drawing, ask and briefly discuss:

- Q *What does this author do to help us learn how to draw a bottlenose dolphin?*
- Q *What do you notice about how the author writes directions? In what ways are the illustrations helpful?*

**Students might say:**

"The directions have lots of steps. The author shows how to draw just one or two lines at a time."

"The author uses numbers to list the steps. That helps us do the steps in the right order."

"The author makes each step really short. That makes the steps easier, I think."

"There's a picture for each step. Seeing all the pictures helps us understand the directions better."

### 3 Discuss Two Sets of Directions

Have the students turn to *Student Writing Handbook* page 13, as you display the "Dolphin" chart (WA4). Remind them that yesterday they tried following these directions from *1-2-3 Draw Ocean Life* to draw a dolphin.

Explain that partners will think about and compare the "Dolphin" directions they followed yesterday with the "Bottlenose Dolphin" directions they followed today. Use "Think, Pair, Share" to discuss:



Q *In what ways are these two sets of directions similar? How are they different? [pause] Turn to your partner.*

Q *Which directions are easier to follow? Why do you think that? [pause] Turn to your partner.*

Have volunteers share their thinking.

**Students might say:**

"Both directions use numbers for the steps."

"The 'Dolphin' directions have four steps. 'Bottlenose Dolphin' has eight steps."

"In the 'Dolphin' directions, there's a lot to do in each step. I think the steps in 'Bottlenose Dolphin' are shorter and easier."

"In the 'Dolphin' directions, each step has complete sentences. The other directions don't always do that. That could confuse people."

Point out that the way directions (and other types of functional writing) are written can make them easier for readers to understand and follow. Invite the students to think during Writing Time today about various ways they can write directions.

Make 1-2-3 Draw *Ocean Life* and the functional writing collection, including any other drawing books you have collected, available for interested students to share during Writing Time.

## WRITING TIME

### 4 Write Independently

Display the “Writing Time” chart (📄 WA7) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Use what you learned today to draw your own pictures.
- Add to your list of things you know how to do.
- Browse the functional writing collection to get ideas.

WA7

Join the students in writing for a few minutes; then circulate and observe, assisting students as needed.

Signal to let the students know when Writing Time is over. Have them return to the class collection any functional writing materials that they borrowed.

## SHARING AND REFLECTING

### 5 Reflect on Functional Writing and Working Responsibly

Ask and briefly discuss questions such as:

- Q *What did you write about today?*
- Q *What interesting information did you come across when browsing the functional writing collection? Tell us about it.*
- Q *What did you do to work responsibly during Writing Time today? What do you need to work on tomorrow?*

Explain that tomorrow each student will draw an animal and begin to write directions for drawing it.

## Materials

- Copy of “Jackrabbit” (BLM2) for each student
- “Writing Good Directions” chart from Day 2

## Teacher Note

Prior to doing this activity, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Jackrabbit” (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

# Day 5

## Materials

- Charted drawing of an animal, prepared ahead
- 1-2-3 Draw Ocean Life from Day 3
- “Writing Time” chart (WA8)
- Drawing paper for each student
- Collection of functional writing
- “Class Assessment Record” sheet (CA2)
- (Optional) *Student Writing Handbook* pages 13–15

## EXTENSION

### More Practice Following Drawing Directions

To provide more practice with following drawing directions, repeat today’s whole-class drawing activity using “Jackrabbit” from *Doodle a Zoodle* by Deborah Zemke. Distribute a copy of “Jackrabbit” (BLM2) to each student. You might facilitate a discussion comparing these directions to other drawing directions the students have followed or read. Refer to the “Writing Good Directions” chart; then use “Think, Pair, Share” to discuss:

- Q *In what ways are these directions similar? How are they different?*  
[pause] *Turn to your partner.*
- Q *Which directions for drawing were easier to use? Why do you think so?*  
[pause] *Turn to your partner.*

Have volunteers share their thoughts with the class.

## Exploring Functional Writing

### In this lesson, the students:

- Explore directions for drawing
- Write directions for drawing an animal
- Explore audience and purpose in functional writing
- Share ways they have dealt with challenges in their writing

## GETTING READY TO WRITE

### 1 Shared Writing: Write Directions for a Drawing

Have the students stay at their desks today. Remind them that this week they followed directions to learn about drawing animals. Explain that today each student will have a chance to create her own drawing of an animal and write directions for it. Next week, partners will exchange directions and try to draw each other’s animals.

Tell the students that, before they write directions for an animal drawing, you would like their help in writing directions for a drawing you did. Show the animal you drew (see “Do Ahead” on page 477). Under the drawing, write the first step in the directions and draw a picture to go with it (see diagram on the next page); then ask:

- Q *What direction shall I write next in order to explain how to draw my animal?*

Use the students' suggestions to write the remaining steps for your drawing, thinking aloud as you model writing each step.

**You might say:**

"First, I'll write the number 1 to tell readers that this is the first step. Then, I'll write the direction: *Draw an oval for the cat's face.* I drew an oval to illustrate Step 1. Now I'll think about the second thing I do to draw my cat—I add the ears and nose. Because this is the second step, I'll write the number 2. Then I'll ask myself, 'What do my cat's ears and nose look like? Exactly what shape are they?' I see that they are triangles. Now, how can I write that so the direction is easy to follow? I'll try writing about the ears first: *Draw two triangles for the ears on top of the oval.* Next, I'll write directions for drawing the nose: *In the middle of the oval, draw a smaller triangle for the nose.* Now I'll finish Step 2 by drawing a little picture to show readers exactly what I mean."

1. Draw an oval for the cat's face.

2. Draw two triangles for the ears on top of the oval. In the middle of the oval, draw a smaller triangle for the nose.

3. Draw two short, curved lines on each side of the nose to make whiskers.

4. Draw two ovals with circles inside them for eyes.

5. Draw a curved line for the mouth.

## WRITING TIME

### 2 Write Independently

Display the "Writing Time" chart (WA8) and read it aloud.

**TEKS 11.E.i**  
Student/Teacher Activity  
Step 2 (all, beginning on page 495  
and continuing on to page 496)

## Teacher Note

You might have the students briefly turn to “Dolphin” and “Bottlenose Dolphin” on *Student Writing Handbook* pages 13–15. Invite them to reread these directions today, if they wish, as they begin writing their own directions. You might also make 1-2-3 *Draw Ocean Life* available so the students can look at other drawing directions in the book.

## Writing Time

- Draw two or three simple animals and then pick one.
- Write directions for drawing that animal. Draw a picture to go with each step in your directions.
- If you finish, write directions for drawing another animal, or browse the functional writing collection to get ideas.

Ask and briefly discuss:

- Q *Who will be your audience, or who will read your directions?*
- Q *What do you want your reader to learn? What will be the purpose of your directions?*

If necessary, remind the students that their partners will be the audience for their directions, and the purpose of the directions is to teach their partners how to draw their animals.

Distribute drawing paper and have the students work silently for 20–30 minutes. As they work, walk around and observe, assisting students as needed.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students each able to draw a simple animal and write directions for how to draw it?
- Are they able to write directions that others can follow?

Support any student who struggles by having each describe her animal to you (without your looking at it) and by asking:

- Q *What is the first thing you do to draw your animal? How can you write that as a sentence?*
- Q *What do you do next?*

If you notice many students struggling to write directions, call the class together and model another example as you did in Step 1. Then have the students resume their own writing.

Record your observations on the “Class Assessment Record” sheet (CA2); see page 111 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Briefly Reflect on Challenges

Ask and briefly discuss:

- Q *What was challenging about writing directions for drawing your animal?*
- Q *How did other people deal with that challenge?*

Remind the students that next week they will exchange their directions with their partners and try to draw each other's animals. Have the students place their directions and drawings in their folders until the next lesson.

---

## EXTENSION

### Explore More Drawings in *1-2-3 Draw Ocean Life*

Have the students follow the directions on other pages of *1-2-3 Draw Ocean Life*.



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## TECHNOLOGY EXTENSION

### Search Online for Drawing Directions

Invite the students to search online for more directions for drawing or creating other types of art. As a class, brainstorm some simple art projects for which the students would be interested in finding directions. Discuss what search terms might be useful in an Internet search to locate them; then guide the students as they perform a search and identify relevant links. (The directions might be written or in video form.)

As a class, navigate the search results to find directions that interest them. Read the directions aloud (or view the videos) and discuss questions such as:

- Q *Who do you think is the audience for these directions? What was the author's purpose in [writing] them?*
- Q *Do you think these directions would be easy or hard to follow? Why?*
- Q *Would you recommend these directions to other students? Tell us why or why not.*

---

### Teacher Note

Be sure that all of the students have completed the directions for their drawings before the next lesson.

**TEKS 9.F.i**  
Student/Teacher Activity  
Technology Extension (all)



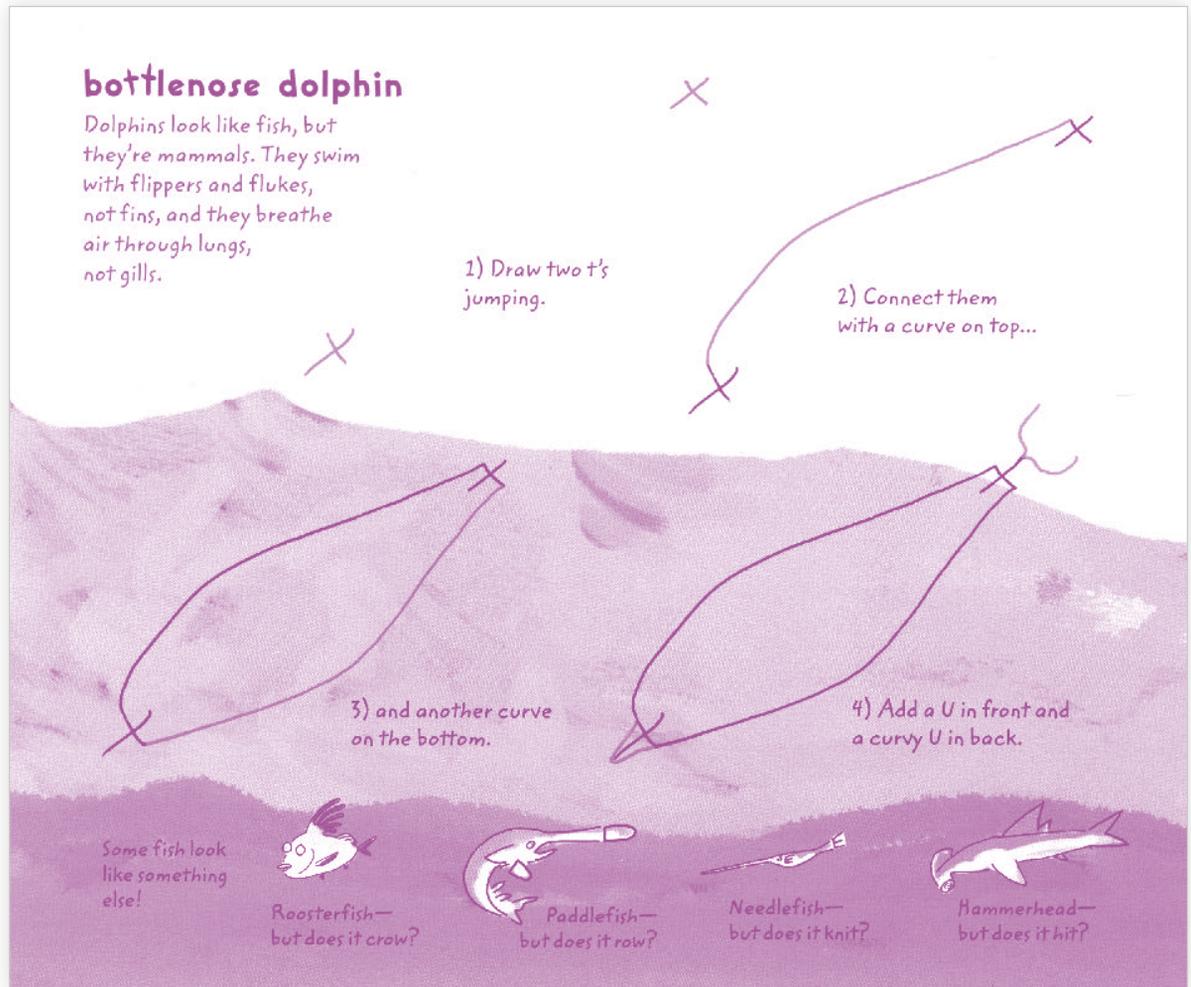
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### Technology Tip

To help your students learn how to search online and understand search results, see the following Technology Mini-lessons in Appendix A: Mini-lesson 3, "Choosing Effective Search Terms"; Mini-lesson 4, "Understanding Search Results"; and Mini-lesson 5, "Using Filters to Narrow Results." For more information, see "About Teaching the Online Research Lessons" on page 710.

# Bottlenose Dolphin

from *Doodle a Zoodle* by Deborah Zemke

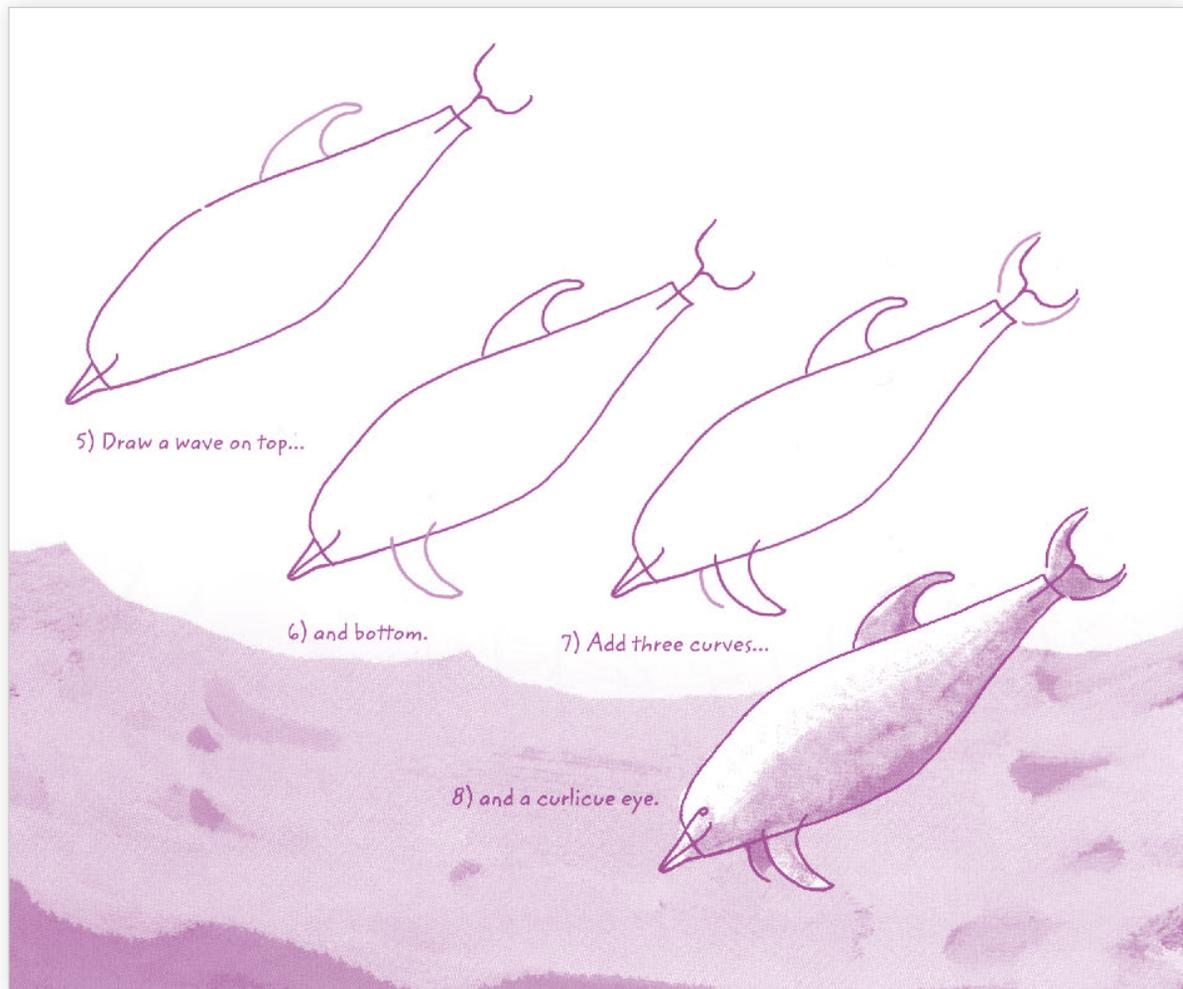


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"Bottlenose Dolphin" from *Doodle a Zoodle* © 2006 by Deborah Zemke. Used by permission of Blue Apple Books.

# Bottlenose Dolphin

(continued)



"Bottlenose Dolphin" from *Doodle a Zoodle* © 2006 by Deborah Zemke. Used by permission of Blue Apple Books.

# Week 2

## OVERVIEW

### Excerpt

#### "Puzzle Sticks"

excerpted from *Fun-To-Make Crafts for Every Day*,  
edited by Tom Daning  
(see page 520)

These directions explain how to make a simple puzzle with craft sticks.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA4, WA9–WA14

#### Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes: Focus 1" record sheet (CN1)
- "Conference Notes: Focus 2" record sheet (CN2)

#### Professional Development Media

- "Building a Community of Writers" (AV1)
- "Conferring About Functional Writing" (AV49)

## TEACHER AS WRITER

*“I find that [the writing] process has started to become essential to me in my life, just as it is to take walks, to exercise, to eat, to ride a bicycle.”*

— David Leavitt

Review your list of functional writing from last week. Consider the following questions and write your reflections in your notebook:

- What functional writing do you do nearly every day? Who is the audience, and what is the purpose?
- What functional writing helps you most in your job? Who is the audience, and what is the purpose?
- What functional writing do you most like to do? Why?

### Writing Focus

- Students hear, read, and discuss functional writing.
- Students explore sequence, completeness, accuracy, and clarity in functional writing.
- Students discuss, follow, and write directions for how to make a puzzle.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students help one another improve their writing.

## DO AHEAD

- ✓ Prior to Day 1, make a class set of the “Conference Notes: Focus 1” record sheet (CN1) on page 114 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make arrangements with a kindergarten or first-grade class to receive and try the “Puzzle Sticks” puzzles your students will make. If your class has a younger “buddy” class, this is a great opportunity to share with them.
- ✓ Prior to Day 4, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 115 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA3) on page 112 of the *Assessment Resource Book*.

# Day 1

## Exploring Functional Writing

### Materials

- “Writing Good Directions” chart from Week 1
- “Dolphin” chart (WA4) from Week 1
- “Writing Time” chart (WA9)
- Drawing paper for the students
- Collected functional writing from Week 1
- Class set of “Conference Notes: Focus 1” record sheets (CN1)

**TEKS 11.C.iv**  
**TEKS 11.C.v**  
**TEKS 11.C.ix**  
**TEKS 11.C.x**  
Student/Teacher Narrative  
Step 1 (all)

### Teacher Note

Remember to pause for 10 seconds to give the students time to think before saying “Turn to your partner.”

### In this lesson, the students:

- Explore sequence in functional writing
- Give feedback respectfully
- Revise directions based on partner feedback

## GETTING READY TO WRITE

**TEKS 10.B.i**  
Student/Teacher  
Narrative  
Step 1 (all)

### 1 Discuss Sequence in Functional Writing

Have the students get their animal sketches and directions for drawing an animal (from Week 1) and pencils. Ask them to sit at desks with partners together. Remind them that last week they began exploring functional writing that tells how to do things. Direct their attention to the “Writing Good Directions” chart. Read the items on the chart, and explain that they will add to the chart this week as they learn more about writing good directions.

Display the “Dolphin” chart (WA4) from Week 1, and remind the students that they learned how to draw a dolphin from these directions. Point out that the directions are written in the order in which they should be done. Reread directions 1–4 and use “Think, Pair, Share” to discuss:



**Q** *Why does it make sense for the directions to be in this order?* [pause] Turn to your partner.

**Q** *Would these directions work if they were written in a different order? Why or why not?* [pause] Turn to your partner.

After a few moments, signal for the students’ attention and have a few pairs share with the class what they discussed.

#### Students might say:

“The order makes sense because you draw the body before drawing the things that go on the body, like the flippers.”

“It wouldn’t work to put shading and coloring on the dolphin first because you wouldn’t know where to put it.”

“It makes sense because the author has us draw the big parts first, then the smaller parts.”

Explain that the *sequence*, or order, of information is very important to think about when writing directions. On the “Writing Good Directions” chart, add *Does the order of the directions make sense?*

## 2 Review Drafts for Sequence

Have the students read the directions they wrote last week for drawing their animals and ask themselves the question “Does the order of the directions make sense?” Have them make any changes to their writing so that they can answer “yes” to this question.

When most of the students have finished making their revisions, signal for their attention. Ask and briefly discuss:

**Q** *What changes did you make to the order of your directions? Why did you make them?*

### Students might say:

“I changed my directions so that I draw the head first and then the body.”

“I switched the order of the steps so that I start by drawing the big things. The details get added later.”

“Before, I just had two really long steps in my directions. I divided the two long steps into four shorter steps. Now the order makes more sense.”

## 3 Exchange Directions with Partners

Explain that partners will exchange directions and follow them to draw each other’s animals. Ask and briefly discuss:

**Q** *If you have difficulty following your partner’s directions, what might you do?*

### Students might say:

“I can read the directions again really carefully.”

“I can look at the pictures next to each step.”

“In addition to what [Will] said, I can look at the drawing of the finished animal.”

“If I get confused, I can politely ask my partner to explain.”



Distribute a sheet of drawing paper to each student. Then have partners exchange their directions for drawing animals and follow each other’s directions. After a few minutes, signal for the students’ attention and explain that partners will give each other feedback about how well each was able to understand and follow the other’s directions. Briefly discuss:

**Q** *What do you know about how to give feedback respectfully?*

Explain that later you will ask the students to reflect on how they gave their partners feedback.

Direct the students’ attention back to the question *Does the order of the directions make sense?* on the “Writing Good Directions” chart, and encourage partners to give each other feedback about this question. Briefly review the other questions on the “Writing Good Directions” chart, and remind partners to think about them as well.



Allow time for partners to give each other feedback; then signal for the students’ attention. Explain that during Writing Time today, each student will use his partner’s feedback to revise his own directions, if necessary.

TEKS 11.C.iv

TEKS 11.C.v

TEKS 11.C.ix

TEKS 11.C.x

Student/Teacher Activity

Steps 2–4 (all, beginning on page 503 and continuing on to page 504)

### Teacher Note

If necessary, remind the students that in the writing community, the goal of giving feedback is to help the other person create the best possible piece of writing. It is important that each student shares what she likes about her partner’s piece and also offers suggestions and questions to help her partner improve the piece. For more information, view “Building a Community of Writers” (AV1).



## WRITING TIME

### 4 Write Independently

Display the “Writing Time” chart (WA9) and have the students work silently on the charted tasks for 20–30 minutes.

WA9

#### Writing Time

- Think about your partner’s feedback and revise your directions, if necessary.
- Write directions for another animal drawing.
- Browse the functional writing collection to get ideas.

Encourage the students to think about whether the order of their directions makes sense as they write. Provide the students with more drawing paper, as needed, and make the functional writing collection available for interested students to browse during Writing Time. When everyone seems to be working independently, begin conferring with individual students.

#### Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Functional Writing” (AV49).



#### TEACHER CONFERENCE NOTE

During the next few days, confer with individual students. Ask each student to show you a piece of his functional writing and read it aloud to you. As you listen, ask yourself:

- Are the directions clear and easy to follow?
- Does the sequence of the directions make sense?

If possible, try following the student’s directions. Then probe his thinking by asking questions such as:

- Q *I’m not clear about how to [draw the eye]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *I could [put the curved line] here or here. Where should it go? How will you write that in your directions?*
- Q *I’m confused about the order of what I’m to do. Do I [finish the back legs] before I [draw the tail]? How can you make that clear in your directions?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 114 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Revisions and on Writing Directions

Briefly discuss:

- Q *What did you do today to give feedback respectfully to your partner?*
- Q *What changes did you make in your directions based on your partner's feedback?*

Explain that tomorrow the students will hear and discuss another example of functional writing.

## Exploring Functional Writing

## Day 2

### In this lesson, the students:

- Hear and follow directions for making a puzzle
- Explore completeness in functional writing
- Discuss and revise directions for making a puzzle
- Handle materials responsibly

## GETTING READY TO WRITE

### 1 Read “Puzzle Sticks” and Model Creating a Puzzle

Have the students get their *Student Writing Handbooks* and pencils and sit at desks with partners together. Remind the students that they have heard and explored functional writing that tells how to take care of and do things. Explain that today they will explore another example of functional writing that tells how to do something.

Display the “Puzzle Sticks” chart (WA10) (also see page 520 at the end of this week), and explain that this activity is from a book of craft projects for children. Explain that “Puzzle Sticks” gives directions for making a puzzle that someone else can solve. Read “Puzzle Sticks” aloud and ask the students to watch as you model following the directions to make the puzzle. Assemble your craft materials and create a puzzle.

### 2 Make “Puzzle Sticks”

After you have created a puzzle using the “Puzzle Sticks” directions, explain that each student will now follow the same directions to make her own puzzle. When all of the puzzles are completed, they will give

### Materials

- “Puzzle Sticks” (see page 520)
- “Puzzle Sticks” chart (WA10)
- *Student Writing Handbook* page 16
- 12 craft sticks for each student, and 12 to use in modeling
- Markers, tape, and a rubber band for each student, plus a set to use in modeling
- Chart paper and a marker
- “Writing Good Directions” chart from Week 1
- “Writing Time” chart (WA11)
- Loose, lined paper for each pair
- Collected functional writing

## Teacher Note

If the students do not mention it, remind them that each drawing should go across all of the sticks so that every stick has a part of the drawing on it. This will help younger students know which side of the stick is part of the puzzle.

## Facilitation Tip

Continue to try to **avoid repeating or paraphrasing** the students' responses. Help them learn to participate responsibly in class discussions by encouraging them to ask one another to speak up or to ask a question if they do not understand what a classmate has said. For special considerations for English Language Learners, see "Additional Strategies for Supporting ELLs" on page xlix.

them to a younger class in the school to enjoy (see "Do Ahead" on page 501). Ask and briefly discuss:

**Q** *We are making these puzzles for our [kindergarten buddies]. What do we need to think about so these puzzles are just right for them?*

### Students might say:

"The pictures should be simple."

"We should draw something that would be interesting to them."

"We could use bright colors."

Have the students turn to page 16 of their *Student Writing Handbooks*, where "Puzzle Sticks" is reproduced. Read the directions aloud once more, and encourage the students to refer to their handbooks as they do the activity. Distribute the craft sticks, tape, and markers, and have students make their puzzles.

## 3 Discuss Completeness in Functional Writing

When most of the students have finished making their puzzles, signal for the class's attention. Collect the markers and tape, and distribute a rubber band to each student. Have them put their puzzles away, bundling the sticks together with their rubber bands.

Draw the students' attention back to the "Puzzle Sticks" directions on page 16 in their handbooks. Remind them that these directions are from a book of craft projects for children. Ask and briefly discuss:

**Q** *Did the directions give us all of the information we needed to make the puzzle? Why or why not?*

As students respond, title a piece of chart paper "What We Notice About 'Puzzle Sticks'" and record their ideas.

### Students might say:

"I think the directions give all the information needed to make the puzzle."

"I disagree with [Jeremy]. The list of materials doesn't say that you need markers, pencils, or tape."

"Also, it doesn't say exactly how many craft sticks you need."

"The directions don't explain what 'craft sticks' are. Some kids might not know about them."

Explain that when authors write directions, they need to think about whether they have included all of the information the reader needs in order to do the activity successfully. On the "Writing Good Directions" chart, write the question *Does the reader have all of the information needed?*

Briefly review the other items on the “Writing Good Directions” chart. Then ask and discuss:

- Q *What else do you notice about how these directions are written?*
- Q *What feedback might you give the author to make these directions better?*

**Students might say:**

“Some of the steps seem long. Maybe the author can try breaking them up into smaller steps.”

“I’d ask the author to think about adding markers, tape, and a pencil to the list of materials.”

“There’s just one picture in these directions. It would be nice if the author drew more pictures to show what happens in each step.”

“These directions are supposed to be for kids, so maybe the author can try using easier words.”

Continue to record the students’ responses on the “What We Notice About ‘Puzzle Sticks’” chart.

## WRITING TIME

### 4 Write in Pairs

Display the “Writing Time” chart (WA11) and read it aloud. Explain that partners will work together to revise the “Puzzle Sticks” directions. Remind the students that as they revise they can think about what it felt like to follow these directions; they can also refer to the “What We Notice About ‘Puzzle Sticks’” chart, if they wish.

#### Writing Time

- With your partner, decide how you will revise the “Puzzle Sticks” directions.
- Revise the directions together.
- If you finish early, write directions for other things you know how to do or take care of. You may also browse the functional writing collection.

WA11



Distribute loose, lined paper to each pair, and make the functional writing collection available for interested students to browse during Writing Time. Have partners work together on the charted tasks for 20–30 minutes. When the students seem to be working independently, begin conferring with individual students.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students by asking each student to show and read you her functional writing. As you listen, ask yourself:

- Are the directions clear and easy to follow?
- Does the sequence of the directions make sense?
- Does the reader have all of the information needed?

If possible, try following the student's directions. Then probe her thinking by asking questions such as:

- Q *I'm not clear about how to [draw the eye]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *I could [put the curved line] here or here. Where should it go? How will you write that in your directions?*
- Q *I'm confused about the order of what I'm to do. Do I [finish the back legs] before I [draw the tail]? How can you make that clear in your directions?*
- Q *How should I [draw the feet]? I don't see anything about that in the directions. Does that information need to be included? How might you write that?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 114 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Revisions and on Partner Work

Briefly discuss:

- Q *What is one revision you and your partner made to the "Puzzle Sticks" directions? Tell us about it.*
- Q *What did you do today to work well with your partner?*

Explain that tomorrow the partners will exchange and try out each other's puzzles.

## In this lesson, the students:

- Exchange and try out puzzles with their partners
- Write shared directions to accompany puzzles
- Handle materials responsibly

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students get their notebooks, pencils, and puzzles from yesterday and sit at desks with partners together. Display the “Puzzle Sticks” chart (WA10) and review that yesterday the students followed these directions to create their own puzzles. Remind them that they will give their puzzles to a class of younger students in the school to enjoy.

### 2 Exchange and Try Out Puzzles

Explain that partners will exchange and try to solve each other’s puzzles. Ask and briefly discuss:

- Q *What will you do to handle your partner’s puzzle responsibly?*
- Q *What might you do if you have trouble solving your partner’s puzzle?*

#### Students might say:

- “I will be gentle with my partner’s puzzle.”
- “I will keep all of the puzzle sticks together and not lose them. I won’t lose the rubber band, either.”
- “If I have trouble solving the puzzle, I’ll politely ask my partner for help.”



Have partners exchange puzzles. Give them a few minutes to solve each other’s puzzles.

## WRITING TIME

### 3 Shared Writing: Directions to Accompany Puzzles

Have partners return each puzzle to its maker. Ask the students to wrap a rubber band around each set of puzzle sticks and put them aside.

Explain that now the students will help you write a new set of directions to go with the puzzles; these directions will be for the class of younger students that will receive the puzzles. The directions should explain how to put the puzzles together. Use “Think, Pair, Share” to discuss:



- Q *What information should we include in our directions for putting the puzzles together? [pause] Turn to your partner.*

## Materials

- “Puzzle Sticks” chart (WA10) from Day 2
- “Writing Good Directions” chart from Day 2
- Chart paper and a marker
- “Writing Time” chart (WA12)
- Collection of functional writing

## Teacher Note

Make sure that the students have completed their puzzles before you teach this lesson.

Signal for the students' attention and have a few volunteers share their thinking with the class.

**Students might say:**

"We should say to lay out the sticks so the picture sides are showing."

"We should say to put the sticks together so they make a picture."

"If they want to check if they put the puzzle together right, we can tell them to turn the sticks over to check the numbers."

Draw the students' attention to the "Writing Good Directions" chart, and remind them that, for someone else to make the puzzle, the students need to write the directions in an order that makes sense. Ask:

**Q** *What is the first thing to do after opening the bundle of puzzle sticks? What should happen next? Then what?*

**Q** *What can [your buddy] do to check if the puzzle is solved correctly?*

Using the students' suggestions, write directions on a sheet of chart paper titled "Directions for Puzzle Sticks." Think aloud as you write.

**You might say:**

"First, I'll write a title for my directions: *Directions for Puzzle Sticks*. Now I will write the first step of the directions. I'll start by numbering the step so it's clear: *1*. What's the very first thing the students will have to do? I think that they need to open the bundle of sticks, so I'll write: *Take off the rubber band*. Now I'll number the second step: *2*. Next, the students need to spread out all the sticks, and I think that the picture sides of the sticks have to be facing up. I'll try to use simple words and short sentences because these students are young. I'll write: *Lay out all the sticks on a table. Make sure the picture sides are facing up.*"

## Directions for Puzzle Sticks

1. *Take off the rubber band.*
2. *Lay out all the sticks on a table. Make sure the picture sides are facing up.*
3. *Put the sticks together, side by side, to make a picture.*
4. *Check the number on the back of each stick to see if you put the puzzle together correctly.*

Collect the puzzle sticks and tell the students that you will deliver them, along with the directions, to the class of younger students.

## 4 Write Independently

Display the “Writing Time” chart (📄 WA12) and read it aloud. Have the students work silently on the charted tasks for 20–30 minutes.

### Writing Time

- Try writing directions for other activities you know how to do.
- Add to your “Things I Take Care Of” and “Things I Know How to Do” lists in the writing ideas section of your notebook.
- If you finish early, browse the functional writing collection for ideas.

WA12

Make the functional writing collection available for interested students to browse during Writing Time. When the students seem to be working independently, begin conferring with individual students.



### TEACHER CONFERENCE NOTE

Continue to confer with individual students by asking each student to show and read you his functional writing. As you listen, ask yourself:

- Are the directions clear and easy to follow?
- Does the sequence of the directions make sense?
- Does the reader have all of the information needed?

If possible, try following the student’s directions. Then probe his thinking by asking questions such as:

- Q *I’m not clear about how to [draw the eye]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *I could [put the curved line] here or here. Where should it go? How will you write that in your directions?*
- Q *I’m confused about the order of what I’m to do. Do I [finish the back legs] before I [draw the tail]? How can you make that clear in your directions?*
- Q *How should I [draw the feet]? I don’t see anything about that in the directions. Does that information need to be included? How might you write that?*

Document your observations for each student on a “Conference Notes: Focus 1” record sheet (CN1); see page 114 of the *Assessment Resource Book*. Beginning in Day 4, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

### Teacher Note

If you notice students struggling to think of functional writing topics, discuss directions they might draft about their daily routines at home or in the classroom. Topics might include how to make a bed, how to care for a pet, what to do during a fire drill, how to check out books from the school library, how to operate a computer, or how to study for a spelling test.

TEKS 11.C.iv  
TEKS 11.C.v  
TEKS 11.C.ix  
Student/Teacher Activity  
Teacher Conference Note

# Day 4

## Selecting Topics

### Materials

- Chart paper and a marker
- “Writing Good Directions” chart from Day 3
- Loose, lined paper for each student
- Class set of “Conference Notes: Focus 2” record sheets (CN2)

## SHARING AND REFLECTING

### 5 Discuss Working Together and Writing Directions

Ask and briefly discuss:

- Q *What was [fun/challenging] about trying out your partner’s puzzle?*
- Q *What did you do to handle your partner’s puzzle responsibly today? Why was that important to do?*
- Q *What was [fun/challenging] about writing directions for our puzzles today?*

Explain that tomorrow the students will continue to explore functional writing.

### In this lesson, the students:

- Help write directions for how to do something
- Select a topic and begin drafting directions in pairs
- Explore sequence and completeness in functional writing
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Briefly Review Functional Writing

Have the students bring their notebooks and pencils and gather with partners sitting together, facing you. Remind them that they have explored functional writing that tells how to take care of something and how to do something. Have the students each open to the writing ideas section in their notebooks and review their lists of “Things I Take Care Of” and “Things I Know How to Do.” Ask:

- Q *What are some of the ideas you’ve listed under “Things I Take Care Of” and “Things I Know How to Do”?*

Explain that today the students will select something they know how to do or take care of; then they will spend the next few days writing directions for that activity. They will eventually publish their directions as part of a class book for students to read and enjoy during independent reading time.

## 2 Shared Writing: Directions for How to Do Something

Ask the students to watch as you model what they will do in the coming days. Name an everyday activity that most people know how to do (for example, brushing your teeth). Think aloud about who might read the directions for that activity and what you might include so the directions are complete (for example, the materials needed, how to start and finish). Ask:

**Q** *What might I need to do this activity?*

Use the students' suggestions to write items needed for the activity on a sheet of chart paper. Then ask:



**Q** *What do you do to [brush your teeth]? Turn to your partner.*

After a moment, signal for the students' attention and ask:

**Q** *What do you do first to [brush your teeth]? What do you do next?*

Using the students' suggestions, write the directions on the chart. Think aloud as you write.

### You might say:

"First, I'll write a title for the directions: *Brushing Your Teeth*. Next, I'll write a list of things that you need to brush your teeth. I'll title the list: *You need*. I'll put a colon after *need* to show that it's a list. Then, I'll write the word *Directions* with a colon after it. I'll number the first step of the directions so it's clear: *1. What do you do first to brush your teeth? One suggestion is that you put a blob of toothpaste on your toothbrush, so I'll write: Put a blob of toothpaste on your toothbrush. Now I'll number the second step: 2. What is the next thing you do? I think that you should put water on the toothbrush, so I'll write: Wet the brush.*"

## Brushing Your Teeth

### You need:

- toothbrush
- tube of toothpaste
- mirror (optional)
- sink and water

(continues)

(continued)

Directions:

1. Put a blob of toothpaste on your toothbrush.
2. Wet the brush.
3. Clench your teeth. Put the toothbrush in each cheek and brush up and down all along the outsides of your teeth.
4. Open your jaw and brush the insides of your top teeth and then your bottom teeth. Hold the toothbrush straight up and down to brush the insides of your front teeth.
5. Brush back and forth on the chewing surfaces.
6. Spit out the toothpaste and then rinse your mouth.
7. Rinse your toothbrush and put it and the toothpaste away.

Reread the directions aloud and then ask:

- Q *Does the order of the directions make sense? Why or why not?*
- Q *Does the reader have all of the directions needed to do the activity? Why or why not?*

Use the students' suggestions to revise the directions, if necessary. Refer to the "Writing Good Directions" chart, and remind the students that these are questions they should ask themselves when doing functional writing.

### Teacher Note

The cooperative work in this lesson is designed to encourage partners to discuss and agree on what to write. Each partner will do his own writing. As each pair of students will have created two sets of directions for each activity, you will compile them into two identical class books at the end of the unit.

### 3 Get Ready to Write Directions

Explain that today each pair of students will discuss and agree on something that both partners know how to do. After discussing how to do the activity and agreeing on the steps, each partner will write her own directions for the activity. Partners may pick something listed on their "Things I Take Care Of" and "Things I Know How to Do" lists, or they may pick something else. Ask and briefly discuss:

- Q *What other everyday activities like [brushing your teeth] might you and your partner want to write about?*

**Q** *What can you and your partner do if you don't agree at first on an activity?*

**Students might say:**

"We can keep talking until we agree."

"We can make a list of things we both know how to do and pick something off that list."



Have the students sit at desks with partners together. Give them a few minutes to discuss and agree on an activity to write directions for.

## WRITING TIME

### 4 Write Activity Directions



Distribute writing paper and remind the students to write on every other line. Have them work in pairs for 20–30 minutes on writing directions for their activity. When the students seem to be working independently, begin conferring with one pair at a time.



### TEACHER CONFERENCE NOTE

During this week and next, confer with individual pairs about the activity directions each partner is writing for the class book. Have partners show and read you their directions. As you imagine or try to follow the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

**Q** *What do you need in order to do this activity? How will you write that?*

**Q** *What is the first thing you do when you do this activity?*

**Q** *I'm confused by this direction. How can you rewrite the direction so it's clear?*

**Q** *What do you need to do to finish this activity? How will you write that?*

If partners have picked an activity that you feel is too complex for this writing assignment, help them pick a simpler activity to write about.

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 115 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Teacher Note

The students might think of everyday activities such as getting dressed, making a piece of toast, putting on shoes, and getting ready for bed.

## SHARING AND REFLECTING

### 5 Share Topics

Briefly discuss:

**Q** *What was fun about writing your directions today? What was challenging?*

Go around the room and have each pair share the name of the activity they chose to write directions for. After all pairs have shared, briefly discuss as a class:

**Q** *What activity did you hear that you might like to learn how to do? Why?*

Explain that tomorrow partners will continue to work on their drafts. Have the students place their directions in their folders until the next lesson.

#### Teacher Note

Save the charted model directions to use on Day 5 and throughout the unit.

# Day 5

## Drafting and Revising

#### Materials

- “Writing Good Directions” chart from Day 4
- “Putting On Your Socks and Shoes” chart (WA13)
- Chart paper and a pen
- “Writing Time” chart (WA14)
- Charted model directions from Day 4
- “Class Assessment Record” sheet (CA3)

#### In this lesson, the students:

- Explore accuracy and clarity in functional writing
- Continue to draft directions
- Reread and revise their directions
- Reach agreement before making decisions
- Share the work fairly

## GETTING READY TO WRITE

### 1 Explore Accuracy and Clarity in Directions

Have the students get their folders and pencils and sit at desks with partners together. Remind them that yesterday each pair of students chose something they know how to do, and each partner began writing directions for a class book. Review the items on the “Writing Good Directions” chart, and remind the students that they should be asking themselves these questions as they write their directions.

Display the “Putting On Your Socks and Shoes” chart (WA13) and explain that this is a set of directions for an everyday activity. Read the directions aloud; then ask:



**Q** *What do you notice about the directions for this activity? Turn to your partner.*

Signal for the students’ attention and have a few volunteers share their thinking with the class.

**Students might say:**

"The directions are out of order. I'm confused."

"I agree with [Gala]. It tells about putting on your right sock but not your left."

"In addition to what [Michael] said, 'Make the right shoe tight' is unclear."

Point out that, in addition to making sure things are in the right order, authors of functional writing must be sure that their writing is accurate and clear so their readers will not be confused. Explain that when directions are *accurate*, they are correct, with no mistakes or confusing information. When directions are written clearly, they tell the reader exactly what to do. On the "Writing Good Directions" chart, add *Are the directions accurate and clear?* Ask:

**Q** *What might be a more accurate and clearer set of directions for putting on your socks and shoes?*

**Students might say:**

"I think the directions should start with putting on socks first, not shoes. That is more accurate."

"Maybe the directions can focus on one foot at a time. That is clearer."

"I agree with [Cassandra]. Maybe tell people to put on the right sock and right shoe first. Then tell them to put on the left sock and left shoe."

Use the students' suggestions to write a more accurate and clearer set of directions on a sheet of chart paper titled "Putting On Your Socks and Shoes." Think aloud as you write.

**You might say:**

"First, I'll write a title for the revised directions: *Putting On Your Socks and Shoes*. What things do you need for this activity? I think that you need socks and shoes. Let's add a list of items titled: *You need*. Notice that I put a colon after *need* and listed the items: *One pair of your socks. One pair of your shoes*. Now, how can we write our directions so they're accurate and clear? One suggestion is that we write about the right foot first and then the left foot; let's do that. I'll number the first step: 1. What do you do first? I think that first you put a sock on your right foot. For Step 1 I'll write: *Put a sock on your right foot*. Now I'll number the second step: 2. Since we're writing directions for the right foot first, what makes sense for this step? I think that you should find your right shoe and then put it on your right foot. The order of those directions makes sense, and together they seem clear, complete, and accurate. I'll write: *Find your right shoe and put it on your right foot*."

**Teacher Note**

You might point out that there can be more than one correct order for these directions. For example, the left sock and shoe can go on before the right.

## Putting On Your Socks and Shoes

You need:

- one pair of your socks
- one pair of your shoes
- 1. Put a sock on your right foot.
- 2. Find your right shoe and put it on your right foot.
- 3. Tie the laces on your right shoe.
- 4. Put on the other sock on your left foot.
- 5. Take your left shoe and put it on your left foot.
- 6. Tie the laces on your left shoe.
- 7. Make sure that your shoelaces are tight but not uncomfortable.

Explain that today each student will continue to work on the activity directions she started yesterday.

## WRITING TIME

### 2 Work on Activity Directions

Display the “Writing Time” chart (🌀 WA14) and have the students work on the charted tasks for 20–30 minutes.

#### Writing Time

- Finish drafting your directions.
- Reread your directions and ask yourself the questions on the “Writing Good Directions” chart.
- Revise your directions, if needed.

WA14

If necessary, stop the class halfway through Writing Time and have the students ask themselves the questions on the “Writing Good Directions”

chart. Students may also refer to the charted model directions from Day 4 and to the revised “Putting On Your Socks and Shoes” chart, if they wish.

When pairs of students seem to be working independently, walk around and observe.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners working together in a productive way?
- Are they sharing the work fairly?
- Are they writing directions that are easy to follow?
- Are the directions complete and in an order that makes sense?
- Are the directions accurate and clear?

Support any pair that is struggling by asking questions such as:

- Q *What do you need in order to do this activity? How will you write that?*
- Q *What is the first thing you do when you do this activity?*
- Q *I'm confused by this direction. How can you rewrite the direction so it's clear?*
- Q *What do you need to do to finish this activity? How will you write that?*

If partners have picked an activity that you feel is too complex for this writing activity, help them pick a simpler activity to write about.

Record your observations on the “Class Assessment Record” sheet (CA3); see page 112 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Discuss Partner Work

Ask and briefly discuss:

- Q *What did you and your partner do to share the work fairly today?*
- Q *What do you want to do [the same way/differently] next time to share the work fairly?*

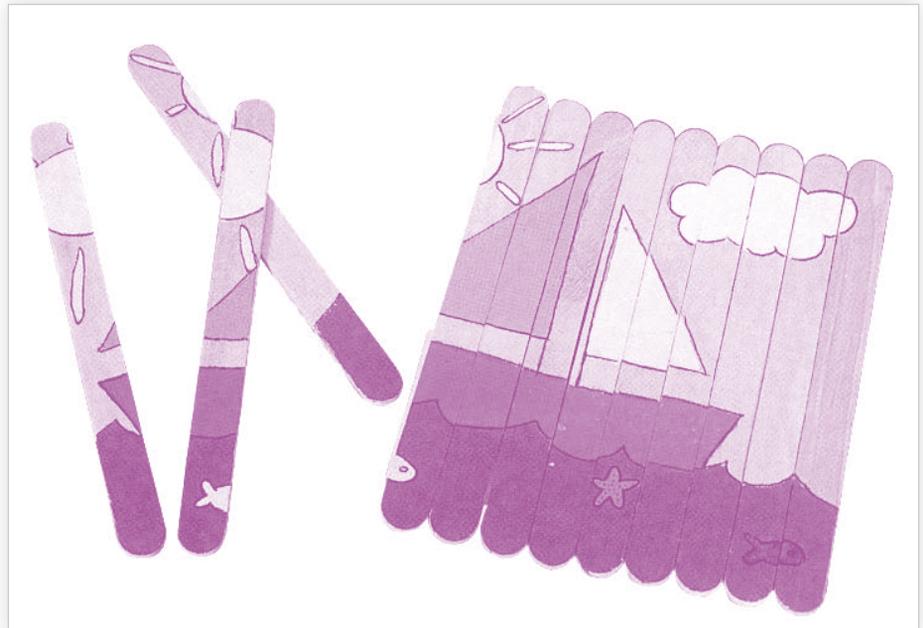
Explain that next week each pair of students will exchange their directions with another pair. Pairs will give each other feedback about their directions before publishing them. Have the students place their directions in their folders until the next.

## Puzzle Sticks

from *Fun-To-Make Crafts for Every Day*, edited by Tom Daning

**Materials:** craft sticks

1. Lay twelve craft sticks side by side. Line the ends up evenly. Tape the sticks to keep them lined up then number them from one to twelve. Flip the sticks over.
2. Use a pencil to sketch a picture on the untaped side. Color the picture with markers. Remove the tape from the back.
3. Mix up the sticks, then try to put them back together. You can make a more difficult puzzle by using more sticks.



“Puzzle Sticks” from *Fun-To-Make Crafts for Every Day* by Tom Daning. Copyright © 2005 by Boyd's Mills Press. Reprinted by permission.



# Week 3

## OVERVIEW

### Writing Focus

- Students review directions for sequence, completeness, accuracy, and clarity.
- Students explore using *and*, *but*, and *or* in directions.
- Students proofread their drafts for spelling, punctuation, and grammar.
- Students write final versions of their directions.
- Students present their directions to the class from the Author’s Chair.

### Social Development Focus

- Students make decisions and solve problems respectfully.
- Students act in fair and caring ways.
- Students help one another improve their writing.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA15–WA18

#### Assessment Forms

- “Class Assessment Record” sheet (CA4)
- “Conference Notes: Focus 2” record sheet (CN2)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Functional Writing genre unit family letter (BLM1)

#### Professional Development Media

- “Social Reflection” (AV14)
- “Planning a Lesson” (AV33)

## **J** DO AHEAD

- ✓ Prior to Day 1, decide how you will combine pairs of students to form groups of four.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA4) on page 113 of the *Assessment Resource Book*.
- ✓ Prior to Day 1, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 115 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, create a new chart titled “Putting On Your Socks and Shoes.” Under the title, list the following steps:
  1. Put a sock on your right foot.
  2. Find your right shoe and put it on your right foot.
  3. Tie the laces on your right shoe.
  4. Put on the other sock on your left foot.
  5. Take your left shoe and put it on your left foot.
  6. Tie the laces on your left shoe.
  7. Make sure that your shoelaces are tight but not uncomfortable.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) Prior to Day 2, review the functional writing pieces you have written and select a single set of directions to use to model adding the coordinating conjunctions *and*, *but*, and *or* to it. Prepare your sample writing to display. Alternatively, you can use the “Sample Functional Writing” chart (WA16). To learn more, view “Planning a Lesson” (AV33).
- ✓ (Optional) If computers are available, you might have some students type and print out their functional writing pieces for the class book. You might want to recruit parent volunteers to help the students to do so. In addition, you might teach Technology Mini-lesson 7, “Creating Documents,” in Appendix A.



## TEACHER AS WRITER

*“You never know what you will learn until you start writing.”*

— Anita Brookner

Think of something you know how to do well, and imagine teaching someone else how to do it. Write a draft of the directions for this activity, and then ask yourself the questions on the “Writing Good Directions” chart. Revise the draft, if needed. Consider giving the directions to a friend or colleague to try the activity and give you feedback.

# Day 1

## Group Confering and Revising

### Materials

- “Writing Good Directions” chart from Week 2
- “Class Assessment Record” sheet (CA4)

### ELL Note

Consider combining pairs in such a way that English Language Learners who speak the same primary language are in groups together. This will provide support for their discussion about the activities.

### In this lesson, the students:

- Confer in groups of four about their directions
- Explore sequence, completeness, accuracy, and clarity in functional writing
- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Revise their directions

## GETTING READY TO WRITE

### 1 Exchange Directions

Have the students get their folders and pencils. Review that last week partners worked together to write directions for a class book. Explain that today each pair will join another pair to form a group of four, and then they will exchange directions with the other pair in the group (see “Do Ahead” on page 523). They will imagine following the other pair’s directions to do the activity and give helpful feedback.

Tell the students that, as they try to follow the directions, you would like them to ask themselves the questions on the “Writing Good Directions” chart from Week 2 and be ready to give the other pair feedback about the questions. If necessary, review the questions on the chart.

Put pairs together to form groups of four, and ask group members to sit together.

Have pairs exchange directions. Since each partner did his own writing, there should be two copies of the activity directions: one for each student in the other pair. Have the students each read and imagine following the directions.

### 2 Confer in Groups About Directions

After pairs have had sufficient time to read and imagine following each other’s directions, signal for the students’ attention. Redirect their attention to the “Writing Good Directions” chart, and use “Think, Pair, Share” to have partners discuss each question on the chart:



**Q** *Does the order of the directions make sense? [pause] Turn to your partner.*

**Q** *Does the reader have all of the information needed? [pause] Turn to your partner.*

**Q** *Are the directions accurate and clear? [pause] Turn to your partner.*

After partners have discussed all three questions, explain that they will give feedback to the other pair in the group about the directions. Ask and briefly discuss as a class:

**Q** *If you and your partner were confused about any of the directions, how might you give that feedback in a respectful and helpful way?*

**Students might say:**

"We could say, 'We're not sure we understand what this direction means. Could you please explain it?'"

"We could say that we're not sure what to do first and what to do next, and we could talk about it."

"We could say that we need more information to know what to do and ask what else they could say."

"We could say that it would help to see a picture of a step and ask them to draw one."



Have pairs give each other feedback. As they confer, circulate and observe.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students give one another useful feedback?
- Do they give and receive the feedback respectfully?
- Do the students discuss possible revisions?

Note any difficulties that you observe groups having and prepare to discuss them later as a class.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 113 of the *Assessment Resource Book*.

After most of the groups have finished talking, signal for the students' attention. Ask and briefly discuss questions such as:

**Q** *What feedback did you get that helped you?*

**Q** *What was helpful about how the students in the other pair talked to you? Take a moment to thank them.*

**Q** *What suggestions do you have for how the students in the other pair might give feedback in the future? Take a moment to tell them.*

Explain that during Writing Time today, the students in each pair will use the feedback they received to help them revise their directions.

## WRITING TIME

### 3 Revise and Complete Drafts



Have partners work on revising their directions for 20–30 minutes. If they finish, they may write whatever they choose for the rest of the period.

When the students seem to be working independently, confer with one pair at a time.



## TEACHER CONFERENCE NOTE

This week, continue to confer with individual pairs about the activity directions each partner is writing for the class book. Have partners show and read you their directions. As you imagine or try to follow the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *What do you need in order to do this activity? How will you write that?*
- Q *What is the first thing you do when you do this activity?*
- Q *I'm confused by this direction. How can you rewrite the direction so it's clear?*
- Q *What do you need to do to finish this activity? How will you write that?*

If partners have picked an activity that you feel is too complex for this writing assignment, help them pick a simpler activity to write about.

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 115 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Revisions

Ask and briefly discuss:

- Q *What is one piece of feedback you and your partner gave to the other pair about their directions? Why did you give them this feedback?*
- Q *What is one of the changes you and your partner made to your directions today? Read it to us. Why did you make this change?*

Have the students place their directions in their folders until the next lesson.

## In this lesson, the students:

- Explore using the coordinating conjunctions *and*, *but*, and *or*
- Mark places in their directions where they use, or could use, *and*, *but*, and *or*
- Revise their directions for sequence, completeness, accuracy, and clarity
- Share the work fairly

## GETTING READY TO WRITE

### 1 Briefly Review Purpose of Revision

Have the students get their folders and pencils and sit at desks with partners together. Review that yesterday they revised their directions with feedback from another pair. Remind them that the purpose of revision is to make their directions as clear, complete, and as accurate as possible before they publish them in the class book. Explain that today they will think about another way they might revise their directions to make them more complete and accurate.

### 2 Discuss *And*, *But*, and *Or*

Write the words *and*, *but*, and *or* where everyone can see them. Tell the students that these are examples of joining words (coordinating conjunctions). Explain that authors of directions often use joining words to make writing clearer and easier to understand.

Direct the students' attention to the "Putting On Your Socks and Shoes" chart (see "Do Ahead" on page 523). Point to step 2 and ask:

**Q** *What joining word do you notice in this step?*

If necessary, explain that the joining word *and* is used in this step. Tell the students that *and* is used to join two ideas that go with each other. Ask:

**Q** *What two ideas go together in step 2?*

If necessary, explain that "Find your right shoe" and "put it on your right foot" go together. Point out that using *and* to put these two ideas together makes a smoother, easier-to-read sentence.

Point out that *and* is also used in step 5 to join two ideas that go with each other. Then point to step 7 and ask:

**Q** *What joining word do you notice in this step?*

If necessary, explain that the joining word *but* is used in this step, and explain that *but* is used to show a difference between two ideas. Explain that the author is using *but* to make clear that the shoelaces should be tight; however, they should not be uncomfortable.

## Materials

- "Putting On Your Socks and Shoes" chart, prepared ahead, and a marker
- "Revising to Add *And*, *But*, and *Or*" chart (WA15)
- Pad of small (1½" × 2") self-stick notes for each student
- Your sample directions OR "Sample Functional Writing Draft" chart (WA16)
- "Writing Good Directions" chart from Day 1
- "Writing Time" chart (WA17)

**TEKS 11.C.viii**  
 Student/Teacher Narrative  
 Steps 2–4 (all, beginning on  
 page 527 and continuing on  
 to page 529)

TEKS 11.C.vi  
TEKS 11.C.x  
Student/Teacher Activity  
Step 4 and Step 5  
(all, beginning on page 528  
and continuing on to page  
530)

Remind the students that *or* is another joining word. Explain that *or* is used to show readers that they have a choice. As an example, point out that the author of these directions could add a note such as: *When you follow these directions, you may choose to start with your left foot or your right foot.* Add this sentence to the “Putting On Your Socks and Shoes” chart and point out the word *or*. Explain that this sentence is clearer and easier to read than two sentences such as *You may choose to start with your left foot. You may also choose to start with your right foot.*

### 3 Facilitate Guided Rereading of Directions



Have partners quietly reread their directions and look up when they are finished. Distribute self-stick notes to the students, and explain that you will ask them to look for and think about a few specific things in their drafts.

Display the “Revising to Add *And*, *But*, and *Or*” chart (🍷 WA15) and read the prompts aloud, one at a time, giving partners a few quiet minutes after each prompt to review their drafts and mark passages with the self-stick notes.

WA15

#### Revising to Add *And*, *But*, and *Or*

- Find a place where you use, or could use, the word *and* to join two ideas that go with each other. Put a self-stick note in the margin next to that place and write *and* on it.
- Find a place where you use, or could use, the word *but* to show a difference between two ideas. Put a self-stick note in the margin next to that place and write *but* on it.
- Find a place where you use, or could use, the word *or* to show readers that they have some choices. Put a self-stick note in the margin next to that place and write *or* on the note.

### 4 Model Revising to Add *And*, *But*, and *Or*

Display your own writing or the “Sample Functional Writing Draft” chart (🍷 WA16) and read it aloud. Ask the students to watch as you model adding *and*, *but*, and *or* to make the draft clearer and easier for readers to understand.

#### You might say:

“The sentences in the first bullet sound choppy and repetitive. Since they are closely related thoughts, I’ll join them into one longer sentence using *and*. The revised sentence is: *You should eat fruit and vegetables every day.* The second bullet suggests a choice of two different types of dance that readers might try, so I’ll combine those choices in a single sentence using the joining word *or*: *You might try hip-hop or ballet.* The third bullet explains that people should drink water or milk, not soda pop. I’ll join the first two sentences using *but* to highlight the difference between water and milk and soda pop. The revised sentence is: *Drink water or milk but not soda pop.*”

## Sample Functional Writing Draft

### Tips for Being Healthy

- You should eat fruit every day. <sup>and vegetables</sup> Also, you should eat vegetables every day.
- Get moving! Dance can be a fun way to exercise. There are lots of types of dance. You might try hip-hop. <sup>or ballet</sup> Ballet is another type of dance to try.
- Drink water or milk. <sup>but not</sup> Don't drink soda pop. Soda pop is bad for your teeth.

Explain that during Writing Time today, the students will follow the same procedure to revise their own directions. You might also invite them to review the “Writing Good Directions” chart and to ask themselves the questions on the chart as they revise.

## WRITING TIME

### 5 Continue Revising Drafts

Display the “Writing Time” chart (WA17) and have the students work silently on the charted tasks for 20–30 minutes.

### Writing Time

- Review the places you marked with self-stick notes.
- Add *and*, *but*, and *or* to make your directions clearer and easier to follow.
- Make any other revisions to make your directions clearer or easier to follow.
- Remove the self-stick notes as you finish revising.
- If you finish, work on another piece of functional writing.

Join the students in writing for a few minutes; then confer with individual pairs.



## TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the activity directions each partner is writing for the class book. Have partners show and read you their directions. As you imagine or try to follow the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?

(continues)

### Skill Practice Note

You might point out that joining words such as *and*, *but*, and *or* (coordinating conjunctions) are often used in compound sentences. Review that a compound sentence is formed when two simple sentences are combined into a single sentence. For practice forming compound sentences, see Lesson 3 in the *Skill Practice Teaching Guide*.

### TEKS 11.C.viii

Student/Teacher Activity  
Step 5 (all, beginning on  
page 529 and continuing on  
to page 530)

## TEACHER CONFERENCE NOTE *(continued)*

- Are the directions complete and accurate?
- Have partners used *and*, *but*, or *or* to make the directions clearer and easier to understand?

Help partners revise unclear writing by rereading those passages to them and explaining what is confusing to you. Ask questions such as:

- Q *What do you need in order to do this activity? How will you write that?*
- Q *What is the first thing you do when you do this activity?*
- Q *I'm confused by this direction. How can you rewrite the direction so it's clear?*
- Q *What do you need to do to finish this activity? How will you write that?*
- Q *Where is a place you might use and, but, or or to make your directions clearer and easier to understand?*

If partners have picked an activity that you feel is too complex for this writing assignment, help them pick a simpler activity to write about.

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 115 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Share and Reflect on Revisions

Help the students reflect on their work during Writing Time today by asking questions such as:

- Q *Who added and, but, or or to their directions today? Read us that sentence. How does this make your directions clearer and easier to follow?*
- Q *What other revisions did you make today? Tell us about a revision.*

Explain that tomorrow partners will proofread their drafts and write final versions. Have the students place their directions in their folders until the next lesson.

**In this lesson, the students:**

- Proofread their drafts for spelling, punctuation, and grammar
- Write the final versions of their pieces
- Reach agreement before making decisions
- Share materials fairly

**GETTING READY TO WRITE****1 Discuss Proofreading for Spelling and Conventions**

Have the students get their folders, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Remind the students that yesterday they revised their directions and that their directions will ultimately go into a class book of directions for things they know how to do.

Explain that today partners will work together to proofread their drafts and then start writing their final versions. Remind them that they should use their word banks and proofreading notes in their *Student Writing Handbooks* to help them proofread their drafts for spelling and correctness (see Unit 2, Week 2, Day 2 on page 100 and Unit 2, Week 2, Day 3 on page 105). Briefly review these procedures by reminding partners to:

- Circle words in their drafts that they are unsure how to spell and look them up in the word bank. Add any words that are not already in the word bank after looking up the correct spelling in a dictionary or other source.
- Use the proofreading notes as a list of things to check in their drafts before publishing. They will correct any errors by crossing out each error on the draft and writing the correction above it.

Ask and briefly discuss:

- Q *How will you and your partner be sure you agree that something needs to be changed and how to change it?*
- Q *What will you do if you don't agree at first?*

Encourage partners to keep their ideas in mind as they work together today.

**Materials**

- *Student Writing Handbooks*
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

## WRITING TIME

### 2 Proofread Drafts and Write Final Versions



Have partners work on proofreading their drafts. Provide lined paper to pairs who finish proofreading and are ready to begin their final versions. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.



### TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the activity directions each partner is writing for the class book. Have partners show and read you their directions. As you imagine or try to follow the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?
- Have partners used *and*, *but*, or *or* to make the directions clearer and easier to understand?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *What do you need in order to do this activity? How will you write that?*
- Q *What is the first thing you do when you do this activity?*
- Q *I'm confused by this direction. How can you rewrite the direction so it's clear?*
- Q *What do you need to do to finish this activity? How will you write that?*
- Q *Where is a place you might use and, but, or or to make your directions clearer and easier to understand?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 115 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Reflect on Proofreading

Ask and briefly discuss:

- Q *What words did you find in your word bank today? How did you check on words that were not in the word bank?*
- Q *What corrections did you make in your draft after reviewing your proofreading notes?*

Have the students put loose papers into their folders, and explain that partners will finish working on their final versions tomorrow.

## In this lesson, the students:

- Finish writing their final versions
- Present their activity directions from the Author's Chairs
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students get their folders and pencils and sit at desks with partners together. Explain that today they will finish working on the final versions of their activity directions. Pairs who finish will begin sharing their pieces from the Author's Chairs after Writing Time.

## WRITING TIME

### 2 Finish Final Versions

Display the "Writing Time" chart (WA18) and read it aloud.

#### Writing Time

- Finish proofreading your draft using your word bank and proofreading notes.
- Finish writing the final version of your activity directions.

WA18

Have the students think quietly to themselves about the following question:

**Q** *What do you need to work on today to be ready to share your activity directions from the Author's Chairs?*



After a moment, have partners begin working on their final versions. When they finish, they may write about anything they choose. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.

## Materials

- "Writing Time" chart (WA18)
- Supply of loose, lined paper for final versions
- Two chairs to use for Author's Chair sharing
- (Optional) Computers for typing and printing final versions



## TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the activity directions each partner is writing for the class book. Have partners show and read you their directions. As you imagine or try to follow the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?
- Have partners used *and*, *but*, or *or* to make the directions clearer and easier to understand?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *What do you need in order to do this activity? How will you write that?*
- Q *What is the first thing you do when you do this activity?*
- Q *I'm confused by this direction. How can you rewrite the direction so it's clear?*
- Q *What do you need to do to finish this activity? How will you write that?*
- Q *Where is a place you might use and, but, or or to make your directions clearer and easier to understand?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 115 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Conduct Author's Chair Sharing



Gather the class with partners sitting together, facing the Author's Chairs. Explain that one student in each pair will read their directions. Give pairs of students a few moments to decide which partner will read their directions. If necessary, review the procedures you established for Author's Chair sharing in Unit 2, Week 2 (see "Do Ahead" on page 97).

Call on a pair of students to come to the Author's Chairs and read their activity directions aloud. Remind the reader to speak in a loud, clear voice, and remind the audience to show interest in and appreciation for their classmates' writing.

As they read, have the rest of the students close their eyes and imagine doing the activity.

At the end of the sharing, facilitate a discussion using questions like those that follow, and give the authors an opportunity to respond to the class's comments and questions.

**Q** *What did you learn about [making paper airplanes] from this pair's directions?*

**Q** *What questions can we ask [Emma] and [Ted] about what they wrote?*

Follow this procedure to have other pairs share from the Author's Chairs.

#### **4** Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

**Q** *What did we do well as an audience today? What do we still want to work on the next time our authors share their work?*

**Q** *If you shared today, how did the audience members make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Explain that more pairs of students will share their directions from the Author's Chairs tomorrow.

---

## WRITING ABOUT READING

### Write Persuasively About Directions

Have partners briefly review their activity directions. Explain that each partner will write a persuasive letter to her classmates about why they should learn how to do her activity. Ask:

**Q** *Think about your activity directions. Why is it important, useful, or fun to know how to do this activity? In your opinion, why should people learn how to do this activity?*

**Students might say:**

"People should learn how to knit because knitting is fun and useful."

"Our directions tell how to make a bean-and-cheese burrito. That's useful to know how to do, and the recipe is delicious."

"People should read our directions if they have a pet hamster. It's important to know how to take care of a pet."

#### Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions.

For more information about social development,

see "Values and Social Skills" on page xxviii. To learn more, view "Social Reflection" (AV14).



Explain to the students that when they write their persuasive letters, they need to support their opinions with facts and details about their activities. Tell them that you will write a sample letter as if you had written directions with a partner. Ask the students to watch as you think aloud and model writing about why you think people in the class should learn how to do your activity.

**You might say:**

"I'll start by writing today's date and then a salutation: *Dear classmates.* I'll remember to put a comma after the word *classmates.* Now I can begin my letter on the next line. First, I'll write a sentence that tells my partner's name and our activity: *Milo and I wrote directions for making an origami cup.* Now I will write my opinion about our activity and why people in our class should learn how to do it: *I think that making an origami cup is a very fun and easy activity. All you need is a square piece of paper. It's easy to fold it a few times to make a cup.* Now I'll add a second reason: *Another reason why you will like this activity is that cups are useful. Even though an origami cup is made of paper, you can still drink out of it.* Now I'll write some concluding sentences to finish my letter: *I think you will enjoy making an origami cup, so please try following our directions.* Since this is a letter, I need to add a closing (with a comma after it) and then sign my name: *Sincerely, Mr. Ziegler.*"

Remind the students that they should each start their letters with today's date, a salutation, and opening sentences that state their partner's name, the title of their directions, and their opinion about the activity. Explain that the body of the letter should include one or two reasons why the other students should learn how to do this activity. Remind them that they should wrap up their letters with a closing and a signature. If time permits, invite the students to share their persuasive letters with the class. Include the letters with the activity directions in the class book at the end of the unit.

## In this lesson, the students:

- Reflect on functional writing
- Finish writing their final versions
- Present their activity directions from the Author's Chairs
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Review and Reflect on Functional Writing

Have the students get their folders and pencils and sit at desks with partners together. Remind them that they have been exploring functional writing that gives directions for how to do something. Direct their attention to the "Writing Good Directions" chart, and review the items on the chart. In pairs and as a class, discuss:



- Q *Which of these questions were the most challenging for you to think about as you wrote your directions, and why? Turn to your partner.*
- Q *What did you like best about writing your directions? Turn to your partner.*
- Q *What have you learned about functional writing? Turn to your partner.*

Remind the students that writers become better over time as they practice writing over and over. Encourage the students who feel drawn to functional writing to continue to read and write it during their free time.

Explain that today partners will finish writing the final versions of their directions and share them from the Author's Chairs.

## WRITING TIME

### 2 Finish Final Versions



Have partners work on their final versions. If they have already finished, they may write anything else they choose.

As pairs work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with one pair at a time.

## Materials

- "Writing Good Directions" chart from Day 2
- Supply of loose, lined paper for final versions
- Two chairs to use for Author's Chair sharing
- Copy of this unit's family letter (BLM1) for each student
- (Optional) Computers for typing and printing final versions



## Facilitation Tip

Reflect on your experience over the past three weeks with **avoiding repeating or paraphrasing** students' responses. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? Are they participating more responsibly in class discussions? We encourage you to continue to try this practice and reflect on students' responses as you facilitate class discussions in the future.



## TEACHER CONFERENCE NOTE

Continue to confer with individual pairs about the activity directions each partner is writing for the class book. Have partners show and read you their directions. As you imagine or try to follow the directions, ask yourself:

- Are the directions clear and easy to follow?
- Are the directions in an order that makes sense?
- Are the directions complete and accurate?
- Have partners used *and*, *but*, or *or* to make the directions clearer and easier to understand?

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *What do you need in order to do this activity? How will you write that?*
- Q *What is the first thing you do when you do this activity?*
- Q *I'm confused by this direction. How can you rewrite the direction so it's clear?*
- Q *What do you need to do to finish this activity? How will you write that?*
- Q *Where is a place you might use and, but, or or to make your directions clearer and easier to understand?*

Document your observations for each student on a separate "Conference Notes: Focus 2" record sheet (CN2); see page 115 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Conduct Author's Chair Sharing

Gather the class with partners sitting together, facing the Author's Chairs. Remind the students that one student in each pair will read the directions. As you did yesterday, give each pair of students a few moments to decide which partner will read their directions.

Call on a pair of students to come to the Author's Chairs and read their directions aloud. Remind authors to speak in a loud, clear voice. Also remind the audience to show interest in and appreciation for their classmates' writing. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the authors an opportunity to respond to the class's comments and questions.

- Q *What did you learn about [riding a bicycle] from this pair's directions?*
- Q *What questions can we ask [Max] and [Lea] about what they wrote?*

Follow this procedure to have other pairs share from the Author's Chairs.

### Teacher Note

Make time in the coming days for pairs to share their directions from the Author's Chairs until all of the students have had a chance to do so.

## 4 Reflect on Audience Behavior During Author's Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What do we still want to work on the next time authors share their work?*
- Q *If you shared today, how did the audience members make you feel? What did they do that made you feel [relaxed/nervous/proud]?*

Assure pairs of students who have not yet shared that they will get to share their piece from the Author's Chairs in the coming days. Explain that after all of the directions are read aloud, you will compile them into two identical books (one book for each partner's directions) and place the books in the class library so that the students can read and enjoy them on their own.

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## EXTENSION

### Write Letters Home About Functional Writing

Provide letter-writing practice for the students by having them write letters home telling what they learned about functional writing. Stimulate their thinking by reviewing the "Writing Good Directions" chart and discussing questions such as:

- Q *What did you learn about functional writing?*
- Q *What steps did you go through to develop and publish your directions?*
- Q *What functional writing might you read or write at home?*

If necessary, review the elements of a letter (date, address, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student's letter to a copy of his published activity directions and send it home.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of the Functional Writing genre unit. You will need to reassign partners before you start the next genre unit.
- Send home with each student the student's published piece and a copy of this unit's family letter (BLM1). Encourage the students to share their published directions with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class books.

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### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on this page.

---

### Skill Practice Note

For practice with using commas in the addresses of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.

- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

### Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 118 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze his writing using the "Student Self-assessment" record sheet (SA1) on page 117 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 116.

# Genre

# Opinion Writing

During this three-week unit, the students read and write persuasive essays defending particular opinions as they explore elements of opinion writing. They brainstorm topics they have strong opinions about, and each student selects an opinion to write about. The students learn to identify an audience and purpose for their essays, state their opinions and support them with reasons, and use transitional words and phrases to connect opinions with reasons. They write clear, direct introductions and conclusions that restate their opinions, and they practice relevant skills and conventions, such as correcting sentence fragments and using adjectives to make their essays more persuasive. They confer in pairs and revise their essays based on partner feedback. Socially, they learn to express their own opinions while respecting and considering the opinions of others. They also express interest in and appreciation for one another's writing.



## RESOURCES

## Read-alouds

- “School Should Start Later in the Morning”
- “Don’t Change Our Start Time”
- “Rats Are the Coolest Pets”
- “Why You Should Get a Dog”
- “Computers in Our Classrooms”

## Writing About Reading Activity

- “Write an Opinion Paragraph About a Persuasive Essay”



## Technology Mini-lessons

- Mini-lesson 1, “Navigating Safely Online”
- Mini-lesson 2, “Maintaining Privacy Online”
- Mini-lesson 3, “Choosing Effective Search Terms”

- Mini-lesson 4, “Understanding Search Results”
- Mini-lesson 5, “Using Filters to Narrow Results”
- Mini-lesson 6, “Evaluating Research Sources”
- Mini-lesson 7, “Creating Documents”



## Technology Extensions

- “Use the Internet to Research Topics”
- “Have the Students Record Their Persuasive Essays”
- “Share Persuasive Essays on a Social Networking Site”

## Extensions

- “Discuss Opinions About Favorite Books or Movies”
- “Write Letters Home About Opinion Writing”



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

## Whiteboard Activities

- WA1–WA16

## Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

## Reproducibles

- Opinion Writing genre unit family letter (BLM1)
- “Picking Up Trash” (BLM2)

## Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Managing Pair Conferences” (AV8)
- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Social Reflection” (AV14)
- “Responding Neutrally with Interest” (AV24)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Opinion Writing” (AV51)
- “Exploring Opinion Writing” (AV52)
- “Sharing Opening Sentences and Reflecting” (AV53)
- “Using Social Networking Sites” tutorial (AV78)

## RESOURCES *(continued)*

### Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, “Complete Sentences”
- Lesson 2, “Incomplete Sentences”
- Lesson 4, “Complex Sentences”
- Lesson 19, “Adjectives”
- Lesson 28, “Commas in Addresses”

### Assessment Resource Book

- Opinion Writing genre unit assessments

### Writing Performance Task Preparation Guide

- Opinion Writing unit

### Student Writing Handbook

- “School Should Start Later in the Morning”
- “Don’t Change Our Start Time”
- “Rats Are the Coolest Pets”
- “Why You Should Get a Dog”
- “Computers in Our Classrooms”
- “Persuasive Essay Excerpts with Sentence Fragments”
- Proofreading Notes
- Word Bank

## DEVELOPMENT ACROSS THE GRADES

	Elements of Opinion/ Argumentative Writing	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Exploring writing clear statements of opinion</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling</li> <li>Using the word wall</li> <li>Capitalizing the pronoun I</li> <li>Capitalizing sentences and using ending punctuation</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Exploring writing clear statements of opinion</li> <li>Exploring opening and closing sentences that state students' opinions</li> </ul>	<ul style="list-style-type: none"> <li>Using conjunctions to connect words, phrases, and sentences</li> <li>Proofreading for punctuation and spelling</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Writing about personal opinions, including persuasive letters</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose for opinion writing</li> <li>Exploring writing clear statements of opinion</li> <li>Exploring opening and closing sentences that state students' opinions</li> <li>Using linking words to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizing proper nouns</li> <li>Proofreading for spelling, punctuation, and capitalization</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience and purpose of opinion writing</li> <li>Writing clear statements of opinion</li> <li>Exploring clear, direct openings and conclusions that restate the opinion</li> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and correcting sentence fragments</li> <li>Using adjectives to make essays more persuasive</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> <li>Adding facts and details to reasons</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience and purpose of opinion writing</li> <li>Writing clear statements of opinion</li> <li>Exploring strong openings and conclusions that restate the opinion</li> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and indenting paragraphs</li> <li>Recognizing and correcting run-on sentences</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Writing about personal opinions</li> <li>Using reasons to support opinions</li> <li>Adding facts and details to reasons</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience and purpose of opinion writing</li> <li>Writing clear statements of opinion</li> <li>Exploring strong openings and conclusions that restate the opinion</li> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Placing commas after introductory words, phrases, and clauses</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Writing essays that support claims</li> <li>Supporting claims with reasons and relevant evidence</li> <li>Addressing counterclaims</li> <li>Writing interesting introductions that state claims</li> <li>Writing conclusions that restate claims and wrap up the essays</li> </ul>	<ul style="list-style-type: none"> <li>Doing pre-research writing and narrowing research focus</li> <li>Evaluating the credibility of sources</li> <li>Taking notes and organizing information into categories based on reasons</li> <li>Employing facts, examples, and quotations that support claims</li> <li>Quoting or paraphrasing information while avoiding plagiarism</li> <li>Using transitional words and phrases</li> <li>Establishing and maintaining a formal style</li> </ul>	<ul style="list-style-type: none"> <li>Citing sources correctly in a bibliography</li> <li>Recognizing and correcting run-on sentences</li> <li>Recognizing and correcting sentence fragments</li> <li>Proofreading for spelling, punctuation, and grammar</li> </ul>

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Drafting</b>					
<b>Week 1</b>	<b>Exploring Opinion Writing:</b> "School Should Start Later in the Morning" <b>Focus:</b> <ul style="list-style-type: none"> <li>What is the author trying to do?</li> </ul>	<b>Exploring Opinion Writing:</b> "Don't Change Our Start Time" <b>Focus:</b> <ul style="list-style-type: none"> <li>Purpose and audience</li> </ul>	<b>Exploring Opinion Writing:</b> "Rats Are the Coolest Pets" <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Opinions</li> </ul>	<b>Exploring Opinion Writing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing opinions and reasons</li> </ul>	<b>Exploring Opinion Writing:</b> "Why You Should Get a Dog" <b>Focus:</b> <ul style="list-style-type: none"> <li>Writing opinions and reasons</li> </ul>
<b>Week 2</b>	<b>Exploring Opinion Writing:</b> "Computers in Our Classrooms" <b>Focus:</b> <ul style="list-style-type: none"> <li>Choosing an opinion and audience for a persuasive essay</li> </ul>	<b>Drafting Persuasive Essays</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Crafting clear, direct openings and clear statements of opinion</li> </ul>	<b>Drafting Persuasive Essays</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Giving reasons to support opinions</li> </ul>	<b>Drafting Persuasive Essays</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using transitional words and phrases to connect opinions and reasons</li> </ul>	<b>Drafting Persuasive Essays</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Concluding persuasive essays</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 3</b>	<b>Pair Conferring and Revising</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Does it make sense?</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Recognizing and correcting sentence fragments</li> </ul>	<b>Revising and Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Using adjectives to make essays more persuasive</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author's Chair sharing</li> </ul>	<b>Writing Final Versions and Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author's Chair sharing</li> </ul>

# Week 1

## OVERVIEW

### Essays

#### “School Should Start Later in the Morning”

(see page 565)

If school started later, students would be healthier and learn more.

#### “Rats Are the Coolest Pets”

(see page 567)

Rats are the best pets because they are smart, friendly, clean, and easy to care for.

#### “Don’t Change Our Start Time”

(see page 566)

If school started later in the morning, after-school activities and family schedules would be disrupted.

#### “Why You Should Get a Dog”

(see page 568)

Dogs are the best pets because they are loyal, come in many shapes and sizes, and help people get more exercise.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA1–WA4

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)

#### Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)
- “Using ‘Think, Pair, Share’” (AV13)
- “Responding Neutrally with Interest” (AV24)
- “Introducing Vocabulary During a Read-aloud” (AV30)

## TEACHER AS WRITER

*“We do not write because we want to; we write because we must.”*

— W. Somerset Maugham

In this unit, the students explore opinion writing—a type of writing intended to persuade readers of the author’s opinion through well-thought-out argument and evidence. Much writing that states and supports an opinion arises from an author’s sense that something is amiss and needs to be addressed or corrected.

Make a list of topics that you feel compelled to address in your own life, community, country, or the world. What bothers you about these things? Are they unfair? Inconvenient? Wrong in other ways? Jot down some notes about your thoughts in your notebook.

### Writing Focus

- Students hear and discuss persuasive essays.
- Students identify the purpose and audience for persuasive essays.
- Students think about what information is communicated in persuasive essays.
- Students generate opinions they feel strongly about for persuasive essays.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students work in a responsible way.

## DO AHEAD

- ✓ Consider reading this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA1) on page 130 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, make a copy of the “Class Assessment Record” sheet (CA2) on page 131 of the *Assessment Resource Book*.



# Day 1

## Exploring Opinion Writing

### Materials

- “School Should Start Later in the Morning” (see page 565)
- *Student Writing Handbook* page 17

### In this lesson, the students:

- Work with new partners
- Share what they learn about their partners
- Hear and discuss a persuasive essay
- Think about the author’s purpose
- Write about things that interest them

### ABOUT OPINION WRITING

In this unit, the students explore the elements of opinion writing by crafting persuasive essays, and they learn that the purpose of a persuasive essay is to persuade the reader of the author’s opinion. They identify topics that they have strong opinions about and think about who the intended audience of a persuasive essay might be. They explore how essays can be structured as they learn to state an opinion in the opening paragraph, support the opinion in subsequent paragraphs, use transitional words to connect opinions and reasons, and reaffirm their opinion in closing.

Although the students are not expected to research their topics in grade 3, you might wish to incorporate a research focus into this unit by having the students find data and other information about their topics to support their positions. If so, be ready to help them find appropriate resources about their topics at the library or on the Internet.

There are two phases to this unit: Immersion and Drafting (two weeks) and Revision, Proofreading, and Publication (one week). During the first phase, the students explore and try their hand at writing persuasive essays. In the second phase, they write, revise, and publish their persuasive essays for a class collection, and they consider ways to publish their essays for a wider audience beyond the classroom.

### GETTING READY TO WRITE

#### 1 Pair Students and Discuss Working Together

Randomly assign partners (see “Do Ahead” on page 547) and make sure they know each other’s names. Explain that partners will work together for the next three weeks.



Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Have partners take a few

### Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

### Teacher Note

If you are using other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

minutes to talk about some of the things they have written so far this year. Signal for their attention and ask:

- Q *What did you learn about the writing your partner has done this year?*
- Q *What have you learned about working with other partners that will help you in working with your new partner?*

## 2 Read “School Should Start Later in the Morning” Aloud

Explain that in this unit the students will focus on writing a special kind of nonfiction. Tell them that you will read aloud a short *essay*, or piece of nonfiction writing. Ask them to think about what the essay is about and why they think the writer wrote the essay.

Without identifying it as a persuasive essay, read “School Should Start Later in the Morning” (on page 565) aloud slowly and clearly.

### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

- yawning:** opening our mouths wide because we are sleepy
- go “Zzzz”:** sound people sometimes make when they are sleeping
- exercise our brains:** make our brains work hard

## 3 Reread the Essay and Discuss the Author’s Purpose



Have the students turn to page 17 in their handbooks. Have partners read “School Should Start Later in the Morning” together. Ask them to think, as they read, about what the essay is about and why the author wrote it. After partners have had a chance to read the essay, signal for their attention. Ask and briefly discuss:

- Q *What is the essay about?*
- Q *Why do you think the author wrote the essay?*

### Students might say:

- “The essay is about why school should start later in the morning.”
- “I agree with [June]. I also think it’s about why kids need more sleep.”
- “I think the author wrote the essay because he wants to sleep later in the morning.”
- “In addition to what [Mario] said, I think he also wrote it because he wants to try to get his school to change the time when it starts.”

If necessary, explain that the author is trying to *persuade*, or convince, readers that school should start later in the morning; this is the author’s *purpose*, or reason for writing.

### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 2, Day 2, on page 29. For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



**TEKS 10.A.i**  
Student/Teacher Activity  
Step 3 (all, beginning on page 549 and continuing on to page 550)

### Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

## Teacher Note

If necessary, explain to the students that an *opinion* is a strongly held point of view. When we give an opinion, we are telling what we think about something.

## Teacher Note

Note that on Days 1 and 2 of this week, the students may practice opinion writing or write about anything else they choose. On Day 3, after exposure to more examples of opinion writing, all the students will be asked to begin writing in this genre.

Point out that the author states his opinion clearly in the first paragraph: “That’s why I think school should start later in the morning.” Then, in the paragraphs that follow, the author gives several reasons that support his opinion.

Explain that this kind of nonfiction writing, in which the author tries to persuade readers to agree with his opinion, is called a *persuasive essay*. Tell the students that they will spend the next few weeks exploring and learning to write persuasive essays. Ask:

**Q** *When might you want to write a persuasive essay? When might you want to persuade a reader to agree with an opinion you feel strongly about?*

### Students might say:

“If you think something is wrong in our country, you might write to someone who could fix it, like the president.”

“If you want stay up later, you might write to your parents explaining why they should change your bedtime.”

“I agree with [Nina]. You might write about your opinion to try to convince other people to agree with you.”

Explain that during Writing Time today the students may begin thinking about opinions they have that they might want to write a persuasive essay about, or they may write about anything else they choose.

## WRITING TIME

### 4 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together for 20–30 minutes of silent writing. During this time, they may list opinions or topics they might want to write a persuasive essay about or write about anything they choose.

If necessary, remind the students that all of their writing should be double-spaced and that there should be no talking, whispering, or walking around during the silent writing period. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Alert the students to be ready to share their partners’ ideas with the class. After a moment, signal for their attention and ask:

**Q** *What did your partner write about today?*

**Q** *What did you and your partner do to work well together when you were talking and sharing your writing?*

## In this lesson, the students:

- Hear and discuss a persuasive essay
- Think about the author's audience and purpose
- Generate possible opinions for persuasive essays
- Write about things that interest them

## GETTING READY TO WRITE

### 1 Discuss Audience

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Review that yesterday the students read a persuasive essay titled "School Should Start Later in the Morning." Ask:



**Q** *What do you remember about the author's opinion in this essay? Turn to your partner.*

Have partners discuss their thinking. After a few moments, signal for students' attention and have them turn to page 17 of their handbooks and briefly review the essay. Ask:

- Q** *What is the author's purpose, or what is his reason for writing this essay?*
- Q** *Who might the author be trying to convince that school should start later in the morning, and why?*

#### Students might say:

"I think this author is writing to his teacher. He thinks his teacher would be happy if school started later because then students would be awake and learn more."

"In addition to what [Jasper] said, I think the author is trying to convince his parents. He says, 'Grown-ups need sleep, too' and says his mom gets sick when she doesn't sleep enough."

Point out that, while many different kinds of people may read a persuasive essay, authors of persuasive essays usually have a certain kind of *audience* (reader) in mind when they are writing. In this case, the audience is probably teachers or parents.

Title a piece of chart paper "Things We Notice About Persuasive Essays." Under the title, add the following items: *Author's purpose is to convince the reader about something* and *Author writes with a certain audience in mind*.

Explain that today the students will hear and read a persuasive essay by a different author. Encourage them to think about this author's purpose for writing and the audience she might have in mind.

## Materials

- "Don't Change Our Start Time" (see page 566)
- *Student Writing Handbook* pages 17–18
- Chart paper and a marker
- "Writing Time" chart (WA1)

**TEKS 9.E.iii**

**TEKS 9.E.vi**

**TEKS 11.E.i**

**Student/Teacher Narrative Step 1 (all)**

## Teacher Note

To review the procedure for "Turn to Your Partner," see Unit 1, Week 1, Day 3 (page 13). To see an example, view "Using 'Turn to Your Partner'" (AV11).



## Teacher Note

Save the "Things We Notice About Persuasive Essays" chart to use on Day 3 and throughout the unit.

TEKS 9.E.iii  
TEKS 9.E.vi  
TEKS 10.A.i  
Student/Teacher Activity  
Step 3 (all, beginning on  
page 552 and continuing on  
to page 553)

## 2 Read “Don’t Change Our Start Time” Aloud

Have the students turn to page 18 of their handbooks, and invite them to follow along as you read the essay. Read “Don’t Change Our Start Time” (on page 566) aloud slowly and clearly, clarifying vocabulary as you read.

### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**rush:** hurry

**volunteer:** do things for free that help the community

**sleep in:** sleep for a long time, until late in the morning

## 3 Discuss the Author’s Audience and Purpose

Ask:



**Q** *What is the author’s purpose in writing this essay, or what is she trying to convince us of? Turn to your partner.*

After a moment, have a few volunteers share their thinking.

#### Students might say:

“She’s trying to convince us that school shouldn’t start later in the morning.”

“I agree with [Aliyah]. I think the author wants us to agree with her that school should start early, at the normal time.”

Remind the students that in the persuasive essay they read yesterday, the author tried to convince them of the opposite point of view. Ask and briefly discuss:

- Q** *Who do you think is the audience for “Don’t Change Our Start Time,” or who is the author writing to?*
- Q** *In the first paragraph, the author tells us exactly what her opinion is: “It’s better for school to start early, at the normal time.” She then gives several reasons that support her opinion. What reasons does she give?*
- Q** *Compare this essay to the one you read yesterday. Which essay is more persuasive to you, and why?*

**Students might say:**

"I think the author is writing to the principal of her school because the principal is the person who gets to decide what time school starts."

"I agree with [Juan]. The audience might also be other students at school who want the school day to start later. The author might be trying to change their minds and show them why it's better for school to start early."

"One of the reasons she gives is that if school started later, kids wouldn't have enough time after school to do fun activities, like playing soccer."

"I think today's essay is more persuasive. The author did a good job of writing about ways it would be bad for kids, and also for their parents, if school started later."

## 4 Generate Possible Opinions for Persuasive Essays

Explain that people often write persuasive essays when they have strong opinions about whether something is good or bad, or right or wrong. In the two essays the students have read so far, one author thinks that the school day should start later in the morning, while the other thinks that it is better for school to start at the regular time. Title a sheet of chart paper "Possible Opinions for Persuasive Essays." Under the title write *School should start later* and *School should start at the normal time*.

Ask the students to pay attention as you write a few other opinions on the chart. Add a few sentences that reflect opinions that you hold.

### Possible Opinions for Persuasive Essays

- School should start later.
- School should start at the normal time.
- People should pick up their trash.
- Comic books are the most interesting books to read.
- A skateboard is the best way to go places.
- Taking turns on the playground is important.

Use "Think, Pair, Share" to discuss:



**Q** What opinions do you have that you might want to write a persuasive essay about? [pause] Turn to your partner.

### Teacher Note

To review the procedure for "Think, Pair, Share," see Unit 1, Week 2, Day 2 (page 29). To see an example, view "Using 'Think, Pair, Share'" (AV13).



## Teacher Note

If the students struggle to come up with ideas, ask follow-up questions such as:

- Q *What is something that annoys or bothers you [at school/at home/in our community/in the world]?*
- Q *What is something you feel strongly about?*
- Q *What do you think is really, really cool or important?*

## Teacher Note

Save the “Possible Opinions for Persuasive Essays” chart to use on Day 3 and throughout the unit. Tomorrow you will model choosing one opinion from the chart and using it to do a quick-write.

Have a few volunteers share their thinking.

### Students might say:

- “I think it’s wrong to make fun of people.”
- “I have a strong opinion that my mom should only serve me tuna fish once a month.”
- “Basketball is the most exciting sport.”
- “I think that it’s important to be polite.”
- “Everyone should have a home.”

As the students generate ideas, record them on the chart. Tell them that you will add to the chart as they think of more ideas in the coming days.

Explain that today the students may continue to think about and list opinions for persuasive essays, write about some of their opinions, or write about anything else they choose.

## WRITING TIME

### 5 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA1) and have them write silently for 20–30 minutes.

#### Writing Time

- Think about and list opinions you might want to write about in a persuasive essay.
- Write about your opinions.
- Write about anything you choose.

WA1

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Alert the students to be ready to share their partners’ ideas with the class. After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when you were talking and sharing your writing?*

## In this lesson, the students:

- Hear, discuss, and write persuasive essays
- Think about features of persuasive essays
- Think about the author’s audience and purpose
- Quick-write about their opinions

## GETTING READY TO WRITE

### 1 Review Persuasive Essays

Have the students bring their *Student Writing Handbooks*, notebooks, and pencils and gather with partners sitting together, facing you. Review that they read two persuasive essays earlier this week on the topic of school start times. Have them open their handbooks to page 17 and briefly review “School Should Start Later in the Morning.” After a few minutes, ask them to turn to page 18 and review “Don’t Change Our Start Time.”

When the students have finished reviewing the essays, ask and briefly discuss:

- Q *What opinion does each author have about when school should start?*
- Q *What are some reasons the authors give to support their opinions?*

Review that both “School Should Start Later in the Morning” and “Don’t Change Our Start Time” are examples of persuasive essays. Point out that each author clearly states an opinion early in the essay and then gives several reasons to support that opinion.

Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart from Day 2. Leave a blank line or space below the most recent entry. Add the following items after the blank: *Author clearly states opinion early in the essay* and *Author gives reasons that support the opinion*.

Explain that today the students will hear and read another persuasive essay, this one on a different topic. Invite them to think as they read about what they notice the author doing.

### 2 Read “Rats Are the Coolest Pets” Aloud

Have the students turn to page 19 of their handbooks. Invite them to follow along as you read “Rats Are the Coolest Pets” (on page 567) aloud. Read the essay aloud slowly and clearly.

## Materials

- “Rats Are the Coolest Pets” (see page 567)
- *Student Writing Handbook* pages 17–19
- “Things We Notice About Persuasive Essays” chart from Day 2
- “Possible Opinions for Persuasive Essays” chart from Day 2
- Chart paper and a marker
- “Writing Time” chart (WA2)

## Teacher Note

On Week 2, Day 2, the students will learn about writing clear, direct openings that readers can easily understand. Leaving a blank line, as described here, will allow for this item to appear in a logical sequence when it is added to the “Things We Notice About Persuasive Essays” chart in Week 2.

### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**twinkly:** bright and shiny

### 3 Discuss the Author's Audience and Purpose

Ask and briefly discuss:

- Q *What is the author's purpose in writing, or what is he trying to convince us to believe?*
- Q *Who do you think the author's audience is, or who is he writing to?*
- Q *In the sentence "Believe it or not, I think rats are the coolest pets," the author tells us exactly what his opinion is. Then he gives us several reasons for his opinion. What reasons does he give?*
- Q *Do you agree or disagree with the author's opinion? Why?*

#### Students might say:

"I think the author is writing to kids who want to have a pet. He is trying to convince them that they should get a rat."

"I agree with [Ina]. The author says that rats are the coolest pets because they are smart and friendly. He also says that rats are easy to take care of."

### 4 Quick-write: Opinions

Direct the students' attention to the "Possible Opinions for Persuasive Essays" chart and review the items on it. Explain that the students will each choose one opinion from the chart that they feel strongly about and do a 5-minute quick-write about it. Ask the students to watch as you model doing a quick-write about an opinion.

Select an opinion you can write about from the "Possible Opinions for Persuasive Essays" chart. On another piece of chart paper, model first writing a sentence stating that opinion, followed by some reasons that support it. Think aloud as you write.

**You might say:**

"I'll choose an opinion from the chart that I feel strongly about so that I'll be able to think of plenty of things to write. My opinion is that people should pick up their trash. First, I'll write an opening sentence that states my opinion: *I think that people should always pick up their trash.* Notice that I state my opinion clearly and in one sentence so that the reader can understand it right away. Next, I'll try to persuade the reader by writing reasons that support my opinion. Here's my first reason: *Trash makes our streets and sidewalks dirty. It isn't fun to walk around because trash is everywhere.* Now I'll write a second reason that supports my opinion: *Also, when people don't pick up their trash, it is bad for nature. It's hard for plants to grow when the ground is covered with trash.* Here is a third reason: *Trash can hurt animals, too. For example, an animal might eat it and get sick.*"

When you finish writing, review that you stated your opinion clearly in the first sentence. Point out that you also wrote a few reasons that support your opinion.

Use "Think, Pair, Share" to discuss:



**Q** Which opinion on the chart will you choose, and what will you write?  
[pause] Turn to your partner.

After partners have talked, ask the students to each open to the next blank page of their notebooks and write for 5 minutes.

When time is up, call for the students' attention and have a few volunteers share what they wrote with the class. Explain that during Writing Time today you would like all the students to write about their opinions. Each student may continue the piece he started during the quick-write, or he may start a new piece and write about another opinion he feels strongly about.

## WRITING TIME

### 5 Write Independently

Ask the students to return to their seats. Display the "Writing Time" chart (WA2) and have them write silently for 10–15 minutes.

#### Writing Time

- Continue the piece you started during the quick-write.
- Start a new piece about another opinion you have.

WA2

#### Teacher Note

Save the charted model quick-write to use on Day 4.

#### Teacher Note

Today's Writing Time has been shortened to 10–15 minutes to accommodate the teacher modeling, cooperative work, and quick-write in Step 4.

# Day 4

## Exploring Opinion Writing

### Materials

- “Things We Notice About Persuasive Essays” chart from Day 3
- Charted model quick-write from Day 3
- “Writing Time” chart (WA3)
- “Possible Opinions for Persuasive Essays” chart from Day 3
- “Class Assessment Record” sheet (CA1)

Remind the students to double-space all writing in their notebooks so that they have space to revise later, if necessary. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as:

- Q *What opinion did you write about today?*
- Q *Who stated an opinion clearly in one sentence? Read it to us.*
- Q *What reasons did you give for your opinion? Read one reason to us.*

Explain that the students will continue to write about their opinions tomorrow.

### In this lesson, the students:

- Hear, discuss, and write persuasive essays
- Think about features of persuasive essays
- Think about the author’s audience and purpose

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students get their notebooks and pencils and sit at desks with partners together. Remind the students that yesterday they read a third persuasive essay, “Rats Are the Coolest Pets,” and continued adding to their list of things they notice about persuasive essays. Ask:

- Q *What are some things we notice about persuasive essays?*

**Students might say:**

"Persuasive essays tell about the author's opinion."

"I agree with [Edie]. People write these essays to convince other people to agree with them."

"We notice that authors explain their opinions at the beginning of the essays."

"In addition to what [Ron] said, the authors write reasons that support their opinions."

If necessary, briefly review the items on the "Things We Notice About Persuasive Essays" chart. If the students suggest new ideas, add them to the chart.

Review that yesterday the students also did a quick-write about an opinion they feel strongly about. Direct the students' attention to the charted model quick-write from Day 3 as an example. Remind them that they stated their opinions clearly at the beginning and then wrote some reasons that supported their opinions. Ask:

**Q** *What opinion did you write about yesterday?*

**Q** *What is a reason you gave to support your opinion?*

After a few volunteers have shared, explain that today the students will continue writing about their opinions. Ask:



**Q** *What other opinions do you have that you might want to write about?*

*Turn to your partner.*

## WRITING TIME

### 2 Write Independently

Display the "Writing Time" chart (WA3) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue the opinion piece you started yesterday during the quick-write.
- Start a new piece about an opinion you have.
- State your opinion clearly in your piece.
- Add reasons that support your opinion.

WA3

Remind the students that they may refer to the "Possible Opinions for Persuasive Essays" chart for ideas. Join them in writing for a few minutes; then walk around the room and observe.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to identify opinions to write about?
- Can they state their opinions clearly in their writing?
- Can they give reasons that support their opinions?

If you notice many students struggling to write after 10–15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 130 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.



### Facilitation Tip

During this unit, we invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, “Great idea” or “Good job”) or criticizing (for example, “That’s wrong”) the students’ responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than themselves, for validation. To build the students’ intrinsic motivation, try responding with genuine curiosity and interest (for example, “Interesting—say more about that”) while avoiding evaluative statements, whether positive or negative. To see this Facilitation Tip in action, view “Responding Neutrally with Interest” (AV24).



## SHARING AND REFLECTING

### 3 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as:

- Q *What opinion did you write about today?*
- Q *Who stated an opinion clearly at the beginning of your piece? Read it to us.*
- Q *What reasons did you give for your opinion? Read one of them to us.*

Explain that the students will continue to write about their opinions tomorrow.

## In this lesson, the students:

- Hear and discuss a persuasive essay
- Think about the author’s audience and purpose
- Write about their opinions
- Respectfully consider the opinions of others

## GETTING READY TO WRITE

### 1 Gather and Review Persuasive Essays

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Review that yesterday they read a persuasive essay about a type of pet. Have the students open their handbooks to page 19, and give them a few minutes to review the essay. Then ask and briefly discuss:

**Q** *What opinion does the author of this essay have about pet rats?*

#### Students might say:

“The author thinks that rats make the best pets.”

“I agree with [Yael]. The author says that rats are the coolest pets because they’re clean and smart.”

“Also, the author thinks that rats are really great pets because they don’t need a lot of space.”

Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart. Review that in a persuasive essay, the author has a purpose and an audience in mind, clearly states an opinion early in the essay, and includes reasons that support the opinion.

Explain that today the students will hear and read another persuasive essay about pets, this one with a different point of view. Invite them to think about what the author’s opinion is in this essay.

### 2 Read “Why You Should Get a Dog” Aloud

Have the students turn to page 20 of their handbooks. Invite them to follow along as you read “Why You Should Get a Dog” (on page 568) aloud. Read the essay aloud slowly and clearly, clarifying vocabulary as you read.

## Materials

- “Why You Should Get a Dog” (see page 568)
- *Student Writing Handbook* pages 19–20
- “Things We Notice About Persuasive Essays” chart from Day 4
- “Possible Opinions for Persuasive Essays” chart from Day 4
- “Writing Time” chart (WA4)
- “Class Assessment Record” sheet (CA2)

**TEKS 9.E.i**

**TEKS 9.E.iv**

Student/Teacher Narrative  
Step 1 (all)

TEKS 9.E.i  
TEKS 9.E.iii  
TEKS 9.E.iv  
TEKS 9.E.vi  
Student/Teacher Activity  
Step 3 (all)

### ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

**drowning:** dying in water

**allergies:** uncomfortable physical reactions (like sneezing, itching, or getting a rash) from being near something

### 3 Discuss the Author’s Audience and Purpose

Ask and briefly discuss:

**Q** *What sentence early in the essay tells us exactly what this author’s opinion is about dogs?*

If necessary, explain that this sentence in the first paragraph states the author’s opinion: “I believe that dogs are the best pets ever.” Remind the students that the author’s purpose in a persuasive essay is to convince the reader to agree with her opinion. Then have partners briefly discuss:

-  **Q** *What are some reasons the author gives to support her opinion that dogs are the best pets? Turn to your partner.*
- Q** *Who do you think is the audience, or who is the author writing to? Turn to your partner.*

Invite a few volunteers to share their responses with the class.

#### Students might say:

“One reason the author gives is that dogs are very loyal. They love their owners and try to protect them.”

“Another reason why the author says that dogs are the best is that when you have a dog, you get more exercise. That’s because you have to walk a dog every day.”

“I think the audience is people who want to get a pet but can’t decide what kind.”

### 4 Add to the “Possible Opinions for Persuasive Essays” Chart

Direct the students’ attention to the “Possible Opinions for Persuasive Essays” chart and review the items on it. Remind the students that the two essays they read about school start times had *opposing* opinions, or opinions that are the opposite of each other. Point out that the two essays about pets have opposing opinions, too. Add the following sentences to the chart: *I think rats are the coolest pets* and *Dogs are the best pets*. Ask:

**Q** *What other opinions do you have that you might write a persuasive essay about?*

Add any suggestions to the chart.

Explain that during Writing Time today you would like all the students to write about their opinions. Remind the students to state their opinions clearly in their writing and to include reasons that support their opinions. Tell them that they may refer to the “Possible Opinions for Persuasive Essays” chart for ideas.

## WRITING TIME

### 5 Write Independently

Have the students get their notebooks and pencils and sit at desks with partners together. Display the “Writing Time” chart (WA4) and have them write silently for 20–30 minutes.

#### Writing Time

- Continue the opinion piece that you started yesterday.
- Start a new piece about an opinion you have.
- State your opinion clearly in your piece.
- Add reasons that support your opinion.

WA4

Join the students in writing for a few minutes; then walk around the room and observe.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to identify opinions to write about?
- Can they state their opinions clearly in their writing?
- Can they give reasons that support their opinions?

If you notice many students struggling to write after 10–15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Record your observations on the “Class Assessment Record” sheet (CA2); see page 131 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

### Teacher Note

Save the “Possible Opinions for Persuasive Essays” and the “Things We Notice About Persuasive Essays” charts to use in Week 2.

## SHARING AND REFLECTING

### 6 Share Writing and Discuss Disagreeing Respectfully



Ask partners to share what they wrote with each other. Alert the students to be ready to share their partners' ideas with the class. After a few moments, signal for their attention and ask:

- Q *What opinion did your partner write about today?*
- Q *Do you have the same opinion as your partner or a different opinion? Explain.*

Explain that in the coming week, the students will each develop a persuasive essay on a topic they feel strongly about. They will share their opinions in pairs and with the whole class, and they may sometimes disagree or have opposing opinions. Ask:

- Q *Why is it important that we find a respectful way to talk to one another about our opinions, especially if we disagree?*

#### Students might say:

"It's important to talk about our opinions because that's how we learn from each other."

"It's important to be respectful because we're all allowed to have our own opinions."

"It's OK if we disagree. We're not all going to think the same thing all the time."

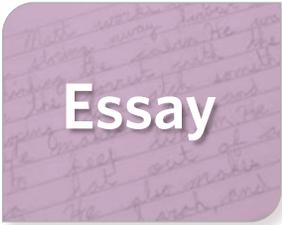
Explain that the students will explore ways to talk about their opinions in a respectful way in the coming weeks.

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## EXTENSION

### Discuss Opinions About Favorite Books or Movies

Remind the students that when they really like (or dislike) something, they have a strong opinion about it. Point out that they probably have several reasons for an *opinion*. Ask the students to each think of a favorite book or movie and the reasons they like it so much. Then invite volunteers to share their opinions with the class. Take time to discuss each opinion and the reasons the student feels that way.



## Essay

### School Should Start Later in the Morning

I hate getting up early in the morning. It's so hard to get out of my nice warm bed. I want to sleep more! In fact, everyone should get more sleep. That's why I think school should start later in the morning.

If school started later, kids could sleep later. Then we wouldn't be so tired in class. When kids are tired, it's hard to learn. Nothing seems interesting. We just sit there yawning. We want to close our eyes and go "Zzzz . . ." But when we get to sleep longer, we feel wide awake. We want to exercise our brains and learn new things. We should sleep longer because then we would be more awake in class and learn more. That would make teachers smile, because teachers always want kids to learn more.

Also, sleep is really good for you. Kids need a lot of sleep because it helps us grow. For example, I grew 2 inches last year. This year I want to grow 3 inches. Grown-ups need sleep, too. My mom says that she gets sick if she doesn't sleep enough. So, if school started later, everyone would sleep more in the morning. Then everyone would be healthier.

More sleep is good for everyone. Sleep helps kids learn, and that makes teachers happy. Also, sleep makes us all healthier. That's why I think school should start later in the morning. Let's all get more sleep!



## Essay

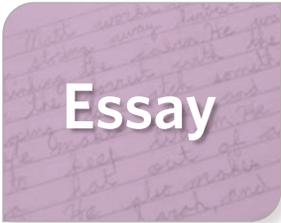
### Don't Change Our Start Time

Some people say that school should start later in the morning. I don't agree. There are many reasons why it's better for school to start early, at the normal time.

It would cause problems for families if school started later in the morning. Many parents take their kids to school and then go to work. They have to be at work at a certain time. They can't be late! If school started later, then those parents would have to rush to work. They might drive too fast, and that would not be safe. Also, they might arrive at work late and get into trouble.

If school started later, then it would finish later, too. That would be bad because then kids wouldn't be able to do after-school activities. Lots of kids play sports, volunteer, and do other fun things after school. For example, I play soccer every Tuesday and Thursday afternoon right after school. It's one of my favorite things to do. But if school finished later every day, I wouldn't have time for soccer.

As you can see, it wouldn't work to have school start later in the morning. It would be bad for parents, and it would be bad for kids, too. Anyway, if you really want to sleep in, that's what the weekend is for.



## Essay

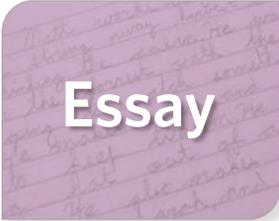
### Rats Are the Coolest Pets

Some kids like dogs, and some kids like cats. Believe it or not, I think rats are the coolest pets. I should know because I have an amazing pet rat named Zippy. So if you're thinking of getting a pet, how about a rat? Rats are great in so many ways.

First, rats are friendly and really smart. You can teach them fun things. I taught Zippy to sit on my arm and ride around with me. I also taught him to come to me when I call his name! How smart is that? Rats are also very clean. Maybe you thought they were smelly, like some other pets. Well, I'm here to tell you that rats smell fine. Also, rats are interesting to look at. They have twinkly eyes and soft fur. If you had a pet rat, I bet everyone in your family would enjoy it.

Next, pet rats are easy to take care of. For example, they don't need to go on walks. Since rats are small, they don't even need a yard. My rat Zippy has a nice big cage, and that's his home. Also, pet rats won't mess up your stuff like dogs sometimes do. They won't chew on tables or chairs. Your parents would love that.

Now you know why I think rats are the coolest pets. They are friendly, smart, clean, and easy to take care of. If you want a pet, I think you should definitely get a rat. You will love it and so will your family!



## Essay

### Why You Should Get a Dog

When I walk down the street with my frisky, fluffy, brown dog, Boomer, everyone smiles at us. People just love dogs . . . they can't help it! I believe that dogs are the best pets ever.

Dogs are the best because they are loyal. That means dogs love the people who take care of them. Dogs want to make them happy. In fact, they will even protect them. For example, I read about a brave dog that saved its owner from a terrible fire. Another dog saved a boy from drowning. A cat or a rat or a bird couldn't do those things.

Also, dogs are wonderful because they come in many different shapes and sizes. Since there are so many, there is definitely a dog out there somewhere that's just right for you. Maybe you want a small, cuddly dog. You can find one easily. Maybe you want a big, strong dog that loves to run and play. There are plenty of dogs like that. Maybe you have allergies, and you want a dog that won't make you sneeze. There are even dogs like that!

Last of all, having a dog is great for your health. That's because dogs need to go on walks every day. Walking is good for people, too. Did you know that most people don't get enough exercise? Walking your dog is a fun, easy way to get more exercise. You can't walk a cat or another type of pet!

If you want a pet, I really think you should get a dog. They are the most loyal, loving, and wonderful pets in the world.



# Week 2

## OVERVIEW

### Essay

#### “Computers in Our Classrooms”

(see page 591)

In this writer’s opinion, it is very important for students to have enough computers in their classrooms.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA5–WA11

#### Assessment Form

- “Conference Notes” record sheet (CN1)

#### Professional Development Media

- “Predictable Structure of the Writing Lessons” (AV3)
- “Social Reflection” (AV14)
- “Conferring About Opinion Writing” (AV51)
- “Exploring Opinion Writing” (AV52)
- “Sharing Opening Sentences and Reflecting” (AV53)

## TEACHER AS WRITER

*“I’m still doing business at the same old stand—love, work, war, death, what the world is like outside this window tonight.”*

— Alan Dugan

Look at the list of topics you feel compelled to address that you wrote in Week 1. Select one item on the list and write a paragraph that expresses your opinion about why this topic is important and what you think should be done about it. Do the same for several other items on the list that you feel strongly about.

### Writing Focus

- Students hear and discuss persuasive essays.
- Students each choose a topic and write a persuasive essay about it.
- Students state opinions and use reasons to support them.
- Students explore transitional words and phrases.
- Students explore clear, direct openings and conclusions for persuasive essays.

### Social Development Focus

- Students listen to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students express interest in and appreciation for one another’s writing.
- Students act in fair and caring ways.

## DO AHEAD

- ✓ Prior to Day 1, make a class set of the “Conference Notes” record sheet (CN1) on pages 133–134 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, decide if you will allow small groups of students to visit the library, media center, computer lab, or another location in the school to research their topics during Writing Time. Arrange for this ahead of time with the librarian or other adults in the school.
- ✓ Prior to Day 4, prepare a sheet of chart paper titled “Transitional Words and Phrases for Persuasive Essays.” Under the title, list the following: *also, because, first, for example, in fact, last, next, since, therefore*.

# Day 1

## Exploring Opinion Writing

### Materials

- “Computers in Our Classrooms” (see page 591)
- *Student Writing Handbook* page 21
- “Things We Notice About Persuasive Essays” chart from Week 1 and a marker
- “Possible Opinions for Persuasive Essays” chart from Week 1
- Class set of “Conference Notes” record sheets (CN1)

### Teacher Note

The Getting Ready to Write routine established early in the year helps the students quickly settle into the lesson. For more information, view “Predictable Structure of the Writing Lessons” (AV3).



### Teacher Note

For more information about opinion writing, view “Exploring Opinion Writing” (AV52).



### In this lesson, the students:

- Hear, discuss, and write a persuasive essay
  - Think about the author’s audience and purpose
  - Choose an opinion and audience for a persuasive essay **TEKS 9.E.i**
  - Respectfully consider the opinions of others **TEKS 9.E.iv**
  - Agree and disagree in a caring way
- Student/Teacher Activity Step 1 (all, on page 572) and Step 4 (all, on page 573)**

## GETTING READY TO WRITE

### 1 Briefly Review Persuasive Essays

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind the students that last week they began exploring persuasive essays. They read four persuasive essays—two about what time school should start and two about the best kind of pet. Ask:

**Q** *What did you learn last week about persuasive essays?*

Briefly review the “Things We Notice About Persuasive Essays” chart and add any new ideas to the chart. Remind the students that they brainstormed opinions that they might want to write a persuasive essay about. Review the items on the “Possible Opinions for Persuasive Essays” chart.

### 2 Discuss Expressing Personal Opinions

Explain that the authors of last week’s essays expressed their opinions, even though they probably knew some people would disagree with them. Ask and briefly discuss:

**Q** *If you really believe something, why is it important to express that opinion even though others might not agree with you?*

#### Students might say:

“It’s important to express your opinion because other people might learn from what you say.”

“When we all say our opinions, we have more interesting discussions.”

“I agree with [Elijah]. Everyone’s opinion counts. Plus, if you don’t say your opinion, how will people know what you really think?”

Tell the students that they will read and discuss another persuasive essay today, and then they will begin writing persuasive essays about opinions that are important to them. Tell them that it is important for

all the students in the class to feel safe and comfortable expressing their opinions, both in speaking and in writing. Ask:

**Q** *What can you do when listening to other people's opinions to make it safe and comfortable for everyone?*

**Students might say:**

"When I'm listening to someone's opinion, I can try to see things from that person's point of view."

"I can try to listen really carefully and be nice, even if I don't agree."

"If I disagree with someone, I can use our prompt 'I disagree with him because . . .'"

Encourage the students to keep these ideas in mind as they listen to others' opinions. Tell them that you will check in with them later to see how they did.

### 3 Read "Computers in Our Classrooms" Aloud

Have the students open to page 21 of their handbooks. Invite them to follow along as you read the essay "Computers in Our Classrooms" (on page 591) aloud, slowly and clearly.

### 4 Discuss the Author's Audience and Purpose

Ask:



**Q** *What is the author trying to convince us about in this essay? Turn to your partner.*

**Q** *Who is the audience, or who do you think the author is trying to convince? Turn to your partner.*

**Q** *What reasons does the author give to support the opinion that there should be more computers in his school? Turn to your partner.*

Have a few volunteers share their thinking.

**Students might say:**

"I think the author wants to convince us that there should be more computers in the classrooms at his school."

"The author says that he hopes his school principal and teachers will read his essay, so I think they are the audience."

"One reason the author gives for why his school really needs computers is that computers help students learn more."

As a class, discuss:

**Q** *Do you agree or disagree with the opinion in this essay? Why?*



#### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest; for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . ."
- "You have a point of view that's [similar to/different from] what [Malia] just said. How is it [similar/different]?"

TEKS 9.E.iii  
TEKS 9.E.vi  
TEKS 11.E.i  
Student/Teacher Activity  
Step 5 (all)

ELPS 3.G.i  
ELPS 3.G.ii  
Step 5 (all)

TEKS 12.B.ii  
TEKS 12.C.i  
Student/Teacher Narrative  
Step 5 (second paragraph)

### Teacher Note

To see an example of a teacher conferring with individual students, view “Conferring About Opinion Writing” (AV51).



## 5 Select an Opinion and Audience for a Persuasive Essay

Direct the students’ attention to the “Possible Opinions for Persuasive Essays” chart and review the items on it. Add the sentence *Students need more computers in their classrooms* to the chart. Ask:

Q *What other opinions for persuasive essays could we add to the chart?*

Add the students’ suggestions to the chart. Explain that today the students will each choose one opinion that they have not yet written about and begin writing a draft of a persuasive essay in their notebooks. This week they will work on writing and developing their essays, including revising their opening sentences. Next week they will revise their essays further and proofread them. Then they will publish their essays for the class to read.

Use “Think, Pair, Share” to discuss:



Q *What opinion do you feel strongly about? Is this opinion strong enough to publish a persuasive essay about it? [pause] Turn to your partner.*

Q *In addition to your classmates, who will the audience for your essay be, or who will you be trying to convince? [pause] Turn to your partner.*

Have a few volunteers share their thinking with the class. As they report, emphasize that they should keep their audience in mind as they write today.

#### You might say:

“[Rashid] says he wants to convince his dad that he should be allowed to visit his cousins this summer. While he is writing his essay, he’s going to remember who he is trying to convince.”

## WRITING TIME

### 6 Write Independently

Have the students get their notebooks and pencils, sit at desks with partners together, and work on their persuasive essays for 20–30 minutes. Remind them to write their drafts double-spaced in their notebooks. Join them in writing for a few minutes; then begin conferring with individual students.

TEKS 12.B.ii  
TEKS 12.C.i  
Student/Teacher Activity  
Step 6 (all, beginning on page 574  
and continuing on to page 575)



## TEACHER CONFERENCE NOTE

Over the next two weeks, confer with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state her opinion clearly in the opening paragraph?
- Does the student give a few different reasons that support her opinion?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *What reason will you write about first? Second?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 133 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 7 Briefly Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. Alert the students to be ready to share their partners’ ideas with the class. After a moment, signal for their attention and ask questions such as:

Q *What opinion did your partner write about today? Who is your partner trying to convince in his or her essay?*



Q *Do you and your partner agree or disagree with each other’s opinions? Turn to your partner.*

Q *What did your partner say to let you know that he or she respects your opinion?*

Tell the students that they will continue to develop their persuasive essays tomorrow.

### Materials

- “Computers in Our Classrooms” chart (WA5)
- “Rats Are the Coolest Pets” chart (WA6)
- “Why You Should Get a Dog” chart (WA7)
- “Things We Notice About Persuasive Essays” chart from Day 1 and a marker
- *Student Writing Handbook* pages 19–21
- “Writing Time” chart (WA8)

**TEKS 12.C.ii**  
 Student/Teacher Narrative  
 Step 1 and Step 2  
 (all, beginning on page 576 and  
 continuing on to page 577)

### In this lesson, the students:

- Explore, discuss, and write clear, direct openings and clear statements of opinion in persuasive essays
- Draft persuasive essays
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Discuss Clear, Direct Opening Paragraphs

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Briefly review that yesterday they each chose an opinion they feel strongly about and began writing a persuasive essay. Explain that over the next four days they will develop their essays and that you will help them focus on and strengthen various parts of the essays to make them as persuasive as possible.

Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart. Review that good persuasive essays have a clear statement of opinion early in the piece, usually in the opening paragraph.

Explain that the opening paragraph in a good persuasive essay is also written clearly and directly so that readers can easily understand it. In the blank space that you left in the “Things We Notice About Persuasive Essays” chart in Week 1, write *Author’s opening paragraph is clear and direct*. Tell the students that today they will look closely at the opening paragraphs of several essays to see what the authors did to make them clear and direct.

### 2 Analyze Opening Paragraphs

Display the “Computers in Our Classrooms” chart (WA5) and have the students look at the essay on page 21 of their handbooks. Read the first paragraph aloud as they follow along, and then ask:

**Q** *What sentence in the opening paragraph of this essay tells us exactly what the author’s opinion is?*

Underline the sentence “I think it is very important for schools to have enough computers for students to use,” and ask the students to do the same in their handbooks. Point out that in this sentence, the author lets the reader know exactly what the essay is about by stating his opinion

clearly and directly. Point out that the author uses the phrase *I think* at the beginning of the sentence. Ask:

**Q** *Why might it be a good idea to use the phrase I think or I believe in the sentence that states your opinion?*

**Students might say:**

"It helps the reader find the place in your essay where you come right out and say your opinion."

"In addition to what [Leo] said, it makes your opinion very clear. You're saying, 'This is what I believe.' No one can get confused about what your opinion is."

Briefly discuss:

**Q** *How does the author make the rest of the opening paragraph clear and direct?*

**Students might say:**

"The paragraph isn't too long. The author gets to the important part really fast."

"I agree with [Erin]. You know right away that the essay is about computers."

Display the "Rats Are the Coolest Pets" chart (WA6) and have the students look at the essay on page 19 of their handbooks. As you did with "Computers in Our Classrooms," read the first paragraph aloud as the students follow along. Then ask:

**Q** *What sentence in the opening paragraph of this essay tells us exactly what the author's opinion is?*

**Q** *What do you notice about the way the author writes his opening paragraph?*

Underline the sentence "I think rats are the coolest pets," pointing out the phrase *I think*. Note also that this author writes clearly and directly in the rest of the opening paragraph, for example, in the sentence "Rats are great in so many ways."

Display the "Why You Should Get a Dog" chart (WA7) and follow the same procedure, reading the first paragraph of the essay aloud as the students follow along on page 20 of their handbooks. Underline the sentence "I believe that dogs are the best pets ever," pointing out the phrase *I believe*. Explain that the opening paragraph is clear, straightforward, and easy for readers to understand.

Point out that in both "Rats Are the Coolest Pets" and "Why You Should Get a Dog," the authors write clear, direct opening paragraphs. They also make their statements of opinion clear by using the phrase *I think* or *I believe*. Remind the students that those phrases help readers quickly understand what the author's opinion is.

### Teacher Note

You might tell the students that instead of *I think* or *I believe*, authors might use other phrases when stating their opinions. Phrases such as *I strongly feel* and *I am certain* help make opinions clear and direct.

**TEKS 12.C.ii**  
Student/Teacher Activity  
Steps 3–5  
(all, beginning on page  
578 and continuing on to  
page 579)

### 3 Analyze Opening Paragraphs of the Students' Essays

Have the students reread the drafts of their essays quietly to themselves. After a moment, ask them to think—again, quietly to themselves—about the questions that follow. Pause after each question to give the students time to think. Ask:

- Q *In the opening paragraph of your essay, is there a sentence that states your opinion clearly? [pause] If not, what might you write?*
- Q *After reading the opening paragraph of your essay, will your audience understand what the essay is about? [pause] If not, what can you write to make your opening paragraph clearer and more direct for readers?*



Have partners discuss what they thought about. After a few moments, signal for their attention and have a few volunteers share their thinking with the class.

## WRITING TIME

### 4 Write Independently

Display the “Writing Time” chart (WA8) and have the students write silently for 20–30 minutes. If necessary, remind them to double-space their drafts.

#### Writing Time

- Work on your persuasive essay.
- Make sure to state your opinion clearly in the opening paragraph.
- Make sure that the rest of your opening paragraph is clear and direct.
- Make sure to give reasons that support your opinion.

WA8

Join the students in writing for a few minutes; then confer with individual students.



## TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state his opinion clearly in the opening paragraph?
- Is the opening paragraph clear and direct?
- Does the student give a few different reasons that support his opinion?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *How can you make your opening paragraph clearer and more direct?*
- Q *What reason will you write about first? Second?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 133 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Opening Sentences and Reflect

Explain that each student will read aloud the sentence in which she states her opinion. Ask the students to listen carefully to one another’s sentences. Tell them to think about which sentences state the author’s opinion clearly and directly.

Go around the room and have each student read aloud the sentence in which she states her opinion, without comment. When all of the students have read, ask and briefly discuss:

- Q *What sentences did you hear that stated the author’s opinion clearly and directly?*

Explain that the students will continue to develop their persuasive essays tomorrow.

### Teacher Note

To see an example of this technique, view “Sharing Opening Sentences and Reflecting” (AV53).



### Materials

- “Why You Should Get a Dog” from Week 1 (see page 568)
- “School Should Start Later in the Morning” from Week 1 (see page 565)
- “Things We Notice About Persuasive Essays” chart from Day 2 and a marker
- *Student Writing Handbook* pages 17 and 20
- “Writing Time” chart (WA9)

### Teacher Note

In the third paragraph, the supporting reason is that dogs come in many different shapes and sizes. The author provides further support by describing various types of dogs. In the fourth paragraph, the supporting reason is that having a dog is great for people’s health. The author gives details about exercise that strengthen this reason.

### In this lesson, the students:

- Explore how authors use supporting reasons in persuasive essays
- Draft persuasive essays
- Express interest in and appreciation for one another’s writing
- Respectfully consider the opinions of others
- Agree and disagree in a caring way

## GETTING READY TO WRITE

### 1 Analyze Supporting Paragraphs of Essays

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart. Review that good persuasive essays have a clear statement of opinion and that they also give reasons that support the opinion.

Explain that today the students will look more closely at how authors of persuasive essays write and organize the reasons that support their opinions. Then the students will think about how they can make the supporting reasons in their own essays more persuasive.

Have the students turn to page 20 of their handbooks, where “Why You Should Get a Dog” appears. Remind them that yesterday they reread the first paragraph to see how the author clearly and directly states an opinion. Explain that today you will reread the body (middle paragraphs) of the essay. Ask the students to follow along and think about how the author has organized this essay.

Read the first two paragraphs of “Why You Should Get a Dog” (on page 568) aloud. Explain that after stating her opinion in the first paragraph, the author uses the second paragraph to begin supporting her opinion. Point out that the supporting reason in this paragraph is that dogs are loyal and protect their owners. Note that the author strengthens this reason by giving examples of some dogs that saved people’s lives.

Read the third and fourth paragraphs aloud as the students follow along. Point out that each of the paragraphs gives a reason that supports the author’s opinion. Then ask:

**Q** *Why might an author want to put each supporting reason in a separate paragraph?*

**Students might say:**

"It helps you follow the essay. She gives you her opinion and then follows it with supporting reasons, one after another."

"It would be confusing if all her supporting reasons were in one paragraph and all mixed up."

Follow the same procedure with "School Should Start Later in the Morning" (on page 565). Reread the first three paragraphs aloud as the students follow along on page 17 of their handbooks. Ask the students to think about how the author has organized the reasons that support his opinion. Point out that this essay is organized in a way similar to the previous one: after the author states his opinion in the first paragraph, he states a supporting reason in each of the following paragraphs and gives more information about each reason.

Direct the students' attention to the "Things We Notice About Persuasive Essays" chart and add *Author puts each supporting reason in its own paragraph.*

## 2 Analyze the Supporting Paragraphs of the Students' Essays

Have the students reread the drafts of their essays quietly to themselves. After a moment, ask them to quietly think about the following questions as you ask them, one at a time. Pause between each question to give the students time to think.

**Q** *What are the reasons that support your opinion?*

**Q** *What can you add to your essay to give more information about your supporting reasons?*



Have partners turn and discuss what they thought about. After a few moments, signal for their attention and have a few volunteers share their thinking with the class.

## 3 Prepare to Write and Discuss Resources

Explain that during Writing Time today the students will continue to work on their persuasive essays, giving reasons to support their opinions. Encourage them to refer back to the two essays they looked at today to help them organize their own essays.

Point out that some students may want to do research to find more information to include about their reasons. Invite them to look for information on the Internet or in the class or school library. Ask:

**Q** *Where might you look for information about the reasons you've chosen to research?*

If you decide to have small groups of students visit the library, media center, or another location in the school to look for more information, discuss how the students will take responsibility for themselves outside the classroom. Ask:

**Q** *What will you do to act in a considerate and responsible way [at the library]? Why is that important?*

**TEKS 12.B.ii**  
**TEKS 12.C.i**  
Student/Teacher Activity  
Step 2 (all)

### Technology Tip

See the technology extension "Use the Internet to Research Topics" on page 583 for ideas on how to support the students in researching online.

## WRITING TIME

### 4 Write Independently

Display the “Writing Time” chart (📄 WA9) and have the students write silently for 20–30 minutes.

#### Writing Time

- Work on your persuasive essay.
- Include reasons that support your opinion.
- Think about what you can add to give more information about your reasons.

WA9

Remind the students to look at “Why You Should Get a Dog” and “School Should Start Later in the Morning,” if they wish, to help them organize their own essays. Join the class in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state her opinion clearly in the opening paragraph?
- Is the opening paragraph clear and direct?
- Does the student give a few different reasons that support her opinion?
- Does the student include more information about supporting reasons?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *How can you make your opening paragraph clearer and more direct?*
- Q *What reason will you write about first? Second?*
- Q *What is some more information you can write about your reasons?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 133 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Share Opinion Statements and Reflect

Explain that each student will read one sentence from his essay that he feels is especially persuasive. Ask the students to listen carefully to their classmates' sentences and to think about whether they agree or disagree with the opinions or reasons. Give the students a few minutes to select a sentence.

Go around the room and have each student read his sentence aloud, without comment. When all the students have read their sentences, ask and briefly discuss:

- Q *What sentences did you hear that made you curious?*
- Q *What sentences did you hear that you agree with? Why?*
- Q *What sentences did you hear that you disagree with? Why?*
- Q *How are we doing with respectfully listening to one another and talking about our opinions? What can we do better?*

Explain that the students will continue drafting their persuasive essays tomorrow.



## TECHNOLOGY EXTENSION

### Use the Internet to Research Topics

You might choose to have the students research their topics online. If they need support for doing so, you might teach Technology Mini-lesson 3, "Choosing Effective Search Terms," located in Appendix A. (If only some students need support, you might teach Mini-lesson 3 to just those students.) You might customize Technology Mini-lesson 3 for this unit by using the essay "School Should Start Later in the Morning" as an example. Model searching online to find more information to strengthen the essay's supporting paragraphs. You might begin by considering one of the essay's supporting ideas, such as "Sleep helps kids learn more," "Sleep is important for good health," or "Kids need to get lots of sleep," and then model creating effective search terms. Possible search terms include "sleep and learning," "sleep good health," or "kids sleep needs."

You might also teach the following Technology Mini-lessons, located in Appendix A: Mini-lesson 4, "Understanding Search Results," Mini-lesson 5, "Using Filters to Narrow Results," and Mini-lesson 6, "Evaluating Research Sources." For more information about teaching Technology Mini-lessons 3–6, see "About Teaching the Online Research Lessons" on page 710.

### Teacher Note

For more information about the importance of sharing and reflecting, view "Social Reflection" (AV14).



**ELPS 3.G.i**  
**ELPS 3.G.ii**  
Step 5 (all)



### Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses.

**TEKS 13.C.ii**  
Student/Teacher Activity  
Technology Extension (all)

# Day 4

## Drafting Persuasive Essays

### Materials

- “Things We Notice About Persuasive Essays” chart from Day 3 and a marker
- “Transitional Words and Phrases for Persuasive Essays” chart, prepared ahead
- “Why You Should Get a Dog” chart (WA7) from Day 2
- *Student Writing Handbook* page 20
- “Writing Time” chart (WA10)

### Teacher Note

If you have already taught the Personal Narrative, Fiction, and/or Expository Nonfiction genre units, remind the students that they explored transitional words and phrases in those units. Explain that the transitional words and phrases listed on the chart are especially useful in persuasive essays.



### Technology Tip

For more transitional words and phrases, you might search online using the keywords “transitional words and phrases.”

### Teacher Note

You might want to explain that the word *because* helps the reader understand that one reason why you should get a dog is *because* they are loyal. The phrase *for example* helps the reader understand that “a brave dog that saved its owner from a terrible fire” is an *example* of how dogs are loyal.

### In this lesson, the students:

- Explore how authors use transitional words and phrases in persuasive essays
- Draft persuasive essays
- Express interest in and appreciation for one another’s writing
- Respectfully consider the opinions of others
- Agree and disagree in a caring way

## GETTING READY TO WRITE

### 1 Explore Transitional Words and Phrases

Have the students bring their *Student Writing Handbooks*, notebooks, and pencils and gather with partners sitting together, facing you. Review that this week they are drafting persuasive essays about opinions they feel strongly about. Explain that they will continue to work on their drafts today.

Explain that one way the students might make their essays clearer and easier to follow is by adding *transitional words and phrases*. Explain that these are words and phrases that help readers understand how an opinion and the reasons that support it are linked (connected). On the “Things We Notice About Persuasive Essays” chart, add *Author uses transitional words and phrases to link opinion and reasons*.

Direct the students’ attention to the “Transitional Words and Phrases for Persuasive Essays” chart. Read aloud the words and phrases listed on the chart. Ask:

**Q** *What other transitional words and phrases might you use in a persuasive essay to link your opinion and the supporting reasons?*

Add the students’ ideas to the chart.

### 2 Analyze Transitional Words and Phrases in “Why You Should Get a Dog”

Display the “Why You Should Get a Dog” chart (WA7) and have the students open to *Student Writing Handbook* page 20, where the essay is reproduced. Read the first two paragraphs aloud as the students follow along. Point out that the author uses the transitional words and phrases *because*, *in fact*, and *for example* in the second paragraph. Underline those words and phrases on the chart. Explain that these transitional words and phrases help the reader understand how the reasons are connected to the opinion.



Have the students quietly read the third and fourth paragraphs of the essay in their handbooks. When most students have finished reading, ask partners to work together to underline transitional words and phrases. Remind them to refer to the “Transitional Words and Phrases for Persuasive Essays” chart, if necessary, and to think about other transitional words they may know. After a few minutes, signal for the students’ attention and ask:

**Q** *What is a transitional word or phrase you underlined? Read the sentence where you found it.*

### 3 Analyze the Students’ Writing for Use of Transitional Words

Have the students reread their persuasive essay drafts and look up when they are finished. Say the following prompt, and then give the students a few quiet minutes to review their writing and mark passages.

- Find a place where you use, or might use, a transitional word or phrase to connect a reason back to your opinion. Draw a small star in the margin next to that place.



Have partners turn and share their ideas with each other. After a few moments, signal for the students’ attention and have a few volunteers share their thinking with the class.

Explain that the students will continue to work on their persuasive essays today. Encourage them to use transitional words and phrases to help readers connect their opinion and supporting reasons.

## WRITING TIME

### 4 Draft Persuasive Essays

Display the “Writing Time” chart (🗨️ WA10). Have the students return to their seats and work silently for 20–30 minutes on the charted tasks.

#### Writing Time

- Continue writing your persuasive essay.
- Include reasons that support your opinion.
- Use transitional words and phrases to connect your opinion and supporting reasons.

WA10

Remind the students to refer to the “Transitional Words and Phrases for Persuasive Essays” chart, if they wish. Join the class in writing for a few minutes; then confer with individual students.

#### Teacher Note

If necessary, point out that the author uses the transitional words and phrases *also*, *since*, *last of all*, and *because* in the third and fourth paragraphs.

#### Skill Practice Note

You might point out that *because* and *since* are examples of subordinating conjunctions. For more practice using subordinating conjunctions in complex sentences, see Lesson 4 in the *Skill Practice Teaching Guide*.

#### Teacher Note

Save the “Transitional Words and Phrases for Persuasive Essays” chart to use throughout the unit.



## TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state his opinion clearly in the opening paragraph?
- Is the opening paragraph clear and direct?
- Does the student give a few different reasons that support his opinion?
- Does the student include more information about supporting reasons?
- Does the student use transitional words and phrases?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *How can you make your opening paragraph clearer and more direct?*
- Q *What reason will you write about first? Second?*
- Q *What is some more information you can write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 133 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Briefly Share Writing and Reflect

Ask and briefly discuss questions such as those that follow. Invite volunteers to read one or two sentences of their writing aloud as they share.

- Q *Who added a transitional word or phrase to your essay? Tell us about it.*
- Q *How will adding this [word/phrase] help readers understand what you are saying in your essay?*

Explain that tomorrow the students will finish drafting their persuasive essays.

## In this lesson, the students:

- Explore how authors conclude persuasive essays
- Finish drafting persuasive essays
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Analyze Conclusions of Essays

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Remind them that this week they explored how authors begin persuasive essays, clearly state opinions, support their opinions with reasons, and use transitional words and phrases to connect opinions and reasons. Explain that today the students will explore how authors conclude (end) their essays. Then they will think about how they want to conclude their own essays.



Have the students open to page 19 of their handbooks, where the essay “Rats Are the Coolest Pets” is reproduced (see page 567). Ask partners to review it together, focusing on the last paragraph of the essay. Encourage them to think about what the author writes in the last paragraph. After a few moments, signal for their attention and ask:

- Q *What do you notice about the last paragraph of this essay?*
- Q *What words or phrases show you that the essay has reached an end?*

#### Students might say:

“The author says his opinion again, but in a way that’s a bit different.”

“I can tell it’s the end because the author says he hopes that the reader will get a rat for a pet.”

If necessary, point out that the author restates (states again) his opinion at the end of the essay. Direct the students’ attention to the “Things We Notice About Persuasive Essays” chart and add *Author restates opinion at the end* to it.



Following the same procedure, have the students open to page 21 of their handbooks, where the essay “Computers in Our Classrooms” is reproduced (see page 591). Have partners review the essay, focusing on the last paragraph. After a few moments, signal for their attention and ask:

- Q *What do you notice about the last paragraph of this essay?*
- Q *What words or phrases show you that the essay has reached an end?*

## Materials

- “Rats Are the Coolest Pets” from Week 1 (see page 567)
- “Computers in Our Classrooms” from Day 1 (see page 591)
- *Student Writing Handbook* pages 19 and 21
- “Things We Notice About Persuasive Essays” chart from Day 4 and a marker
- “Writing Time” chart (WA11)

### TEKS 12.C.ii

#### Student/Teacher Activity

#### Steps 1–5

(all, beginning on page 587 and continuing on to page 590)

**Students might say:**

"I notice that the author says his opinion again."

"I agree with [Lauren]. The author says his opinion again, but in a different way: 'That's why I think that they should try hard to get more computers for our classrooms.'"

If necessary, point out that this author also restates his opinion at the end of the essay.

## 2 Review Conclusions of the Students' Essays

Have the students review the drafts of their own persuasive essays for a few moments; then use "Think, Pair, Share" to discuss:



**Q** *What might you write to restate your opinion at the end of your essay?*  
[pause] *Turn to your partner.*

Signal for their attention and have a few volunteers share their thinking with the class.

## 3 Prepare to Write

On the "Things We Notice About Persuasive Essays" chart, underline the following four ideas:

- Author clearly states opinion early in the essay.
- Author gives reasons that support the opinion.
- Author uses transitional words and phrases to link opinion and reasons.
- Author restates opinion at the end.

Explain that during Writing Time today the students will finish drafting their persuasive essays and get ready to revise, proofread, and publish them next week. Tell them that when they believe they are finished, they should look at the underlined items on the "Things We Notice About Persuasive Essays" chart to make sure they have included these things in their essays. They should also carefully reread their essays to check that they make sense.

# WRITING TIME

## 4 Write Independently

Display the "Writing Time" chart (📄 WA11). Have the students work silently for 20–30 minutes on the charted tasks.

### Writing Time

- Finish writing your draft.
- Check the underlined items on the “Things We Notice About Persuasive Essays” chart.
- Carefully reread your essay to make sure it makes sense.

Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state her opinion clearly in the opening paragraph?
- Is the opening paragraph clear and direct?
- Does the student give a few different reasons that support her opinion?
- Does the student include more information about supporting reasons?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating her opinion?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *How can you make your opening paragraph clearer and more direct?*
- Q *What reason will you write about first? Second?*
- Q *What is some more information you can write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 133 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

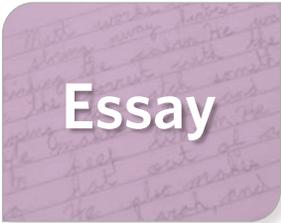
### 5 Share Concluding Paragraphs and Reflect

Explain that each student will read the last paragraph of his essay aloud. Ask the students to listen carefully to one another and to think about whether they can tell what each person's essay is about from the last paragraph.

Go around the room and have each student read his last paragraph aloud, without comment. When all have read, ask and briefly discuss:

- Q *Could you tell what most of the essays are about from the last paragraph? Why or why not?*
- Q *What's interesting about hearing just the last paragraph of other people's writing?*

Explain that the students will revise, proofread, and publish their persuasive essays next week.



## Essay

### Computers in Our Classrooms

We live in an amazing time. Computers are changing how we live and work. I think it is very important for schools to have enough computers for students to use.

Students need computers so we can get on the Internet. The Internet is very good for learning. There are many great websites for students. We can see videos of animals we're studying in science class. We can read interviews with famous authors. We can chat online with students in other parts of the country.

When the kids of today are all grown up, we will be living in a world filled with technology. If we don't learn how to use computers and technology now, we won't be able to get good jobs. Right now in our classroom, we have just one computer. Only one or two students at a time can use it. That means we never get enough practice with the computer. We really need more computers!

I hope that our school principal and teachers will read this. They want us to learn a lot. They want us to do great things when we grow up. That's why I think that they should try hard to get more computers for our classrooms.

# Week 3

## OVERVIEW

### Writing Focus

- Students confer about their persuasive essays.
- Students revise their essays based on partner feedback.
- Students correct sentence fragments.
- Students proofread their essays for accuracy and correctness.
- Students publish their persuasive essays for the class and possibly for a wider audience.

### Social Development Focus

- Students help one another improve their writing.
- Students express interest in and appreciation for one another's writing.
- Students listen respectfully to the thinking of others and share their own.
- Students respectfully consider the opinions of others.
- Students make decisions and solve problems respectfully.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA7, WA12–WA16

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducibles

- Opinion Writing genre unit family letter (BLM1)
- (Optional) “Picking Up Trash” (BLM2)

#### Professional Development Media

- “Managing Pair Conferences” (AV8)
- “Using Social Networking Sites” tutorial (AV78)

## DO AHEAD

- ✓ Prior to Day 1, title a sheet of chart paper “Questions to Ask Myself as I Listen” and list the following questions on it:
  - Is it clear what this author’s opinion is?*
  - Are there convincing reasons that support the opinion?*
  - Does this essay make sense? If not, where am I confused?*
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA3) on page 132 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s published piece.
- ✓ (Optional) If computers are available, you might teach Technology Mini-lesson 7, “Creating Documents,” in Appendix A to help the students type and print the final versions of their essays. Alternatively, you might recruit parent volunteers to help them do so.

## TEACHER AS WRITER

*“Look at what’s happening in this world. Every day there’s something exciting or disturbing to write about. With all that’s going on, how could I stop?”*

— Gwendolyn Brooks

Select one of the opinion paragraphs you wrote in Week 2 and develop it into a persuasive essay by listing several reasons that support your opinion. Devote a paragraph to each reason, providing information or a rationale to justify your opinion. When you finish, consider having a friend or colleague read it and give you feedback about whether he or she is persuaded by your essay, and why.

# Day 1

## Pair Conferring and Revising

### Materials

- “Questions to Ask Myself as I Listen” chart, prepared ahead
- “Class Assessment Record” sheet (CA3)

### In this lesson, the students:

- Ask for and receive feedback about their writing
- Give feedback in a helpful way
- Ask one another questions about their writing
- Discuss and solve problems that arise in their work together

## GETTING READY TO WRITE

### 1 Prepare for Pair Conferences

Have the students get their notebooks and pencils and sit at desks with partners together. Explain that today partners will meet to confer about their drafts. They will share their drafts and get feedback about anything that is confusing or unclear; then they will make any necessary revisions.

Remind the students that, in the writing community, the goal of giving feedback is to help each person create the best possible piece of writing. Review that authors pay close attention to feedback about what is unclear or confusing in their writing. Although authors might not follow every suggestion they receive, the feedback helps them improve their work until it is the best piece of writing possible. Ask and briefly discuss:

- Q *What have you learned about giving feedback respectfully?*
- Q *What problems can arise when giving feedback? How will you avoid those problems today?*

### 2 Prepare to Give Feedback: Does It All Make Sense?

Explain that as partners listen to one another’s writing, you would like them to ask themselves a few questions. Direct the students’ attention to the “Questions to Ask Myself as I Listen” chart (see “Do Ahead” on page 593) and read the questions aloud.

## Questions to Ask Myself as I Listen

- Is it clear what this author's opinion is?
- Are there convincing reasons that support the opinion?
- Does this essay make sense? If not, where am I confused?

Encourage partners to keep these questions in mind as they listen carefully to each other's essays. Explain that you would like the students to be ready to report the feedback they heard to the class.

### 3 Confer in Pairs



Give partners ample time to read one another's drafts and confer.



#### CLASS ASSESSMENT NOTE

Circulate among conferring pairs and observe the conferences without intervening. Ask yourself:

- Are pairs staying on task, reading and discussing their writing?
- Are they giving each other specific feedback about the charted questions?
- Are they giving feedback in a helpful and respectful way?

Make note of productive ways you see pairs interacting, as well as any problems you observe, to bring up during Step 4.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 132 of the *Assessment Resource Book*.

When most pairs have had time to discuss their drafts, signal for the class's attention.

### 4 Reflect on Feedback Received

Ask and briefly discuss:

- Q *What feedback did your partner give you that will help you revise your draft?*
- Q *How was your partner respectful when giving you feedback?*
- Q *I noticed that [partners were talking to each other in a kind way]. How did that affect your work together?*

#### Teacher Note

If necessary, signal about halfway through conferring time so partners can switch roles if they have not yet done so. For more information, view "Managing Pair Conferences" (AV8).



Explain that during Writing Time today, the students will revise their drafts based on their partners' feedback.

## WRITING TIME

### 5 Finish Revising Drafts

Have the students work on revising their drafts. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.



### TEACHER CONFERENCE NOTE

As you did in Week 2, continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state his opinion clearly in the opening paragraph?
- Is the opening paragraph clear and direct?
- Does the student give a few different reasons that support his opinion?
- Does the student include more information about supporting reasons?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating his opinion?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *How can you make your opening paragraph clearer and more direct?*
- Q *What reason will you write about first? Second?*
- Q *What is some more information you can write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 133 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Briefly Reflect on Writing

Help the students reflect on their work today by briefly discussing:

- Q *Who incorporated feedback from your partner in your revision today?  
Read us the original passage and then read us the revision.*

Tell the students that they will begin proofreading their drafts tomorrow.

## Proofreading

## Day 2

### In this lesson, the students:

- Proofread their drafts for spelling, punctuation, and grammar
- Listen for and correct sentence fragments

## GETTING READY TO WRITE

### 1 Prepare to Proofread

Have the students get their *Student Writing Handbooks*, notebooks, and pencils and sit at desks with partners together. Explain that tomorrow the students will begin copying their first drafts into final versions. Tell the students that they will publish their persuasive essays by sharing them with the class from the Author’s Chair later in the week and by placing them in the class library.

Explain that the students will want to make their essays as clear as possible so nothing gets in the way of convincing their readers of their opinions. Today they will proofread their drafts and correct any sentence fragments.

### 2 Proofreading for Sentence Fragments

Explain to the students that they will practice listening for and correcting sentence fragments. Display the “Persuasive Essay Excerpts with Sentence Fragments” chart (WA12) and have the students open their *Student Writing Handbooks* to page 22, where the excerpts are reproduced. Ask the students to watch and listen as you read the first passage aloud. Ask:

- Q *What did you notice about the way the passage sounded when I read it?*
- Q *What sentence fragments do you notice in the passage?*

### Materials

- “Persuasive Essay Excerpts with Sentence Fragments” chart (WA12)
- *Student Writing Handbook* page 22
- “Writing Time” chart (WA13)

**TEKS 11.C.viii**  
**TEKS 11.C.x**  
Student/Teacher Activity  
Step 2 (all, beginning on  
page 597 and continuing on  
to page 599)

### Skill Practice Note

For more practice producing complete sentences and correcting fragments, see Lesson 1 and Lesson 2 in the *Skill Practice Teaching Guide*.

#### Students might say:

"It doesn't sound right."

"In addition to what [Antonia] said, some of the sentences sound funny. They stop before they should."

"I noticed a sentence that sounded like it might need more words added to it. It was confusing."

If necessary, point out that the passage does not sound right when it is read aloud because it contains several sentence fragments. Model rereading the passage while thinking aloud about how to correct the fragments. As necessary, point out how you capitalize the first word in each new sentence and add a period at the end. Invite the students to help you.

#### You might say:

"I heard someone say that the first and second sentences are fine. I agree. Each sentence sounds complete, with a subject and a predicate. But the third sentence sounds like a fragment. I can hear it when I read 'And sidewalks, too.' That sounds like it should be part of the second sentence. I'll revise it: *Trash makes our streets dirty, and sidewalks, too.* We think the next two sentences sound right; I'll leave those alone. But the words 'For nature' is a fragment and should be part of the sentence that comes before it. That makes sense. I'll revise it, deleting the period and making *for* lowercase: *Also, when people don't pick up their trash, it is bad for nature.*"



Finish revising the first passage in the same way; then have partners work together to read the second passage of "Persuasive Essay Excerpts with Sentence Fragments" and correct any fragments. After a few minutes, signal for the students' attention and invite volunteers to tell the class how they corrected the passage.

Explain that you would like the students to read their own drafts aloud today, listen for any sentence fragments, and correct them. Remind the students to make sure they have used capital letters, periods, and other punctuation, as appropriate.

### 3 Review Proofreading with Word Bank and Proofreading Notes

Remind the students that, in addition to correcting any sentence fragments, they should use their word banks and proofreading notes in their handbooks to help them proofread their drafts for spelling errors and correctness before publishing. (See Unit 2, Week 2, Day 2 on page 100 for the introduction of the word bank and Unit 2, Week 2, Day 3 on page 105 for the introduction of the proofreading notes.) Briefly review these procedures by reminding the students to:

- Circle words in their drafts that they are unsure how to spell and look them up in their word banks. If necessary, they will add words to their

word banks after looking up the correct spellings in a dictionary or other resource.

- Use their proofreading notes as a list of things to check in their drafts before publishing. They will correct any errors by crossing them out and writing the corrections above them.

## WRITING TIME

### 4 Proofread Drafts

Display the “Writing Time” chart (📄 WA13) and have the students work on the charted tasks for 20–30 minutes. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.

#### Writing Time

- Check for sentence fragments.
- Proofread your draft for spelling, grammar, and punctuation.
- If you finish, work on any other piece of writing.

WA13



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state her opinion clearly in the opening paragraph?
- Is the opening paragraph clear and direct?
- Does the student give a few different reasons that support her opinion?
- Does the student include more information about supporting reasons?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating her opinion?
- Has the student corrected any sentence fragments?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *How can you make your opening paragraph clearer and more direct?*
- Q *What reason will you write about first? Second?*
- Q *What is some more information you can write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any sentence fragments?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 133 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Ask and briefly discuss:

- Q *Who corrected a sentence fragment in your essay today? Read us the corrected sentence.*
- Q *What words did you find in your word bank today? How did you check on words that were not in the word bank?*
- Q *What corrections did you make in your draft after reviewing your proofreading notes?*

Tell the students that they will continue revising and proofreading their drafts tomorrow.

## In this lesson, the students:

- Explore using adjectives to make their essays more persuasive
- Work on their final versions for publication

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students get their notebooks, pencils, and *Student Writing Handbooks* and sit at desks with partners together. Remind them that yesterday they read their essays aloud to listen for sentence fragments and proofread for spelling, punctuation, and grammar errors. Tell them that today they will begin copying their first drafts into final versions, but first, they will think about another way to make their essays as interesting and as persuasive as possible.

### 2 Explore Adjectives in an Essay

Ask the students to open their handbooks to page 20 as you display the “Why You Should Get a Dog” chart (WA7). Read the first sentence aloud. Ask:

- Q *How does this sentence help you picture the author’s dog?*
- Q *How does this sentence make you feel about the dog?*

#### Students might say:

“The sentence tells me that the author’s dog is frisky and fluffy. Its fur is brown.”

“It tells me the dog’s name is Boomer.”

“It makes me feel that Boomer is a really nice dog.”

Point out that *frisky*, *fluffy*, and *brown* are *adjectives*, words that tell more about a noun; in this case, the adjectives describe the author’s dog.

Explain that authors of persuasive essays often use adjectives to make their essays more interesting and more persuasive to readers. Point out that by describing Boomer as frisky, fluffy, and brown, the author helps readers imagine the dog. This description also makes Boomer sound friendly and attractive, which may lead readers to agree with the author’s opinion that dogs are the best pets.

Invite the students to follow along in their handbooks as you read more of the essay. Ask them to listen and look for adjectives that make

## Materials

- “Why You Should Get a Dog” (WA7) from Week 2
- *Student Writing Handbook* page 20
- “Writing Time” chart (WA14)
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

## Skill Practice Note

For more practice identifying and correctly using adjectives, see Lesson 19 in the *Skill Practice Teaching Guide*.

### Teacher Note

In the second paragraph, the students may point out the adjectives *loyal*, *happy*, *brave*, and *terrible*. In the third paragraph, they may point out *wonderful*, *small*, *cuddly*, *big*, and *strong*.

the essay interesting and persuasive. Read aloud the second and third paragraphs of “Why You Should Get a Dog.” After you finish, ask:

- Q *What adjectives (describing words) did you notice?*
- Q *How do you think these adjectives make the essay more interesting and/or more persuasive?*

#### Students might say:

“The author describes the dog that saved its owner from a fire as *brave*.”

“I agree with [Brady]. The author also described the fire as *terrible*, which made the dog sound even braver, I think.”

“I noticed the adjectives *small* and *cuddly*. They made the essay more interesting and made me think about how cute dogs are.”

As the students point out adjectives, underline them on the “Why You Should Get a Dog” chart (WA7).

### 3 Review Drafts for Adjectives



Have partners work together to review their drafts and look for places where they might use adjectives. Encourage them to use the essay “Why You Should Get a Dog” on page 20 of their handbooks as a reference. After a few minutes, call for the students’ attention. Ask:

- Q *What are some adjectives (describing words) you might add to your essay?*
- Q *How will these adjectives make your essay more interesting and/or persuasive to readers?*

#### Students might say:

“I might add the adjectives *juicy* and *sweet* to my essay about my favorite fruit.”

“I might add the adjectives *green* and *smooth* to my essay. They’ll help readers understand why I think frogs are so cool.”

As volunteers share ideas for adjectives they might add, record the adjectives where everyone can see them.

## WRITING TIME

### 4 Revise Drafts

Display the “Writing Time” chart (WA14) and have the students work on the charted tasks for 20–30 minutes. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.

### Writing Time

- Try adding some adjectives to make your essay more interesting and persuasive.
- Continue proofreading your essay for spelling and punctuation errors.
- If you finish, begin copying your final version on loose, lined paper.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state his opinion clearly in the opening paragraph?
- Is the opening paragraph clear and direct?
- Does the student give a few different reasons that support his opinion?
- Does the student include more information about supporting reasons?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating his opinion?
- Has the student corrected any sentence fragments?
- Has the student added any adjectives?

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *How can you make your opening paragraph clearer and more direct?*
- Q *What reason will you write about first? Second?*
- Q *What is some more information you can write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any sentence fragments?*
- Q *Where might you add an adjective to make your essay more interesting and/or persuasive?*

*(continues)*

## Materials

- “Things We Notice About Persuasive Essays” chart from Week 2
- *Student Writing Handbooks*
- “Don’t Change Our Start Time” from Week 1 (see page 566)
- Copy of “Picking Up Trash” (BLM2) for each student

## Teacher Note

Prior to doing this activity, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Picking Up Trash” (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

## TEACHER CONFERENCE NOTE *(continued)*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 133 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Revisions

Ask and briefly discuss:

- Q *Who added an adjective to your essay today? Tell us about it.*
- Q *What other changes did you make to your essay? How do these changes make your essay more interesting or more persuasive?*

Explain that the students will begin working on their final versions tomorrow.

## WRITING ABOUT READING

### Write an Opinion Paragraph About a Persuasive Essay

Remind the students that they have heard and read a number of persuasive essays over the past few weeks. Ask and briefly discuss:

- Q *What does a good persuasive essay include?*

If necessary, refer the students to the “Things We Notice About Persuasive Essays” chart. The students may also review the various persuasive essays they have read (starting on *Student Writing Handbook* page 17).

Explain that you will reread one essay that the students read earlier. Ask the students to think as they listen about whether this essay includes the various features of a well-written persuasive essay. Read “Don’t Change Our Start Time” (on page 566) aloud, stopping periodically during the reading to have the students discuss the items they notice.

Explain that one way to form an opinion about a persuasive essay is to consider whether you find it personally persuasive; a second way to form an opinion is to consider whether the essay contains the characteristics or features that well-written persuasive essays usually include. Ask the

students to watch as you think aloud and model writing an opinion paragraph about the essay.

**You might say:**

"After I read the persuasive essay 'Don't Change Our Start Time,' I agreed with the author's opinion. I also noticed that the essay had many features of a well-written persuasive essay. I'll start by writing: *I think that 'Don't Change Our Start Time' is a good example of a persuasive essay. After reading it, I agree with the author that school should start at the normal time.* Notice that I stated my opinion and put the title of the essay in the opening sentences. Now I need to explain why I think this essay is well written, using details from the text. I'll write: *I think this essay is well written because the author states her opinion clearly at the beginning. Also, she gives many good reasons why the start time should be early. For instance, she points out that many parents have to get to work at a certain time in the morning. If school started later, those parents would have to rush to work. They might be late. Another reason the author gives is that after-school activities would not be possible if school started later. She gives an example of how she plays soccer after school. I think that example was very persuasive.* Now I need some closing sentences. I'll write: *I liked reading 'Don't Change Our Start Time,' and now I agree with the author!"*

Tell the students that people may differ about how well written and persuasive they think a particular essay is, and that is fine. The important thing is that they explain their thinking by using details from the essay and information from the "Things We Notice About Persuasive Essays" chart.

Distribute a copy of "Picking Up Trash" (BLM2) to each student. Have the students read the essay quietly.

When the students have finished reading "Picking Up Trash," explain that they will each write an opinion paragraph about the essay. The students should each start their opinion piece with an opening sentence or two that states their opinion and includes the title of the essay, give a reason for the opinion and a fact or detail from the essay to support the reason, and provide a closing sentence that restates the opinion and wraps up the piece. Have the students write about their opinions. If time permits, invite the students to share their opinion paragraphs with the class.

# Day 4

## Writing Final Versions and Publishing

### Materials

- “Writing Time” chart (WA15)
- Supply of loose, lined paper for final versions
- Chair to use for Author’s Chair sharing
- (Optional) Computers for typing and printing final versions

**TEKS 11.E.i**  
Student/Teacher  
Activity  
Step 2 and Teacher  
Conference Note (all,  
beginning on page 606  
and continuing on to  
page 607)

### In this lesson, the students:

- Finish writing their final versions
- Present their essays from the Author’s Chair
- Express interest in and appreciation for one another’s writing
- Ask one another questions about their writing
- Respectfully consider the opinions of others

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students stay in their seats. Explain that they will finish working on the final versions of their persuasive essays. Students who complete their essays today will begin sharing their pieces from the Author’s Chair after Writing Time.

## WRITING TIME

### 2 Finish Final Versions of Persuasive Essays

Display the “Writing Time” chart (WA15) and read it aloud. Have the students think quietly to themselves for a moment about the following question:

**Q** *What do you need to work on today to be ready to share your persuasive essay from the Author’s Chair?*

After a moment, have the students begin working on the charted tasks for 20–30 minutes.

#### Writing Time

- Finish proofreading your draft using your word bank and proofreading notes.
- Finish writing the final version of your persuasive essay.
- Reread it to make sure it is free of errors.
- If you finish, work on any other piece of writing.

WA15

When the students seem to be working independently, confer with individual students.



## TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about her piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state her opinion clearly in the opening paragraph?
- Is the opening paragraph clear and direct?
- Does the student give a few different reasons that support her opinion?
- Does the student include more information about supporting reasons?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating her opinion?
- Has the student corrected any sentence fragments?
- Has the student added any adjectives?

Help the student extend her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *How can you make your opening paragraph clearer and more direct?*
- Q *What reason will you write about first? Second?*
- Q *What is some more information you can write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any sentence fragments?*
- Q *Where might you add an adjective to make your essay more interesting and/or persuasive?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 133 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Review Sharing Writing from the Author’s Chair

Gather the class with partners sitting together, facing the Author’s Chair. Explain that each student will read his persuasive essay to

**ELPS 3.F.ii**  
Steps 3–5  
(all, beginning on page 607 and continuing on to page 608)

the class from the Author's Chair. If necessary, remind them of the procedures you established for presenting from the Author's Chair (see Unit 2, Week 2, "Do Ahead" on page 97).

Before asking a student to share from the Author's Chair today, discuss how the students will act, both as presenting authors and as members of the audience. Ask and discuss:

- Q *How will you let the author know that you're interested in his or her piece? Why is it important to express interest in one another's writing?*
- Q *How will you show that you respect the author's opinion, even if you disagree? How will you show that you are carefully considering what he or she wrote?*

Remind the students that the purpose of the persuasive essay is to convince the reader of a particular opinion. Encourage them to think, as they listen, about whether they agree or disagree with the author's opinion and whether the essay is convincing them to change their minds.

#### 4 Conduct Author's Chair Sharing

Ask a student who has finished the final version of her persuasive essay to read it aloud from the Author's Chair. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions:

- Q *What did you learn about [comic books] from hearing [Paula's] essay?*
- Q *Do you agree or disagree with her opinion? Why?*
- Q *Were you persuaded to change your mind after hearing [Paula's] essay?*
- Q *What questions can we ask [Paula] about what she wrote?*

Follow this procedure to have other students share from the Author's Chair.

#### 5 Reflect on Author's Chair Sharing

Ask and briefly discuss:

- Q *What did we do well as an audience today? What might we want to work on the next time authors share their work?*
- Q *If you shared an essay today, did you feel that people were being respectful of your opinions and were considering them carefully? Why or why not?*

Explain that all of the students will get a chance to share their essays from the Author's Chair in the coming days.



## TECHNOLOGY EXTENSION

### Have the Students Record Their Persuasive Essays

If you have access to recording equipment, consider having the students create audio or video recordings of their persuasive essays. Make the recorded narratives available in the classroom, school library, or online for others to enjoy.

## Writing Final Versions and Publishing

## Day 5

### In this lesson, the students:

- Finish writing their final versions
- Present their essays from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing
- Respectfully consider the opinions of others

## GETTING READY TO WRITE

### 1 Reflect on Persuasive Essays

Have the students stay in their seats. Review that over the past three weeks they learned about persuasive essays and took their own persuasive essays through the writing process, from first drafts to publication. Ask the following question, referring the students if necessary to the “Things We Notice About Persuasive Essays” chart:

**Q** *What have you learned about writing a persuasive essay?*

#### Students might say:

“I learned that people write persuasive essays to try to persuade others to agree with them.”

“I learned that it's a good idea to write your opinion really clearly at the beginning of your essay.”

“The essay should have reasons that support your opinion.”

“You should write your opinion again at the end of the essay.”

Explain that the students will continue working on the final versions of their persuasive essays. Students who finish will begin sharing their pieces from the Author's Chair after Writing Time.

### Materials

- “Things We Notice About Persuasive Essays” chart from Week 2
- “Writing Time” chart (WA16)
- Supply of loose, lined paper for final versions
- Chair to use for Author's Chair sharing
- Copy of this unit's family letter (BLM1) for each student
- (Optional) Computers for typing and printing final versions

### Facilitation Tip

Reflect on your experience over the past three weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to try this practice and reflect on students' responses as you facilitate class discussions in the future.

## WRITING TIME

### 2 Finish Final Versions of Persuasive Essays

Display the “Writing Time” chart (📄 WA16) and read it aloud. Have the students think quietly to themselves for a moment about the following question:

**Q** *What do you need to work on today to be ready to share your persuasive essay from the Author’s Chair?*

After a moment, have the students begin working on the charted tasks for 20–30 minutes.

#### Writing Time

- Finish writing the final version of your persuasive essay.
- Reread it to make sure it is free of errors.
- If you finish, work on any other piece of writing.

WA16

When the students seem to be working independently, confer with individual students.



#### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the piece each is developing for publication. Have each student tell you about his piece and read it aloud to you as you ask yourself the following questions:

- Is this student able to identify an opinion to write about?
- Does the student state his opinion clearly in the opening paragraph?
- Is the opening paragraph clear and direct?
- Does the student give a few different reasons that support his opinion?
- Does the student include more information about supporting reasons?
- Does the student use transitional words and phrases?
- Does the student conclude the essay by restating his opinion?
- Has the student corrected any sentence fragments?
- Has the student added any adjectives?

*(continues)*

## TEACHER CONFERENCE NOTE *(continued)*

Help the student extend his thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q *How can you make your opening paragraph clearer and more direct?*
- Q *What reason will you write about first? Second?*
- Q *What is some more information you can write about your reasons?*
- Q *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q *How can you restate your opinion at the end of your essay?*
- Q *Have you read your essay aloud to listen for any sentence fragments?*
- Q *Where might you add an adjective to make your essay more interesting and/or persuasive?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 133 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Gather for Author’s Chair Sharing

Gather the class with partners sitting together, facing the Author’s Chair. Briefly discuss how they will act as members of the audience. Ask:

- Q *What will you do to be a respectful member of the audience today?*

Encourage the students to be attentive and considerate audience members, and tell them that you will check in with them to see how they did.

Remind the students to think, as they listen, about whether they agree or disagree with the author’s opinion and whether the essay is convincing enough to change their minds.

## 4 Conduct Author’s Chair Sharing

Have a student read her persuasive essay aloud from the Author’s Chair. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class’s comments and questions:

- Q *What did you learn about [softball] from hearing [Emi’s] essay?*
- Q *Do you agree or disagree with her opinion? Why?*
- Q *Were you persuaded to change your mind after hearing [Emi’s] essay?*
- Q *What questions can we ask [Emi] about what she wrote?*

Follow this procedure to have other students share from the Author’s Chair.

## 5 Reflect on Audience Behavior During Author’s Chair Sharing

Ask and briefly discuss:

- Q *How did we improve as an audience today? What should we continue to work on the next time authors share their work?*
- Q *What is something an audience member did that showed respect when you read your essay today?*

Assure the students that they will all get to share their published essays from the Author’s Chair in the coming days. Explain that after the students have shared their persuasive essays from the Author’s Chair, they may take the essays home to share with their families. Then the students will bring the essays back to class, and you will compile them into a class book. This book will be available for the students to read during independent reading time.

### Teacher Note

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 613.

**TEKS 12.D.i**  
Student/Teacher Activity  
Extension (all)

## EXTENSION

### Write Letters Home About Opinion Writing

Provide letter-writing practice for the students by having them write letters home to tell what they learned about opinion writing. Stimulate their thinking by reviewing the “Things We Notice About Persuasive Essays” chart and discussing questions such as:

- Q *What’s special about opinion writing?*
- Q *What steps did you go through to develop and publish your opinion piece?*
- Q *What is one thing you’re proud of about your published opinion piece?*

If necessary, review the elements of a letter (date, salutation, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student's letter to a copy of his own published piece and send it home.

### Skill Practice Note

For practice with using commas in the addresses of letters, see Lesson 28 in the *Skill Practice Teaching Guide*.



## TECHNOLOGY EXTENSION

### Share Persuasive Essays on a Social Networking Site

A social networking site designed specifically for students can be a safe and engaging forum for exchanging ideas and opinions. If you or your school has established such a site, have the students post their persuasive essays there. Encourage the students to read and comment on one another's pieces. Before the students post their work, discuss social media etiquette and the importance of taking responsibility for public comments.



### Technology Tip

To help your students learn how to participate safely in online communities, you might teach the following Technology Mini-lessons in Appendix A: Mini-lesson 1, "Navigating Safely Online," and Mini-lesson 2, "Maintaining Privacy Online." For more information about these mini-lessons see "About Digital Citizenship Lessons" on page 702.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of the Opinion Writing genre unit. You will need to reassign partners before you start the next genre unit.
- Send home with each student the student's published piece and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

### Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 136 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze her writing using the "Student Self-assessment" record sheet (SA1) on page 135 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 116.

For more information, view the "Using Social Networking Sites" tutorial (AV78).



- (Optional) Prior to beginning the next unit, you might wish to prepare the students for the end-of-year standards-based writing performance task by teaching the Opinion Writing unit on page 103 of the *Writing Performance Task Preparation Guide*. For more information, see “Teaching the Units” on page vi of the preparation guide.

# Genre

# Poetry

During this two-week unit, the students hear, discuss, and write poetry. They think about what makes a poem a poem and informally explore imagery, sound, and form in poetry. They learn to listen to the language in poems and think about what poems look like on the page. They generate ideas for poems, including writing about foods they like, animals, things that make noise, and objects that think and talk like people. The students learn that poets make decisions about how they want their poems to look on the page, and think about how they want their own poems to look. They tap into their creativity and express interest in and appreciation for one another's creativity and writing.



## RESOURCES

### Read-alouds

- “Galoshes”
- “Two Voices in a Tent at Night”
- “Fresh Pop-Corn”
- “Which is the Best?”
- “Sunning”
- “The Polliwogs”
- “It’s Raining!”
- “Ice Cubes”
- “Open Hydrant”
- “Autumn Leaves”
- “Hotel Swimming Pool’s Evening Lament”
- “Oak’s Introduction”

### Writing About Reading Activity

- “Write Opinions About a Poem”



### Technology Mini-lesson

- Mini-lesson 8, “Creating Presentations”



### Technology Extension

- “Listen to Poets Read Their Poetry Aloud”

### Extensions

- “Read and Discuss “Two Voices in a Tent at Night””
- “Explore Sensing Like a Poet”
- “Explore Onomatopoeia”
- “Write Letters Home About Poetry”

### Assessment Resource Book

- Poetry genre unit assessments



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

### Whiteboard Activities

- WA1–WA8

### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Individual Writing Assessment Class Record” sheet (CR1)
- “Student Self-assessment” record sheet (SA1)

### Reproducible

- Poetry genre unit family letter (BLM1)

### Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using “Turn to Your Partner”” (AV11)
- “Using “Think, Pair, Share”” (AV13)
- “Social Reflection” (AV14)
- “Asking Questions Once and Using Wait-time” (AV28)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Poetry” (AV54)
- “Exploring Poetry” (AV55)
- “Sharing One Line and Reflecting” (AV56)
- “Using Web-based Teaching Resources” tutorial (AV75)

## RESOURCES *(continued)*

### ▪ **Student Writing Handbook**

- “Galoshes”
  - “Two Voices in a Tent at Night”
  - “Fresh Pop-Corn”
  - “Which is the Best?”
  - “Sunning”
  - “The Polliwogs”
- 
- “It’s Raining!”
  - “Ice Cubes”
  - “Open Hydrant”
  - “Autumn Leaves”
  - “Hotel Swimming Pool’s Evening Lament”
  - “Oak’s Introduction”
  - Word Bank
  - Proofreading Notes

## DEVELOPMENT ACROSS THE GRADES

	Elements of Poetry	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none"> <li>Acting out and visualizing poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating shared lists of descriptive movement and color words</li> <li>Using descriptive language (movement, sound, and color words)</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling</li> <li>Using the word wall</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Exploring sound and imagery in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating lists of interesting sound and movement words</li> <li>Using figurative language (personification, metaphor, and simile)</li> <li>Using descriptive language (sound and movement words)</li> </ul>	<ul style="list-style-type: none"> <li>Approximating spelling</li> <li>Using the word wall</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Exploring sound and imagery in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating lists of interesting and descriptive words</li> <li>Using figurative language (simile and metaphor)</li> <li>Using descriptive language (words that describe how things look and move)</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading for spelling</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using personification</li> <li>Exploring placement of words and letters on the page and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using simile and personification</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using rhythm and rhyme</li> <li>Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using metaphor, simile, and personification</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using rhythm and rhyme</li> <li>Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Exploring sound, imagery, and form in poems</li> <li>Writing poems about topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas for poems</li> <li>Using sensory details</li> <li>Using metaphor</li> <li>Using onomatopoeia and repetition of words and sounds</li> <li>Using rhythm and rhyme</li> <li>Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems</li> </ul>	<ul style="list-style-type: none"> <li>Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>Proofreading for spelling and (if applicable) punctuation</li> </ul>

# GRADE 3 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Immersion and Drafting</b>					
<b>Week 1</b>	<b>Exploring Poetry:</b> “Galoshes” and “Two Voices in a Tent at Night” <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details</li> </ul>	<b>Exploring Poetry:</b> “Fresh Pop-Corn” and “Which is the Best?” <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas for poems about food</li> </ul>	<b>Exploring Poetry:</b> “Sunning” and “The Polliwogs” <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas for poems about animals</li> </ul>	<b>Exploring Poetry:</b> “It’s Raining!” and “Ice Cubes” <b>Focus:</b> <ul style="list-style-type: none"> <li>How poems look on the page</li> </ul>	<b>Exploring Poetry:</b> “Open Hydrant” <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas for poems about things that make noise</li> </ul>
<b>Revision, Proofreading, and Publication</b>					
<b>Week 2</b>	<b>Exploring Poetry:</b> “Autumn Leaves” <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details, repetition, and sounds</li> </ul>	<b>Exploring Poetry:</b> “Hotel Swimming Pool’s Evening Lament” and “Oak’s Introduction” <b>Quick-write:</b> <ul style="list-style-type: none"> <li>Ideas for poems about things that think and talk like people</li> </ul>	<b>Selecting and Revising Drafts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Sensory details, sounds, how poems look on the page</li> </ul>	<b>Proofreading</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Making decisions about punctuation</li> </ul>	<b>Publishing</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Author’s Chair sharing</li> </ul>

# Week 1

## OVERVIEW

### Poems

**“Galoshes”** by Rhoda Bacmeister (see page 644)

Playful language and sensory details capture the sights, sounds, and sensations of walking through a world of melting snow.

**“Two Voices in a Tent at Night”** by Kristine O’Connell George (see page 645)

This dialogue, in poetic form, evokes a familiar scene of two children trying to scare each other in the dark.

**“Fresh Pop-Corn”** by Laura Purdie Salas (see page 646)

Vivid sensory details communicate the experience of eating corn on the cob.

**“Which is the Best?”** by James Stevenson (see page 647)

This humorous poem offers a tantalizing comparison of different kinds of ice cream.

**“Sunning”** by James S. Tippett (see page 648)

This poetic description of a dog napping on a hot summer afternoon feels true to life.

**“The Polliwogs”** by Douglas Florian (see page 649)

Typography enhances the snappy descriptive language in this poem depicting the fast-motion lives of tadpoles.

**“It’s Raining!”** by Heidi B. Roemer (see page 650)

This lighthearted introduction to shape poetry describes an umbrella in the rain.

**“Ice Cubes”** by Joan Bransfield Graham (see page 651)

Stanzas become ice cubes in this alliteration- and onomatopoeia-rich poem.

**“Open Hydrant”** by Marci Ridlon (see page 652)

Sensory details and onomatopoeia enhance this poetic account of an urban summer pastime.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA1–WA3

#### Assessment Forms

- “Class Assessment Record” sheet (CA1)
- “Conference Notes” record sheet (CN1)

#### Professional Development Media

- “Cooperative Structures Overview” (AV9)
- “Using ‘Turn to Your Partner’” (AV11)

- “Using ‘Think, Pair, Share’” (AV13)
- “Asking Questions Once and Using Wait-time” (AV28)
- “Introducing Vocabulary During a Read-aloud” (AV30)
- “Conferring About Poetry” (AV54)
- “Exploring Poetry” (AV55)
- “Sharing One Line and Reflecting” (AV56)

## TEACHER AS WRITER

*“Poetry is the language of extremity . . . You feel something potent and then you transfer it onto the page.”*

— Li-Young Lee

This week, take time to read poetry. As you read, consider:

- What makes a poem a poem?

Write your thoughts in your writing notebook and add to it as you get new ideas.

### Writing Focus

- Students hear, discuss, and write poems.
- Students think about what a poem is.
- Students explore sensory details and sound in poems.
- Students explore how poems look on the page.
- Students generate and quick-write ideas for poems.
- Students cultivate their creativity.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ Consider reading this unit’s poems with your English Language Learners before you read them to the whole class. Stop during the reading to discuss vocabulary and to check for understanding. If possible, show the students related photographs or objects (such as a pair of galoshes for the poem “Galoshes,” or a picture of a polliwog for the poem “The Polliwogs”) to aid their comprehension.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see “Random Pairing” on page xxix and “Considerations for Pairing ELLs” on page lii. For more information, view “Cooperative Structures Overview” (AV9).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1) on page 148 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a class set of the “Conference Notes” record sheet (CN1) on page 150 of the *Assessment Resource Book*.



# Day 1

## Exploring Poetry

### Materials

- “Galoshes” (see page 644)
- “Two Voices in a Tent at Night” (see page 645)
- *Student Writing Handbook* pages 23–24
- Chart paper and a marker
- “Writing Time” chart (WA1)

### Teacher Note

For more information about poetry, view “Exploring Poetry” (AV55).



### Teacher Note

The partners you assign today will stay together for the unit. If necessary, take a few minutes at the beginning of today’s lesson to let them get to know each other better by talking informally in a relaxed atmosphere.

### Teacher Note

If you are using other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

### In this lesson, the students:

- Work with new partners
- Hear, read, and discuss poems
- Think about what makes a poem a poem
- Explore sensory details in poems

### IMMERSION IN POETRY

In this unit, the students generate ideas and write poems using published poems as models and sources of inspiration. They learn that poets use words and images to communicate feelings and create vivid pictures in the reader’s mind. The students develop an intuitive understanding of what poetry is by informally exploring *images* (for example, sensory details and personification) and *sounds* (for example, repetition, alliteration, and onomatopoeia). They also informally explore *forms* by noticing how poems look on the page and how poets use shape and typography to communicate meaning. While the use of literary terms by the students is not emphasized at grade 3, exploring these concepts and how they function in poems is.

The students are encouraged to activate their imaginations and take creative risks in this unit. They learn that poets make deliberate choices about how their poems look on the page and often create their own rules about typography and punctuation, depending on what they want to communicate to readers. The students learn that poetry gives writers endless freedom in using words to express their ideas.

## GETTING READY TO WRITE

### 1 Pair Students and Discuss Working Together

Randomly assign partners (see “Do Ahead” on page 621) and make sure they know each other’s names. Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Explain that over the next two weeks partners will work together to explore writing poetry.

Ask:



**Q** *What have you learned about being a good partner? Turn to your partner and tell him or her what you will do to be a good partner.*

After a moment, signal for the students' attention and discuss as a class:

**Q** *What did your partner say he or she will do to be a good partner to you?*

Encourage partners to keep these things in mind as they start working together today.

## 2 Introduce Poetry

Ask the students to open to *Student Writing Handbook* pages 23–24, where the poems “Galoshes” and “Two Voices in a Tent at Night” are reproduced. Give them a moment to look at the poems. Then ask and briefly discuss as a class:

**Q** *How do you know that these are poems?*

**Q** *What do you think makes poems different from stories?*

### Students might say:

“I think they are poems because they have a lot of short lines and only take up part of the page.”

“Poems are different from stories because they rhyme.”

“I disagree with what [Pilar] said. I think poems don't always rhyme.”

Explain that you will read these poems aloud today, and invite the students to continue to think as they listen about what makes a poem a poem.

## 3 Read and Discuss “Galoshes”

Tell the students that the first poem they will hear is “Galoshes” by Rhoda Bacmeister. Explain that *galoshes* are waterproof boots that fit over shoes. Ask the students to close their eyes and make a picture in their minds as they listen.

Read “Galoshes” on page 644 (including the title) aloud twice, slowly and clearly.

Have the students open their eyes; then ask:



**Q** *What did you imagine as you listened to this poem? Turn to your partner.*

Have a few volunteers share their thinking with the class. Ask the students to reread “Galoshes” to themselves on page 23 of the handbook. After a moment, ask:

**Q** *What words or phrases does the poet include to help you see what's happening in the poem? Hear what's happening? Feel what's happening?*

### Teacher Note

To review the procedure for “Turn to Your Partner,” see Unit 1, Week 1, Day 3 (page 13). To see an example, view “Using ‘Turn to Your Partner’ ” (AV11).



### Teacher Note

Regularly remind the students to use the discussion prompts they learned when they participate in class discussions. The prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

**TEKS 10.D.iv**  
Student/Teacher Activity  
Step 4 (all, beginning on  
page 624 and continuing on  
to page 625)

**Students might say:**

"Words like *splishes* and *slooshes* make me imagine the sound of walking through the slush."

"When I read 'stuck in the muck and the mud,' I imagined trying to pull my foot out of the mud."

" 'Splishes and splashes all around her galoshes' makes me picture water splashing every time she takes a step."

Point out that the poet uses *sensory details*, or words that help us imagine something using our senses. Explain that most poems include sensory details; they are one thing that makes a poem a poem. Point out that poems also have fun with words by repeating them, using them in funny ways, or sometimes just making them up.

#### 4 Read and Discuss "Two Voices in a Tent at Night"

Tell the students that the other poem they will hear today is "Two Voices in a Tent at Night" by Kristine O'Connell George. If necessary, explain that a *tent* is a cloth shelter used for camping. Ask them to close their eyes and make a picture in their minds as they listen.

Read "Two Voices in a Tent at Night" on page 645 (including the title) aloud twice, slowly and clearly.

Have the students open their eyes; then ask:



**Q** *What is happening in this poem? Turn to your partner.*

Have a few volunteers share their thinking with the class. Follow up with questions such as:

**Q** *How are the characters in the poem feeling? How do you know?*

**Q** *What's funny about this poem?*

Have a few volunteers share their thinking with the class. Ask the students to follow along on *Student Writing Handbook* page 24 as you reread "Two Voices in a Tent at Night" aloud. Ask and briefly discuss:

**Q** *What words does the poet include to help you hear what's happening?*

**Students might say:**

"The poet keeps repeating the word *scratching*, so I imagine a scratching sound happening over and over."

"I can hear them saying, 'Shhhh!' to each other."

"In addition to what [Chayim] said, I imagined the sound of a tree branch brushing against the tent."

Point out that this poem also includes words that help us imagine what is happening using our senses. Title a sheet of chart paper “Notes About Poems,” and underneath write *Poems have sensory details—words that help us imagine seeing, hearing, smelling, tasting, and feeling what’s happening.* Point out that poems can also be funny or contain silly or made-up words. Add *Poems can be silly or funny* to the “Notes About Poems” chart. Explain that you will continue to add to the chart in the coming days.

## WRITING TIME

### 5 Write Independently

Have the students sit at desks with partners together. Display the “Writing Time” chart (🗨️ WA1) and have the students write silently for 20–30 minutes.

#### Writing Time

- Write a poem.
- Write about anything you choose.

WA1

If necessary, remind the students that during Writing Time there should be no talking, whispering, or walking around. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. After a moment, signal for their attention and ask:

- Q *What did your partner write about today?*
- Q *What did you and your partner do to work well together when talking and sharing your writing?*

#### Teacher Note

Save the “Notes About Poems” chart to use throughout the unit.

#### Teacher Note

Note that on Days 1–3 of this week, the students may write poems or anything else they choose. On Day 4, after exposure to several more poems, all of the students will be asked to begin writing poems.

# Day 2

## Exploring Poetry

### Materials

- “Fresh Pop-Corn” (see page 646)
- “Which is the Best?” (see page 647)
- “Notes About Poems” chart from Day 1
- *Student Writing Handbook* pages 25–26
- “Writing Time” chart (WA2)

**TEKS 10.D.i**  
Student/Teacher Narrative  
Step 1 (all)

### In this lesson, the students:

- Hear and discuss poems
- Explore sensory details in poems
- Quick-write ideas for poems about food
- Speak clearly and listen to one another
- Discuss and solve problems that arise in their work together

### LITERARY CONCEPTS IN GRADE 3

In this unit, the students informally explore the literary concepts that follow. This work prepares them for more formal instruction about literary terms in poetry in subsequent grades. While we encourage you to introduce the students to literary terms where appropriate, having the students use the terms themselves is not a focus of this unit. The formal definitions below are for your reference; within the lessons we suggest alternative, student-friendly definitions to use with your class.

- *alliteration*: repeating consonant sounds at the beginning of successive words (“Sing a song of sixpence.”)
- *onomatopoeia*: representing something using words that imitate the sounds associated with it (*splash, pitter-patter, tick-tock*)
- *personification*: endowing a thing or an animal with human characteristics (“The wind stood up and gave a shout.”)
- *repetition*: repeating words or sounds for poetic effect (“Bells, bells, bells”)
- *rhyme*: words ending with the same sound (*twinkle and sprinkle*)

## GETTING READY TO WRITE

### 1 Briefly Review Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Review that yesterday the students began exploring poetry. They heard the poems “Galoshes” and “Two Voices in a Tent at Night” and thought about how poets use sensory details to help readers imagine seeing, hearing, smelling, tasting, and feeling what is happening in a poem.

Explain that today the students will hear two more poems and think about how poets use sensory details to help readers make a picture in their minds.

## 2 Read and Discuss “Fresh Pop-Corn”

Tell the students that you will read aloud a poem called “Fresh Pop-Corn” by Laura Purdie Salas. Ask the students to close their eyes as you read the poem and notice how the words help them use their senses to imagine what is happening in the poem. Read “Fresh Pop-Corn” on page 646 (including the title) aloud twice, slowly and clearly. Clarify vocabulary during the first reading.

### Suggested Vocabulary

**bubblewrap:** sheet of plastic with air bubbles that is used to wrap things so they don't break

**burst:** pop, break

### ELL Vocabulary

English Language Learners may benefit from having additional vocabulary defined, including:

**kernel:** single piece of corn from a cob

Have the students open their eyes; then ask:



**Q** *What did you imagine as you listened to this poem? Turn to your partner.*

Without sharing as a class, have the students open to *Student Writing Handbook* page 25, where “Fresh Pop-Corn” is reproduced, and reread the poem to themselves. After a moment, ask:

**Q** *What sensory details does the poet include to help you imagine what's happening?*

#### Students might say:

“I imagined eating corn on the cob.”

“I could smell a buttery smell when I read the words ‘sweet buttery corn-juice.’”

“The words ‘slides down my throat’ made me imagine how corn feels when you swallow it.”

## 3 Read and Discuss “Which is the Best?”

Tell the students that you will read aloud another poem, “Which is the Best?” by James Stevenson. Ask the students to close their eyes as you read the poem aloud and notice how the poet uses sensory details to help them make a picture in their minds. Read “Which is the Best?” on page 647 (including the title) aloud twice, slowly and clearly. Clarify vocabulary during the first reading.

**TEKS 10.D.i**

**TEKS 10.D.ii**

Student/Teacher Activity  
Steps 2 and Step 3 (all,  
beginning on page 627 and  
continuing on to page 628)

### Teacher Note

To review the procedure for defining vocabulary during the read-aloud, see Unit 1, Week 2, Day 2 (page 29). For more information, view “Introducing Vocabulary During a Read-aloud” (AV30).



### Facilitation Tip

During this unit, we invite you to practice **asking questions once** and then waiting. This means not repeating the question or asking it again a different way; it means just asking the question once and then **using wait-time** for the students to think before you call on anyone to respond. If students are confused by a question or need to hear it again, have them ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps them develop the habit of listening the first time. To see this Facilitation Tip in action, view “Asking Questions Once and Using Wait-time” (AV28).



## Suggested Vocabulary

heaped up: piled high

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**take your time:** not hurry

**testing:** trying something to see if you like it

Have the students open their eyes; then ask:



**Q** *What is happening in this poem? Turn to your partner.*

Have a few volunteers share their thinking with the class. Ask the students to turn to *Student Writing Handbook* page 26, where “Which is the Best?” is reproduced and reread the poem to themselves. After a moment, ask:

**Q** *What is funny about this poem?*

**Q** *What words or phrases does the poet include to help you see what’s happening? Feel what’s happening?*

**Q** *What words or phrases does the poet include to help you imagine smelling or tasting the ice cream?*

#### Students might say:

“It’s funny because you find out that the person in the poem is eating all the ice cream.”

“I imagined feeling the ice cream in my mouth when I read the words ‘covered with cold, shiny chocolate.’”

“‘Dripping fast on a hot day’ makes me think of how it tickles when an ice cream cone is melting and it drips down my hand.”

## 4 Quick-write: Ideas for Poems About Food

Use “Think, Pair, Share” to discuss:



**Q** *If you were going to write a poem about a food you like to eat, what food might you write about? [pause] Turn to your partner.*

After a few moments, call for the students’ attention and have a few volunteers share their ideas. Ask the students to close their eyes and imagine eating the food they thought of. Have the students open their eyes and think quietly to themselves as they listen to some questions. Ask the following questions one at a time, pausing after each question to give the students time to think.

**Q** *What words might you use to describe what your food looks like? Sounds like? Smells or tastes like? Feels like?*

### Teacher Note

To review the procedure for “Think, Pair, Share,” see Unit 1, Week 2, Day 2 (page 29). Remember to pause for 10 seconds for the students to think before you say “Turn to your partner.” To see an example, view “Using ‘Think, Pair, Share’” (AV13).



**Q** *Where have you eaten that food? What do you remember about being there?*

After the students have had a chance to think, signal for their attention. Have them each open to the next blank page in their notebooks, write the name of the food at the top of the page, and quick-write some ideas for what they could include in a poem about that food.

Have the students write for 3–4 minutes; then call for their attention and have a few volunteers share their ideas with the class. After sharing, ask the students to resume writing for a few more minutes.

Call for the students' attention and have a few volunteers share what they wrote.

**Students might say:**

"My food is spaghetti. I wrote that it is slippery and messy when the sauce splashes on you."

"I wrote about mashed potatoes. They are soft and fluffy and smell buttery. When they are piled up, they remind me of a cloud."

"I wrote about watermelon. The outside is hard and green and shiny. The inside is bright red and sweet and juicy. I remember being at a picnic and eating watermelon under a big, shady tree."

Explain that during Writing Time today the students may continue what they started during the quick-write, write a poem, or write about anything they choose.

## WRITING TIME

### 5 Write Independently

Have the students sit at desks with partners together. Display the "Writing Time" chart (🌐 WA2) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue writing what you started during the quick-write.
- Write a poem.
- Write about anything you choose.

WA2

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed. Signal to let the students know when Writing Time is over.

#### ELL Note

English Language Learners may benefit from drawing their ideas before they write. Encourage them to draw what they want to write about and to talk quietly with you or a partner about what they drew. If necessary, write down key words and phrases they want to use so they can copy the words into their writing.

## SHARING AND REFLECTING

### 6 Share Writing and Reflect



Ask partners to talk together briefly about what they wrote today. After a moment, signal for their attention and ask:

Q *What food did your partner write about today?*

Q *What problems did you and your partner have working together today? What will you do to avoid those problems next time?*

# Day 3

## Exploring Poetry

### Materials

- “Sunning” (see page 648)
- “The Polliwogs” (see page 649)
- *Student Writing Handbook* pages 27–28
- “Writing Time” chart (WA2) from Day 2
- “Class Assessment Record” sheet (CA1)

### In this lesson, the students:

- Hear and discuss poems
- Explore sensory details in a poem
- Quick-write ideas for poems about animals

## GETTING READY TO WRITE

### 1 Gather and Review Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Review that the students have been thinking about how sensory details help readers imagine what is happening in a poem using their senses, and about what makes a poem a poem.

### 2 Read and Discuss “Sunning”

Tell the students that you will read aloud a poem called “Sunning” by James S. Tippett. Explain that *sunning* means “lying in the sun.” Ask the students to close their eyes and make a picture in their minds as they listen to the poem. Then read “Sunning” on page 648 aloud twice (including the title), slowly and clearly. Clarify vocabulary during the first reading.

### Suggested Vocabulary

**from force of habit:** because it is something he is used to doing



## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**whimpered:** softly cried

Have the students open their eyes; then ask:



**Q** *What did you picture in your mind as you listened to this poem? Turn to your partner.*

Have a few volunteers share their thinking with the class.

Ask the students to open to *Student Writing Handbook* page 27, where “Sunning” is reproduced, and have them reread the poem to themselves. After a moment, ask:

**Q** *What sensory details does the poet include to help you imagine the dog?*

### Students might say:

“When I read ‘a half opened sleepy eye,’ I pictured the dog barely keeping his eyes open.”

“‘Buzzing fly’ made me hear the sound of a fly when it flies right by your ear.”

“In addition to what [Callie] said, ‘whimpered’ helped me imagine the sound a dog makes when it’s dreaming.”

## 3 Read and Discuss “The Polliwogs”

Explain that you will read another animal poem aloud called “The Polliwogs,” by Douglas Florian. Explain that polliwogs, also called tadpoles, are baby frogs that have not grown legs yet. They cannot leave the water, and they swim by wiggling their long tails.

Ask the students to close their eyes and make a picture of the polliwogs in their minds as you read the poem aloud. Then read “The Polliwogs” on page 649 (including the title) aloud twice, slowly and clearly. Clarify vocabulary during the first reading.

### Suggested Vocabulary

**make wakes:** leave ripples behind when they swim

**yearning:** wanting very badly

Have the students open their eyes; then ask:

**Q** *What did you picture in your mind as you listened to this poem?*

Ask the students to open to *Student Writing Handbook* page 28, where the “The Polliwogs” is reproduced, and have them reread the poem to themselves. After a moment, ask:

- Q *What words in this poem helped you imagine the polliwogs?*
- Q *How did the poet have fun with words?*

**Students might say:**

“Words like *shake*, *quiver*, and *jiggle* make me see the polliwogs swimming around really fast.”

“*Polliwoggle* and *polliwiggles* are made-up words.”

“There are a bunch of words right near each other that rhyme—*shake*, *lakes*, *make*, *wakes*.”

#### 4 Quick-write: Ideas for Poems About Animals

Ask and briefly discuss:

- Q *If you were going to write a poem about an animal, what kind of animal might you write about?*

Have the students close their eyes and imagine the animals they are thinking of. Then have the students open their eyes and think quietly to themselves as they listen to some questions. Ask the following questions one at a time, pausing after each question to give the students time to think.

- Q *What words might you use to describe what your animal looks like? Sounds like? Smells or feels like?*
- Q *What words might you use to describe how that animal moves?*

After the students have had a chance to think, signal for their attention. Have them each open to the next blank page in their notebooks and write the name of the animal at the top of the page. Then have them quick-write some ideas for what they could include in a poem about that animal.

Have the students write for 3–4 minutes; then call for their attention and have a few volunteers share their ideas with the class. After the volunteers share, ask the students to resume writing for a few more minutes.

Call for the students’ attention and have a few volunteers share what they wrote.

**Students might say:**

“Sharks have rows and rows of sharp teeth. They bend their bodies from side to side and slide through the water.”

“I wrote that ants feel tickly when they crawl on you. They are black and shiny if you see them up close. They follow each other and move in a long line like a train.”

“Elephants have gray, wrinkly skin and smell dusty.”

“Puppies are soft and fuzzy, and they make little yipping sounds. They tumble and roll like a runaway ball.”

Explain that during Writing Time today the students may continue what they started during the quick-write, write a poem, or write about anything they choose.

## WRITING TIME

### 5 Write Independently

Have the students sit at desks with partners together. Display the “Writing Time” chart (🕒 WA2) and have the students write silently for 20–30 minutes.

#### Writing Time

- Continue writing what you started during the quick-write.
- Write a poem.
- Write about anything you choose.

WA2

Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students seem to be writing freely and creatively?
- Are they engaged in their writing?
- Do they seem overly cautious or inhibited about what they put on paper?

After about 10 minutes, support any student who struggles to start by asking questions such as:

- Q *What animal could you write about?*
- Q *What sensory details can you write to describe what [a cat] looks like? Sounds like? Feels like?*
- Q *What words can you use to describe how that animal moves?*

Record your observations on the “Class Assessment Record” sheet (CA1); see page 148 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Share Writing and Reflect



Ask partners to talk briefly about what they wrote today. After a moment, signal for the class's attention and ask:

- Q *What did your partner write about today?*
- Q *Did you or your partner write ideas about animals? Read us what you wrote.*

Explain that all of the students will start writing poems tomorrow, and they will continue to draft poems for the coming week. Tell them that each student will eventually select one of their drafted poems to improve, revise, and publish in a class collection of poetry.

# Day 4

## Exploring Poetry and Pair Conferring

### Materials

- “It’s Raining!” (see page 650)
- “Ice Cubes” (see page 651)
- “The Polliwogs” from Day 3 (see page 649)
- *Student Writing Handbook* pages 28–30
- “Notes About Poems” chart from Day 2
- Class set of “Conference Notes” record sheets (CN1)

**TEKS 10.D.i**  
Student/Teacher Activity  
Step 1 and Step 2 (all,  
beginning on page 634 and  
continuing on to page 636)

### In this lesson, the students:

- Hear, discuss, and write poems
- Explore sensory details in a poem
- Think about what poems look like on the page
- Explore shape in poetry
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Discuss How Poems Look on the Page

Have the students get their *Student Writing Handbooks* and sit at desks with partners together. Review that this week the students have read six poems and thought about what makes a poem a poem. Briefly review the “Notes About Poems” chart.

Have the students open to *Student Writing Handbook* page 28, where “The Polliwogs” is reproduced (see page 649). Review that they heard this poem yesterday, and ask them to reread the poem to themselves. As a class, discuss:

- Q *What are some of the words in this poem that help you imagine the polliwogs?*
- Q *What do you notice about how the words look on the page? Why do you think the poet chose to write them that way?*

**Students might say:**

"In the first part of the poem, the letters in the words go up and down."

"I think the poet wrote it that way because it makes the words look like they're shaking and wiggling like the polliwogs."

"I agree with [Leora]. I almost felt dizzy when I read it."

Have a few volunteers share their thinking with the class. Point out that another thing that makes a poem a poem is what it looks like on the page. On the "Notes About Poems" chart, add *Some poems have words or letters placed on the page in unusual ways*. Explain that today the students will hear two more poems and think more about how poets place words and letters on the page.

## 2 Read and Discuss "It's Raining!" and "Ice Cubes"

Tell the students that the first poem you will read is called "It's Raining!" by Heidi B. Roemer. Ask the students to close their eyes as they listen to you read the poem aloud. Invite them to listen for any words that help them imagine what is happening.

Read "It's Raining!" on page 650 (including the title) aloud once, slowly and clearly.

Have the students open their eyes and turn to *Student Writing Handbook* page 29, where "It's Raining!" is reproduced, and ask them to follow along as you read the poem aloud again. First in pairs and then as a class, discuss:



**Q** *What do you notice about how the words look on the page in this poem? Turn to your partner.*

**Q** *What sensory details are included? Turn to your partner.*

**Q** *What else do you notice about this poem? Turn to your partner.*

Have a few volunteers share their thinking with the class.

**Students might say:**

"Where it's talking about the rain, the words are written more up and down than across."

"I agree with [Tony]. Also, the words 'I open my umbrella up' curve across the page so they look like the top of an umbrella."

"The words 'pitter patter plip plop' sound like rain."

"In addition to what [Quinn] said, I notice that all those words start with a /p/ sound."

"It has a rhyme in it—sky/dry."

Ask the students to turn to page 30 in their handbooks, where the poem "Ice Cubes" by Joan Bransfield Graham is reproduced, and have them follow along as you read the poem aloud. Read "Ice Cubes" on page 651 (including the title) aloud slowly and clearly; then ask:

**Q** *What is this poem about?*

**Q** *What do you notice about how this poem looks on the page? Why do you think the poet wrote it that way?*

**TEKS 10.D.iii**  
Student/Teacher Activity  
Step 2 (all, beginning on  
page 635 and continuing  
on to page 636)

### Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 4.

### Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Poetry" (AV54).



#### Students might say:

"It's about ice cubes falling into a glass."

"The words are in little squares like ice cubes."

"The parts of the poem are tilted different ways so it looks like they're falling."

"She probably wants us to see the ice cubes when we read the poem."

Point out that poets think carefully about what their poems look like on the page and that the shape of a poem can help the reader understand what the poem is about. On the "Notes About Poems" chart, add *A poem's shape can help the reader understand what it's about.*

Explain that today you would like each student to pick one of the poems they read this week and try writing a poem that looks similar to it on the page. Encourage them to write poems using their quick-write ideas from earlier in the week. They may also write poems about any other topics they choose. Review the items on the "Notes About Poems" chart and encourage the students to use some of these ideas in their poems. Tell the students that you will give pairs a chance to share what they wrote at the end of Writing Time.

## WRITING TIME

### 3 Draft Poems in the Students' Notebooks

Have the students write poems silently for 20–30 minutes. If necessary, remind them to write their drafts, double-spaced, in their notebooks. Join the students in writing for a few minutes; then begin conferring with individual students.



### TEACHER CONFERENCE NOTE

Over the coming days, confer with individual students about the poems they are writing. Ask each student to show you a draft of a poem and read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in her poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What are you thinking about how your poem looks on the page?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 150 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Confer in Pairs About Poems

Gather the class with partners sitting together, facing you. Explain that partners will read what they wrote today to each other and confer about it. Ask:

**Q** *What would you like your partner to do to show that he or she is interested in your writing and your creative ideas?*

**Students might say:**

"I would like my partner to listen as I read my poem."

"I would like my partner to ask me questions about the poem."

"I would like my partner to tell me the part he likes."

"I would like my partner to notice the sensory details I used."



Have partners share their writing with each other.

Observe the students closely and provide sufficient time for both partners to share their writing before signaling for their attention.

### 5 Reflect on Pair Conferences and Poems

Help the students reflect on their work today by asking:

**Q** *What did your partner do to show interest in your writing and creative ideas?*

**Q** *What did you do to show interest in your partner's writing?*

**Q** *What sensory details did your partner include in his or her poem? What did you imagine from those details?*

**Q** *Did you or your partner include words or letters that are placed on the page in unusual ways? Tell us about that.*

## EXTENSION

### Read and Discuss "Two Voices in a Tent at Night"

Have the students open to *Student Writing Handbook* page 24, where "Two Voices in a Tent at Night" by Kristine O'Connell George is reproduced. Remind the students that they heard this poem earlier, and ask them to follow along as you read it aloud again. Read "Two Voices in a Tent at Night" (see page 645) aloud, slowly and clearly. Ask:

**Q** *What do you notice about how this poem looks on the page?*

**Q** *How does the way this poem is written help you understand what the poem is about?*

### Teacher Note

If necessary, signal to the students about halfway through sharing time so partners can switch roles if they have not yet done so.

# Day 5

## Exploring Poetry

### Materials

- “Open Hydrant” (see page 652)
- “Ice Cubes” from Day 4 (see page 651)
- “Notes About Poems” chart from Day 4
- *Student Writing Handbook* pages 30–31
- “Things That Make Noise” chart (WA3)

**TEKS 10.D.iv**  
Student/Teacher Narrative  
Step 1 (all, beginning on  
page 638 and continuing on  
to page 639)

### Students might say:

“It’s divided in half, like it’s two columns.”

“In addition to what [Dean] said, each half is what one of the people says.”

“The words go back and forth, so it’s easier to imagine two people talking to each other.”

Remind the students that the way the letters and words are arranged on the page can help readers understand what the poem is about. Point out that the way the poet wrote “Two Voices in a Tent at Night” helps readers understand that it is about two people having a conversation. Encourage the students to experiment with different arrangements of letters and words on the page as they write poems.

### In this lesson, the students:

- Hear, discuss, and write poems
- Explore how sound functions in poems
- Explore sensory details in a poem
- Quick-write ideas for poems about things that make noise

## GETTING READY TO WRITE

### 1 Explore Sounds in Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

Review that the students have been thinking about sensory details in poems as well as what poems look like on the page. Explain that today they will think about how poems sound.

Have the students open to *Student Writing Handbook* page 30, where “Ice Cubes” is reproduced. Ask the students to read the poem “Ice Cubes” (on page 651) aloud with you, paying attention to the sounds of the words as they read. Read the poem aloud with the class and then ask:

**Q** *What words in the poem help you imagine how the ice cubes sound? What did you imagine when you heard that word?*

**Students might say:**

"The words *clatter* and *clink* are sounds ice cubes make when they fall into a glass."

"'Crystal chorus' made me think of the sound you hear when you're stirring a drink and the ice cubes hit the side of the glass at the same time."

Point out that this poem sounds like what it is about—ice cubes. Explain that the use of words that sound like what they are describing is called *onomatopoeia*, and that the words *clatter* and *clink* in the poem are examples of this.

Then ask:



**Q** *Why do you think the poet included so many words that have the /k/ sound in this poem? Turn to your partner.*

Have a few volunteers share their thinking with the class.

**Students might say:**

"All the /k/ sounds make you think the ice cubes are bumping into each other and making a lot of noise."

"I agree with [Bindi], the /k/ sounds remind me of the sound that ice cubes make when you drop them into a glass."

Explain that the repetition of beginning sounds, such as /k/ in this poem, is called *alliteration*. Point out that alliteration is another technique poets use to make their poems sound like what they are describing.

## 2 Read and Discuss "Open Hydrant"

Tell the students that you will read a poem called "Open Hydrant" by Marci Ridlon. Explain that fire hydrants are powerful outdoor water faucets that allow firefighters to use their hoses anywhere in a city. Fire hydrants are often found on city sidewalks. Explain that sometimes people open—or turn on—hydrants on hot days to let children play in the water to cool off.

Ask the students to each close their eyes and make a picture in their minds as they listen to you read the poem aloud. Invite them to listen for words that sound like what the poem is about. Read "Open Hydrant" on page 652 aloud twice, slowly and clearly.

### Suggested Vocabulary

**luscious:** very enjoyable feeling

### ELL Vocabulary

English Language Learners may benefit from having additional vocabulary defined, including:

**summer's sizzle:** the heat of summer

**a little drizzle:** small drops of liquid

### Teacher Note

For more practice with onomatopoeia, see the extension "Explore Onomatopoeia" on page 643.

### TEKS 10.D.iv

Student/Teacher Activity  
Step 2 (all, beginning on page  
639 and continuing on to  
page 640)

Ask:



- Q *What did you picture in your mind as you listened to this poem? Turn to your partner.*
- Q *What do you think the author meant when she wrote “city fishes”? Turn to your partner.*

Have a few volunteers share their thinking with the class.

**Students might say:**

“I imagined a lot of water spraying out, like a giant hose.”

“I think ‘city fishes’ means kids playing in the water.”

Have the students open to *Student Writing Handbook* page 31, where “Open Hydrant” is reproduced, and have them follow along as you read the poem aloud again. Invite the students to pay attention to the sounds of the words as they listen. Ask and briefly discuss:



- Q *What examples of onomatopoeia did you notice? What did you imagine when you heard those words? Turn to your partner.*
- Q *Why do you think the poet chose to include so many words with the /sh/ sound in them?*

**Students might say:**

“Words like *rushes* and *whoosh* make it sound like the water is moving really fast.”

“*Crashes* made me imagine the water hitting the sidewalk really hard, and then ‘over curbs it swishes’ made me hear a softer sound.”

“I think the poet included so many /sh/ sounds because that sound makes you imagine water.”

Review that the authors of “Ice Cubes” and “Open Hydrant” both use words in their poems that sound like what the poems are about. On the “Notes About Poems” chart, add *Poems sometimes sound like what they are about (onomatopoeia and alliteration)*. Encourage the students to continue to notice how poets use sounds to help readers imagine something.

### 3 Quick-write: Ideas for Poems About Things That Make Noise

Review that the students heard two poems about things that make noise: ice cubes and fire hydrants. Have the students think quietly to themselves about the following question. Ask:

- Q *Ice cubes and fire hydrants are things that make noise. What is something else that makes noise that you might write a poem about?*

After giving the students a moment to think, display the “Things That Make Noise” chart (WA3) and call on a few volunteers to share their thinking with the class. As the students share, record their ideas on the chart.

When there are two or three ideas on the chart, have the students each open to the next blank page in their notebooks and list more things that make noise that they might write a poem about.

After about 5 minutes, call for the students' attention and have a few more volunteers share their thinking with the class. Continue to add their ideas to the "Things That Make Noise" chart.

### Things That Make Noise

- a baby
- fire trucks
- a barking dog
- a storm
- kids on the playground
- video games

WA3

Explain that during Writing Time today, the students will continue to write poems. Encourage them to each write a poem about something that makes noise, if they wish. Briefly review the "Notes About Poems" chart and encourage the students to think about including sounds to help the reader imagine what the poem is about.

## WRITING TIME

### 4 Write Independently

Have the students return to their seats and write poems silently for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in his poem?
- Does the student include other elements of poetry?

*(continues)*

### Teacher Note

To see an example of this technique, view “Sharing One Line and Reflecting” (AV56).



## TEACHER CONFERENCE NOTE *(continued)*

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what’s happening?*
- Q *What are you thinking about how your poem looks on the page?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 150 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Creativity

Tell the students that poets must tap into their creativity to write poems that readers can imagine and enjoy. Explain that *creativity*, or the ability to create something new or to recreate something familiar in a new way, helps poets write unique poems about ordinary things like ice cubes and fire hydrants.

Ask the students to review the poetry they wrote today and to each choose one line to share with the class. Encourage each student to choose a line she likes or that she believes shows her creativity. After a moment, go around the room and have each student read her line aloud, without comment.

After the students have read their lines, facilitate discussion among the students by asking:

- Q *What lines did you hear that got your imagination going?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will continue to work on poems during the coming week.

## EXTENSIONS

### Explore Sensing Like a Poet

Collect objects that make sounds; that have interesting shapes, colors, or textures; or that have unique smells or tastes. Have the students handle, listen to, smell, taste, and/or feel the objects and brainstorm words to

describe what they are sensing. Chart the brainstormed words and invite the students to write poems about the objects using the words.

## Explore Onomatopoeia

Remind the students that they heard the poems “Galoshes” and “It’s Raining!” earlier. Tell the students that you will read the poem “Galoshes” aloud again and that as you read, you want them to listen for examples of onomatopoeia, or words that sound like what they are describing. Read the poem aloud. Ask:

**Q** *What words did you hear in the poem that are examples of onomatopoeia?*

Have volunteers share their thinking. If necessary, point out that *splishes, splashes, slooshes, sloshes, slush, stamp, and tramp* are all examples of onomatopoeia. Tell the students that by using words like these, the poet helps us imagine what the poem is about. Repeat this process with the poem “It’s Raining!”

### Teacher Note

Examples of onomatopoeia in “It’s Raining!” include *pitter, patter, plip, and plop*.



## Galoshes

by Rhoda Bacmeister

Susie's galoshes  
Make splishes and splashes  
And slooshes and sloshes  
As Susie steps slowly  
Along in the slush.

They stamp and they tramp  
On the ice and concrete,  
They get stuck in the muck and the mud;  
But Susie likes much best to hear

The slippery slush  
As it slooshes and sloshes,  
And splishes and splashes,  
All around her galoshes!

"Galoshes" from *Stories to Begin On* by Rhoda W. Bacmeister. Copyright 1940 by E.P. Dutton, renewed © 1968 by Rhoda W. Bacmeister. Used by permission of Dutton Children's Books, a division of Penguin Group (USA) LLC.



## Two Voices in a Tent at Night

by Kristine O'Connell George

Shhhhh . . .  
Something is scratching  
on our tent.

Is too.

Scratching!

Something is scratching!

It's you! Stop it!

It is you!  
Isn't it?

Told you so.  
Scratching!

No. No. No!

I hope so.

Is not.

Is not.

I don't hear anything.

Go to sleep.

No, it's *not*. It's a branch.

OK. OK. It *was* me . . .  
Wait.  
Something's scratching!  
Listen.

*Shhhhhh*. Are you doing that?

Think it's the dog?

"Two Voices in a Tent at Night" from *Toasting Marshmallows: Camping Poems* by Kristine O'Connell George. Copyright © 2001 by Kristine O'Connell George. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



## Fresh Pop-Corn

by Laura Purdie Salas

each  
kernel

# POPS

with a  
bubblewrap  
burst

sweet  
buttery  
corn-juice

slides  
down

my  
throat

“Fresh Pop-Corn” excerpted from the work entitled *Lettuce Introduce You: Poems about Food* by Laura Purdie Salas. Copyright © 2009 by Capstone Press, an imprint of Capstone. All rights reserved.



# Poem

## Which is the Best?

by James Stevenson

Ice cream on a stick,  
Covered with cold, shiny chocolate,

Or ice cream heaped up in a cone,  
Dripping fast on a hot day,

Or ice cream in a big blue bowl  
And a spoon you can take your time with—

Which is the best?

It is too soon  
To give the answer.

I have more testing  
To do.

“Which is the Best?” by James Stevenson from *Poetry Speaks to Children* edited by Elise Paschen.  
Text copyright © 2001 by James Stevenson. Used by permission of HarperCollins Publishers.



## Poem

### Sunning

by James S. Tippett

Old Dog lay in the summer sun  
Much too lazy to rise and run.  
He flapped an ear  
At a buzzing fly.  
He winked a half opened  
Sleepy eye.  
He scratched himself  
On an itching spot,  
As he dozed on the porch  
Where the sun was hot.  
He whimpered a bit  
From force of habit  
While he lazily dreamed  
Of chasing a rabbit.  
But Old Dog happily lay in the sun  
Much too lazy to rise and run.

“Sunning” by James S. Tippett appears in *The Seasons*. Copyright © 2005, edited by John N. Serio.  
Published by Sterling Publishing Co.



# Poem

## The Polliwogs

by Douglas Florian

We p<sup>o</sup>l<sup>i</sup>w<sup>o</sup>g<sup>g</sup>l<sup>e</sup>.  
We p<sup>o</sup>l<sup>i</sup>w<sup>i</sup>g<sup>g</sup>l<sup>e</sup>.  
We s<sup>h</sup><sub>a</sub>ke in lakes,  
Make w<sup>a</sup>kes,  
And w<sup>r</sup>i<sup>g</sup>g<sup>l</sup>e.  
We q<sup>u</sup>i<sup>v</sup>er,  
We s<sup>h</sup><sub>i</sub>ver,  
We j<sup>i</sup>g<sup>g</sup>l<sup>e</sup>,  
We j<sup>o</sup>g.  
We're yearning  
To turn ourselves  
Into a frog.

"The Polliwogs" from *Lizards, Frogs, and Polliwogs* by Douglas Florian. Copyright © 2001 by Douglas Florian. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



The evening star  
beautiful  
of all stars

# Poem

## Ice Cubes

by Joan Bransfield Graham



"Ice Cubes" from *Splish Splash* by Joan Bransfield Graham. Text copyright © 1994 by Joan Bransfield Graham. Illustration copyright © 1994 by Steven Scott. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

The evening star  
beauty of  
of all stars

# Poem

## Open Hydrant

by Marci Ridlon

Water rushes up  
and gushes,  
cooling summer's sizzle.

In a sudden whoosh  
it rushes,  
not a little drizzle.

First a hush and down  
it crashes,  
over curbs it swishes.

Just a luscious waterfall  
for  
cooling city fishes.



“Open Hydrant” from *Sun Through the Window* by Marci Ridlon. Copyright © 1996 by Marci Ridlon. Published by Wordsong, an imprint of Boyd’s Mills Press. Reprinted by permission. Illustration by Arnold Lobel from *The Random House Book of Poetry for Children* selected by Jack Prelutsky, copyright © 1983 by Random House. Used by permission of Random House Children’s Books, a division of Random House LLC. All rights reserved.



# Week 2

## OVERVIEW

### Poems

#### “Autumn Leaves”

by Eve Merriam (see page 676)

This poem uses sounds and repetition to create a vivid account of playing in falling (and fallen) leaves.

#### “Hotel Swimming Pool’s Evening Lament”

by Stefi Weisburd (see page 677)

In this poem, a neglected swimming pool shares its disappointment with the reader.

#### “Oak’s Introduction”

by Kristine O’Connell George (see page 678)

A personified oak tree invites a child to climb its branches.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA4–WA8

#### Assessment Forms

- “Class Assessment Record” sheet (CA2)
- “Conference Notes” record sheet (CN1)
- “Individual Writing Assessment” record sheet (IA1)
- “Student Self-assessment” record sheet (SA1)

#### Reproducible

- Poetry genre unit family letter (BLM1)

#### Professional Development Media

- “Social Reflection” (AV14)
- “Using Web-based Teaching Resources” tutorial (AV75)

## TEACHER AS WRITER

### Writing Focus

- Students hear, discuss, and write poems.
- Students explore sensory details, sound, repetition, and personification in poems.
- Students review their poetry drafts and select one to revise, proofread, and publish.
- Students revise their poems, thinking about sensory details, sounds, and how they want their poems to look on the page.
- Students explore punctuation in poetry.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students help one another improve their writing.
- Students express interest in and appreciation for one another's writing.

## DO AHEAD

- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 149 of the *Assessment Resource Book*.
- ✓ Prior to Day 5, visit the CCC Learning Hub ([cclearninghub.org](http://cclearninghub.org)) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's published piece.
- ✓ (Optional) If computers are available, you might have some students type and print out their poems. You can also recruit parent volunteers to help the students do so. In addition, you might teach Technology Mini-lesson 8, “Creating Presentations,” in Appendix A to help the students learn how to use visuals to enhance their poems.

### Rain

*Like a drummer's brush,  
the rain hushes the surface of tin  
porches.*

— Emanuel di Pasquale

Read the poem above aloud and listen to the sounds of the words. Notice how the sounds of the words support the meaning of the poem.

This week try writing some short poems that include words with sounds that support the meaning of your poems. If helpful, use the poem above as a model. Here's an example of a poem modeled on “Rain”:

### Wind

*Like a magician's whip,  
the wind whistles and flaps the  
white sheets.*

# Day 1

## Exploring Poetry

### Materials

- “Autumn Leaves” (see page 676)
- “Notes About Poems” chart from Week 1
- *Student Writing Handbook* page 32

### In this lesson, the students:

- Hear, discuss, and write poems
- Explore sounds in a poem
- Explore sensory details in a poem
- Informally explore how repetition functions in poems

## GETTING READY TO WRITE

### 1 Briefly Review Poetry

Have the students bring their notebooks and *Student Writing Handbooks* and gather with partners sitting together, facing you.

Remind the students that they have been exploring poetry, and that last week they thought about sensory details and sounds in poems, as well as what poems look like on the page. Have the students open their notebooks and briefly review the poems they have written. Ask and briefly discuss:

- Q *What is an interesting sensory detail you have written? Read that detail aloud to us.*
- Q *What sound words have you included in a poem? Read us a few of those words.*
- Q *What decisions have you made about what a poem looks like on the page? Show us the poem and tell us about your decision.*
- Q *What words have you repeated in a poem? Read that part to us. Why did you decide to repeat that?*

### 2 Read and Discuss “Autumn Leaves”

Review that last week the students heard poems including “Galoshes,” “Ice Cubes,” and “Open Hydrant” and talked about how the poets use sound words to help readers understand their poems. Explain that today they will hear another poem that uses sound words.

Explain that you will read a poem called “Autumn Leaves” by Eve Merriam. Ask the students to close their eyes and listen as you read the poem aloud. Read “Autumn Leaves” on page 676 (including the title) aloud once, slowly and clearly. Have the students open their eyes; then ask:



- Q *What is happening in this poem? Turn to your partner.*

Have the students open to *Student Writing Handbook* page 32, where “Autumn Leaves” is reproduced, and follow along as you reread the poem aloud. After a moment, ask:

**Q** *What examples of onomatopoeia did you notice? What did those words make you imagine?*

If necessary, remind the students that *onomatopoeia* is the “use of words that sound like what they are describing.” Point out that the words *rustle*, *crackle*, and *crunch* are examples of onomatopoeia.

**Q** *What other sensory details does the poet include to help you get a picture in your mind?*

**Students might say:**

“‘Crackle and crunch’ made me imagine the sound you hear when you step on dry leaves.”

“In addition to what [Callahan] said, when I heard the word *rustle*, I could hear the sound of the wind blowing the leaves around.”

“Words like *tumble* and *swoop* really helped me get a picture in my mind of the leaves falling.”

### 3 Discuss Repetition in Poetry

Have the students reread “Autumn Leaves” quietly to themselves. Ask them to think about the following questions as they read:

**Q** *What words do you notice repeated over and over in this poem?*

**Q** *How does reading those words over and over help you imagine what’s happening in the poem?*



After a few moments, have partners discuss what they noticed; then have volunteers share their thinking with the class.

**Students might say:**

“The word *down* is repeated over and over. It makes me imagine that more and more leaves keep falling.”

“I picture the person in the poem jumping up and down because it says *jump* three times.”

Point out that repeated words can help readers imagine what is happening in a poem. On the “Notes About Poems” chart, add *Poets repeat words in poems to help the reader imagine something*.

Explain that during Writing Time today the students will continue to write poems. Invite them to try including sounds or repeated words to help the reader imagine something. Remind the students to refer to the “Notes About Poems” chart as they write.

## WRITING TIME

### 4 Write Independently

Have the students return to their seats and write poems silently for 20–30 minutes. Join the students in writing for a few minutes; then confer with individual students.



### TEACHER CONFERENCE NOTE

As you did last week, confer with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in her poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What are you thinking about how your poem looks on the page?*
- Q *Where in your poem might you repeat words? How might that help a reader understand your poem?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 150 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Creativity

Have the students review the poems they wrote today and each choose one line to share with the class. Encourage each student to choose a line that he believes shows his creativity. After a moment, go around the room and have each student read his line aloud, without comment.

After the students have read their lines, facilitate discussion among the students by asking:

- Q *What lines did you hear that got your imagination going?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will confer in pairs about their poems tomorrow.



### Facilitation Tip

Continue to practice **asking questions once** without repeating or rewording them and then **using wait-time**. Notice the effect this has on the students' attentiveness during class discussions.

## In this lesson, the students:

- Hear, discuss, and write poems
- Quick-write ideas for poems about things that think and talk like people
- Explore sensory details in poems
- Explore personification in poems
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Explore Elements of Poetry

Have the students bring their notebooks, *Student Writing Handbooks*, and pencils and gather with partners sitting together, facing you.

As you did yesterday, have the students briefly review the poems they have written; then ask and briefly discuss questions such as:

- Q *What is an interesting sensory detail you have written? Read that detail aloud to us.*
- Q *What sound words have you included in a poem? Read a few of those words to us.*
- Q *What decisions have you made about what a poem looks like on the page? Show us the poem and tell us about your decision.*
- Q *What words have you repeated in a poem? Read that part to us. Why did you decide to repeat that?*

### 2 Read and Discuss “Hotel Swimming Pool’s Evening Lament”

Explain that you will read two more poems aloud today. Briefly review the “Notes About Poems” chart and encourage the students to notice how the poets include some of the items on the chart in their poems.

Tell the students that the first poem you will read is called “Hotel Swimming Pool’s Evening Lament” by Stefi Weisburd. Explain that a *lament* is a “feeling or expression of sadness.” Have the students close their eyes and listen as you read “Hotel Swimming Pool’s Evening Lament” on page 677 (including the title) aloud twice, slowly and clearly. Clarify vocabulary during the first reading.

## Materials

- “Hotel Swimming Pool’s Evening Lament” (see page 677)
- “Oak’s Introduction” (see page 678)
- “Notes About Poems” chart from Day 1
- Chart paper and a marker
- *Student Writing Handbook* pages 33–34

**TEKS 10.D.iii**  
Student/Teacher Narrative  
Step 2 (fourth paragraph)

**TEKS 10.D.iii**  
Student/Teacher Activity  
Step 2 (fifth paragraph,  
second discussion question)

## Suggested Vocabulary

**sleek:** smooth

## ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

**staring:** looking

**dip in:** put in something wet

Have the students open their eyes and turn to *Student Writing Handbook* page 33, where “Hotel Swimming Pool’s Evening Lament” is reproduced. Ask them to reread the poem to themselves. Then ask and briefly discuss:



**Q** *What is happening in this poem? Turn to your partner.*

Explain that the poet writes about the pool as if it can think, feel, and talk like a person. Explain that writing about something as if it were a person is called *personification*.

Ask the students to reread the poem silently to themselves and to think as they read about how the poet writes about the swimming pool as if it were a person. When the students have finished reading, ask:

**Q** *How is the swimming pool feeling? What words in the poem tell you that?*

**Q** *What words does the poet use to help you make a picture in your mind?*

### Students might say:

“I think the swimming pool feels sad. It says how there’s no one to swim in it.”

“In addition to what [Charlotte] said, I think it feels lonely. It’s hoping someone will put a toe in.”

“The words ‘staring at the sky all day’ make it sound like the pool is bored.”

“Words like *swirl*, *splash*, and *dive* make me imagine kids swimming and having fun in the pool.”

## **3** Read and Discuss “Oak’s Introduction”

Ask the students to turn to page 34 in their handbooks and have them follow along as you read “Oak’s Introduction” by Kristine O’Connell George aloud. Explain that this is another poem in which the poet uses *personification*, or writes about something as if it were a person. Read “Oak’s Introduction” on page 678 aloud twice (including the title), slowly and clearly. Ask and briefly discuss:



**Q** *What do you picture in your mind when you hear this poem? Turn to your partner.*

**Q** *How is the oak tree feeling? What words in the poem tell you that?*

**Students might say:**

"I picture a big tree looking down and talking to a kid standing next to it."

"'I've been wondering when you'd notice me' makes me think the tree is tired of waiting for someone to climb it."

"I disagree with [Colin]. I think the tree is patient. It says 'I've been waiting, watching you.'"

Direct the students' attention to the "Notes About Poems" chart, and add *Poems can be about anything* and *Poets use personification (write about things as if they were people)*.

#### 4 Quick-write: Ideas for "I Am a \_\_\_\_\_" Poems

Use "Think, Pair, Share" to discuss:



**Q** *If you were going to write a poem called "I Am a \_\_\_\_\_" about something else that thinks and talks like a person, what might it be? [pause] Turn to your partner.*

When partners have had a chance to talk, have a few volunteers share their ideas with the class. As they make suggestions, record their ideas on a sheet of chart paper titled "I Am a \_\_\_\_\_." Select one of the items on the list (for example, a bicycle) and ask:

**Q** *Imagine that you are a [bicycle]. What might you say about how you are feeling?*

**Q** *What might you say about how you look, sound, smell, taste, or feel?*

Write the title "I Am a [Bicycle]" where everyone can see it. Have volunteers share their thinking and record their ideas on the chart.

### I Am a Bicycle

*I am shiny and black with red stripes.*

*I get hot and dusty when I'm parked in the sun.*

*I have big handlebars with a silver bell to ring.*

*I feel lonely when I'm left on the sidewalk.*

*I have different gears that can help me get up a steep hill.*

*I like to go zooming down the street.*

Explain that each student will choose a different idea from the list and then quick-write lines like the ones on the chart for an "I Am a \_\_\_\_\_" poem. Have the students write for 3–4 minutes; then call for their attention and have a few volunteers share their ideas with the class. After sharing, ask the students to resume writing for a few more minutes.

Call for the students' attention and have a few volunteers share what they wrote.

**Students might say:**

"I wrote about being a plate. I wrote that I'm old and scratched up. I'm tired of all the knives and forks banging on me."

"I chose a worm. I wrote that I am smooth and moist and I love the smell of the dark dirt."

Explain that during Writing Time today the students will continue to write poems. Invite them to each create an "I Am a \_\_\_\_\_" poem using the lines they wrote during the quick-write or, if they wish, to write another poem about something that can think and talk like a person. Tell the students that you will give pairs a chance to share what they wrote at the end of Writing Time.

Briefly review the "Notes About Poems" chart and encourage the students to refer to the chart as they write today.

## WRITING TIME

### 5 Write Independently

Have the students return to their seats and write poems silently for 20–30 minutes. Join them in writing for a few minutes; then confer with individual students.

#### Teacher Note

You may want to shorten today's Writing Time to leave more time for the pair conferences in Step 6.



#### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in his poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What are you thinking about how your poem looks on the page?*
- Q *Where in your poem might you repeat words? How might that help a reader understand your poem?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 150 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 6 Confer in Pairs About Poems

Gather the class with partners sitting together, facing you. Explain that each student will choose one poem to read to her partner today and that you would like the listening partner to close his eyes and try to get a picture in his mind as he listens to the poem. After hearing the poems, each student will tell his partner what he imagined as he listened. Ask:

- Q *How will you read your poem so your partner is able to get a picture in his or her mind?*
- Q *As you listen to your partner's poem, what kinds of things will you listen for to help you get a picture in your mind?*

**Students might say:**

"I will read my poem slowly so my partner can think about the words."

"I will listen for sensory details, like what things look like or sound like."



Encourage the students to read their poems aloud more than once, if necessary. Have partners share their writing.

Observe the students closely and provide sufficient time for both partners to share their poems before signaling for their attention.

### 7 Reflect on Pair Conferences and Poems

Help the students reflect on their work today by asking:

- Q *What picture did you get in your mind as you listened to your partner's poem today?*
- Q *What did you do to show interest in your partner's writing?*

Tell the students that tomorrow they will each choose one poem to revise and publish in a class book.

#### Teacher Note

If necessary, signal to the students about halfway through sharing time so partners can switch roles if they have not yet done so.

#### Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see "Values and Social Skills" on page xxviii. You may also view "Social Reflection" (AV14).



# Day 3

## Selecting and Revising Drafts

### Materials

- “Notes About Poems” chart from Day 2
- Pad of small (1½" × 2") self-stick notes for each student
- “Writing Time” chart (WA4)
- “Class Assessment Record” sheet (CA2)

**TEKS 11.B.vi**  
**TEKS 12.A.iii**  
**TEKS 12.A.iv**  
Student/Teacher Activity  
Step 2 (all, beginning on  
page 664 and continuing  
on to page 665)

### Teacher Note

The purpose of this guided rereading is to give the students experience with critically reading and thinking about their drafts *before* beginning to revise. Note that some students will not be finished with their drafts and will need time in the coming days to both complete and revise them.

### In this lesson, the students:

- Review their poetry drafts and each select one to develop and publish
- Reread their writing critically
- Analyze and revise for sensory details, sounds, and form
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Review and Select Drafts

Have the students stay in their seats. Review that the students have been writing drafts of poems, and explain that today they will look through all their drafts and each select one to develop for publication in a class book.

Remind the students that they have been thinking about what makes a poem a poem. Direct their attention to the “Notes About Poems” chart and review the items on it. Ask and briefly discuss:

**Q** *As you’re looking through your poems, what might you want to look for to help you decide on one to develop?*

#### Students might say:

“I want to look for a poem that has some good sensory details.”

“I wrote some poems with interesting sound words. I think I’ll pick one of those.”

“I want my poem to be different from everyone else’s, so I’m going to look for one that is really unique.”

Give the students a few minutes to review and select their poems. You may want to have them select a second poem to develop if they have time at the end of the week.

### 2 Facilitate Guided Rereading of Drafts

Explain that the students will carefully reread their drafts and that you will help them think about ways they can add to, revise, and improve their poems. Have them quietly reread their drafts and look up when they are finished.

Distribute a pad of self-stick notes to each student. Explain that you will ask the students to look for and think about several specific things in their drafts.

Say the following and give the students several minutes to review their drafts and mark passages with self-stick notes:

- Find one place in your poem where you describe, or could describe, something using sensory details. Put a self-stick note in the margin next to that place and write *sensory details* on it.

When most students have finished, signal for their attention and ask a few volunteers to read what they marked. Probe their thinking by asking questions such as:

**Q** *What do you hope your reader will imagine when reading that line?*

Using the same procedure, take the students through the following prompts, saying them one at a time and giving the students time to mark passages before having volunteers share.

- Do the sounds of the words in your poem help to communicate what the poem is about? Find a place where you might be able to add some interesting-sounding words. Put a self-stick note in the margin next to that place and write *sounds* on it.
- What decisions have you made about how your poem looks on the page? Does the way it looks on the page help readers understand what it is about? If you think you can change the way your poem looks on the page to help the reader understand what it is about, put a self-stick note in the margin next to that place and write *how it looks on the page* on it.

## WRITING TIME

### 3 Reread and Revise Poems

Display the “Writing Time” chart (WA4) and have the students work silently on the charted tasks for 20–30 minutes.

#### Writing Time

- Review the things you marked with self-stick notes.
- Revise your poem.
- Remove the self-stick notes when you finish revising.
- If necessary, continue adding to your poem until it is finished.

WA4

If the students finish, they may follow the same procedure to review and revise a second poem. Join the students in writing for a few minutes; then walk around the class and observe, assisting students as needed.

#### Teacher Note

If the students have difficulty finding and marking sensory details, make the prompts more specific by saying:

- Mark a place where you describe, or could describe, what something looks like.
- Mark a place where you describe, or could describe, what something sounds like.
- Mark a place where you describe, or could describe, what something smells or tastes like.
- Mark a place where you describe, or could describe, what something feels like.

TEKS 12.A.iii

TEKS 12.A.iv

Student/Teacher Activity

Step 3 (all, beginning on page 665 and continuing on to page 666)



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to revise their drafts to include sensory details and/or sounds?
- Are they thinking about what their poems look like on the page?
- Do they seem engaged in revising their poems?

Support any student who struggles by asking questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader [see/hear/smell/taste/feel] what you're writing about?*
- Q *Read your poem aloud. What sounds do you hear? Do those sounds help readers understand what your poem is about? If not, what sounds might make sense in your poem?*
- Q *What do you want your poem to look like on the page? How can you arrange the words so it looks like that?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 149 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Reflect on Revisions and Creativity

Have the students review their revisions from today and each choose one revised line to share with the class. Encourage each student to choose a line that he feels is an improvement over the original line and that shows his creativity. After a moment, go around the room and have each student read his line aloud, without comment.

After the students have read their lines, facilitate discussion among the students by asking:

- Q *How does the line you read improve your poem?*
- Q *What lines did you hear your classmates read that got your imagination going?*
- Q *What questions do you want to ask a classmate about his or her writing?*

Explain that the students will proofread and begin writing final versions of their poems tomorrow.

# WRITING ABOUT READING

## Write Opinions About a Poem

Remind the students that they have been exploring poetry and explain that today they will have a chance to write about their favorite poems from the unit. Have them open to *Student Writing Handbook* page 23, where the poems from the unit begin, and explain that you will give them a few minutes to reread the poems and each choose a favorite one to write about. Briefly review the “Notes About Poems” chart and encourage the students to think about the items on the chart as they review the poems. After a few minutes, call for the students’ attention and ask:

- Q Which poem from this unit do you like the best? Why is it your favorite?
- Q Which items from the “Notes About Poems” chart do you notice in that poem?

### Students might say:

“I like the poem ‘Two Voices in a Tent at Night’ the best because it’s funny. The words are arranged to look like a conversation.”

“My favorite poem was the one about the swimming pool because it’s interesting. I never thought about a swimming pool having feelings before!”

“I like ‘It’s Raining!’ because it’s cool how the poem looks like rain and an umbrella.”

Explain that each student will write a short paragraph about her favorite poem. If necessary, explain to the students that when they talk about liking something (or disliking it), they are giving an *opinion*, or expressing their point of view. Tell the students that readers often have different opinions about the same thing and that is fine. What is important is that they give reasons that support their opinions.

Ask the students to watch as you think aloud and model writing a short opinion paragraph about your favorite poem from the poetry unit.

### You might say:

“I’ll start by stating my opinion in a way that’s clear and easy to understand. I’ll write: *My favorite poem from this unit is ‘Open Hydrant’ by Marci Ridlon.* I included the title of the poem and the author in my first sentence so the reader knows exactly what the subject of my paragraph is. Next, I want to give a reason that supports and explains my opinion. I’ll write: *I like it because I grew up in a city and used to play in the water from open hydrants in the summer. The sensory details in the poem helped me imagine I was back there.* Now I want to finish my paragraph by adding a sentence that reminds the reader what my opinion is. I’ll write: *That’s why this poem is my favorite.*”

Ask each student to include a reason that supports his opinion and to end his paragraph with a sentence that reminds the reader what his opinion is. Have the students write opinions about their favorite poems. If time permits, invite the students to share their opinion paragraphs with the class.

## Materials

- *Student Writing Handbook* pages 23–34
- “Notes About Poems” chart from Day 2

### Materials

- “Open Hydrant” chart (WA5)
- “Oak’s Introduction” chart (WA6)
- “Ice Cubes” chart (WA7)
- “Sunning” chart (WA8)
- *Student Writing Handbook* pages 31–34
- Supply of loose, lined paper for final versions
- (Optional) Computers for typing and printing final versions

### In this lesson, the students:

- Explore punctuation and capitalization in poems
- Decide how they will punctuate their poems
- Proofread and correct spelling and punctuation
- Begin writing the final versions of their poems

## GETTING READY TO WRITE

### 1 Discuss How Poets Use Punctuation and Capitalization in Poems

Have the students get their notebooks, *Student Writing Handbooks*, and pencils and sit at desks with partners together. Explain that today each student will work on the final version of her poem and that tomorrow she will publish it by sharing it from the Author’s Chair and contributing it to a book for the class library.

Explain that the students will proofread their poems for spelling errors and make sure they have punctuated their poems exactly the way they want to. Tell the students that poets do not always follow the rules when it comes to punctuation. When they break the rules, they do so on purpose, not accidentally. Explain that, before the students look at their own poems and decide how to punctuate them, they will look at how poets follow and break capitalization and punctuation rules. Ask:

**Q** *When writing sentences, what do we usually do at the beginning and end to make sure they are written correctly?*

If necessary, remind the students that a sentence begins with a capital letter and ends with a period, question mark, or exclamation point.

Display the “Open Hydrant” chart (📄 WA5) and have the students turn to this poem on *Student Writing Handbook* page 31.

Ask them to scan the poem to see if the poet follows the rules for punctuating and capitalizing sentences. After a moment, ask:

**Q** *Does this poet follow the rules in this poem? Why do you say that?*

As the students refer to punctuation in the poem, underline or circle the punctuation marks on the chart. If necessary, point out that this poet follows the rules by capitalizing the first letter in each of the four sentences in the poem and ending each sentence with a period.

Next, display the “Oak’s Introduction” chart (📄 WA6) and ask the students to turn to this poem on *Student Writing Handbook* page 34.

Give the students a moment to read the poem to themselves; then ask:



**Q** *What do you notice about how this poem is punctuated? Turn to your partner.*

Have a few volunteers share with the class. Underline or circle the punctuation marks on the chart. If necessary, point out that this poet also follows the rules by capitalizing the first letter of each sentence and ending it with a period, even though the sentences are long and vertical on the page.

Repeat this procedure for “Ice Cubes” (WA7) and “Sunning” (WA8). Mark on the charts the places the students refer to as they share their ideas.

## 2 Review Drafts for Punctuation and Capitalization

Ask the students to review their poems and think quietly to themselves about the following questions:

- Q** *Did you capitalize the first letters of sentences and use periods at the ends? If so, did you do this all the way through your poem?*
- Q** *If you decided not to capitalize the first letters of sentences and use periods at the ends, what did you do instead? Do you want to leave it this way or revise it to follow the punctuation rules for sentences?*
- Q** *If you chose not to follow the rules for punctuating and capitalizing sentences, did you do this consistently all the way through your poem?*

Give the students a few moments to check and revise their punctuation and capitalization, and encourage them to use the poems in their *Student Writing Handbooks* as models for how to punctuate their own poems.

## 3 Review Proofreading for Spelling and Conventions

Remind the students that they should use their word banks and proofreading notes in their *Student Writing Handbooks* to help them proofread their drafts for spelling and correctness (see Unit 2, Week 2, Day 2 on page 100 and Unit 2, Week 2, Day 3 on page 105). Briefly review these procedures by reminding the students to:

- Circle words in their drafts that they are unsure how to spell and look the words up in their word banks. They will add to their word banks any words that are not already there after looking up the correct spellings in a dictionary or other source.
- Use their proofreading notes as a list of things to check before publishing. The students will correct any errors by crossing out each error and writing the correction above it (unless, for some reason, they choose to intentionally break the rule).

### Teacher Note

If necessary, point out that “Ice Cubes” has no ending punctuation or capital letters at all and that the sentences in “Sunning” are written using capital letters and periods, but the first word of every line is capitalized even if it is in the middle of a sentence. In both cases, the poets made a choice to *not* follow the rules for punctuating and capitalizing sentences.

## WRITING TIME

### 4 Proofread Drafts and Write Final Versions

Have the students work on proofreading their poems. Provide loose, lined paper to students who finish proofreading and are ready to begin their final versions. As they work, circulate, observe, and offer assistance. When the students seem to be working independently, confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in her poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What are you thinking about how your poem looks on the page?*
- Q *Where in your poem might you repeat words? How might that help a reader understand your poem?*
- Q *Have you decided to punctuate your poem with periods and to use capital letters? If so, are you doing this all the way through your poem? If not, what are you doing instead?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 150 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 5 Reflect on Proofreading

Ask and briefly discuss:

- Q *What words did you find in your word bank today? How did you check on words that were not in your word bank?*

**Q** *What corrections did you make in your draft after reviewing your proofreading notes?*

Explain that the students will finish working on their final versions tomorrow.

## Publishing

# Day 5

### In this lesson, the students:

- Discuss writing poems
- Finish writing the final versions of their poems
- Present their poems from the Author's Chair
- Express interest in and appreciation for one another's writing
- Ask one another questions about their writing

## GETTING READY TO WRITE

### 1 Revisit Reading and Writing Poetry

Have the students bring their *Student Writing Handbooks* and gather with partners sitting together, facing you. Remind them that they have heard and talked about many poems and thought about what makes a poem a poem.

Use “Think, Pair, Share” to discuss:



**Q** *What have you learned about what makes a poem a poem? [pause] Turn to your partner.*

After partners have had a chance to share, have a few volunteers share their thinking with the class.

#### Students might say:

“Poems have a lot of sensory details in them to help the reader imagine what’s happening.”

“You can make your poem look however you want it to look on the page.”

“In addition to what [Jackson] said, the way a poem looks can help the reader understand what it’s about.”

“You can write a poem about anything you want.”

Ask the students to consider the following question as they spend a few moments reviewing the poems from the unit on pages 23–34 of their *Student Writing Handbooks*:

**Q** *What poem have we read in the last two weeks that you especially like? What do you like about it?*

### Materials

- *Student Writing Handbook* pages 23–34
- Supply of loose, lined paper for final versions
- A chair to use for Author's Chair sharing
- Copy of this unit's family letter (BLM1) for each student
- (Optional) Computers for typing and printing final versions

### Facilitation Tip

Reflect on your experience over the past two weeks with **asking questions once** without repeating or rewording them and then **using wait-time**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' attentiveness and responsiveness in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

**TEKS 12.A.iii**

**TEKS 12.A.iv**

**Student/Teacher Activity**  
Step 1 and Step 2 (all, beginning on page 671 and continuing on to page 673)

Have volunteers share their thinking with the class; then select one or two of the poems the students have mentioned to read aloud to the class.

## WRITING TIME

### 2 Finish Final Versions of Poems

Have the students work on finishing their final versions. If they finish, they may proofread and write the final version of a second poem. When they seem to be working independently, confer with individual students.



### TEACHER CONFERENCE NOTE

Continue conferring with individual students about the poems they are writing. Ask each student to show you a draft of a poem and to read it aloud to you. Ask yourself:

- Is this student attempting to write a poem, rather than a story?
- Does this student include sensory details in his poem?
- Does the student include other elements of poetry?

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What are you thinking about how your poem looks on the page?*
- Q *Where in your poem might you repeat words? How might that help a reader understand your poem?*
- Q *Have you decided to punctuate your poem with periods and to use capital letters? If so, are you doing this all the way through your poem? If not, what are you doing instead?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 150 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 3 Review Sharing from the Author's Chair

Have the students bring their published poems and gather with partners sitting together, facing the Author's Chair. If necessary, remind the students of the procedure you established for presenting writing from the Author's Chair (see Unit 2, Week 2, "Do Ahead" on page 97).

Before asking the students to share from the Author’s Chair today, discuss how they will act, both as presenting authors and as members of the audience. Ask and discuss:

**Q** *How will you let the author know that you’re interested in his or her poem? Why is it important to express interest in one another’s writing?*

Direct the students’ attention to the “Notes About Poems” chart and review the items on it. Encourage them to listen for things that appear on the chart as they hear one another’s poems.

#### **4** Conduct Author’s Chair Sharing

Have a student read her poem aloud twice, slowly and clearly, from the Author’s Chair. At the end of the sharing, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class’s comments and questions.

**Q** *What did you imagine as you listened to [Rashidah’s] poem?*

**Q** *What did you enjoy about hearing [Rashidah’s] poem?*

**Q** (Refer to the “Notes About Poems” chart.) *What items on the “Notes About Poems” chart did you notice in [Rashidah’s] poem?*

**Q** *What questions can we ask [Rashidah] about her poem?*

Repeat this procedure to have other students share from the Author’s Chair.

#### **5** Reflect on Audience Behavior During Author’s Chair Sharing

Ask and briefly discuss:

**Q** *What did we do well as an audience today? What might we want to work on the next time poets share their work?*

**Q** *If you shared a poem today, did you feel that people were interested in and appreciative of your efforts? Why or why not?*

Assure the students that they will all get to share their published poems from the Author’s Chair in the coming days. After the poems are read aloud, assemble the poems in a class book and place the book in the class library so the students can read it during independent reading time.

Remind the students that poets, like all writers, become better over time as they practice writing more and more. Encourage students who feel drawn to poetry to continue to write poems during their free time.

#### **Teacher Note**

As the students share their poems from the Author’s Chair, collect the poems to compile into a class book.

#### **Teacher Note**

If necessary, plan another time so all of the students get to share their poems from the Author’s Chair.

#### **Teacher Note**

For information on wrapping up this unit and conducting unit assessments, see “End-of-unit Considerations” on page 674.

## Teacher Note

Prior to doing this activity, identify 3–4 audio recordings of poets reading their poetry that you can play for the students. The Children’s Poetry Archive offers many such recordings to choose from. To find it, search online with the keywords “children’s poetry archive.” You might also search for recordings elsewhere on the Internet using the keywords “poets reading their own poetry.”



## Technology Tip

For more information about using web-based resources, view the “Using Web-based Teaching Resources” tutorial (AV75).



## TECHNOLOGY EXTENSION

### Listen to Poets Read Their Poetry Aloud

Remind the students that over the past couple of weeks they have listened to you read many poems aloud and they have read poems aloud themselves. Explain that hearing poetry read aloud can help the listener better understand the poem.

Tell the students that they are going to listen to some recordings of poets reading their poetry; then play for them the examples you identified. Stop after each poem and have the students discuss what they noticed about the way the poet read the poem (for example, the poet may have read some parts quickly and other parts slowly, or the poet may have read some parts loudly and some parts quietly).

If you have access to recording equipment, consider having the students create audio or video recordings of themselves reading their poems. Make the recorded poems available in the classroom or school library for others to enjoy.

## EXTENSION

### Write Letters Home About Poetry

Provide letter-writing practice for the students by having them write letters home about what they learned about writing poetry. Stimulate their thinking by reviewing the “Notes About Poems” chart and discussing questions such as:

- Q *What makes a poem a poem?*
- Q *What else did you learn about writing poetry?*
- Q *What steps did you go through to develop and publish your own poem?*

If necessary, review the elements of a letter (date, greeting, body, closing, and signature) by modeling or writing a shared sample letter with the class. Have the students write and proofread their letters; then attach each student’s letter to a copy of his published poem and send it home along with this unit’s family letter.

## End-of-unit Considerations

### Wrap Up the Unit

- This is the end of the Poetry genre unit. You will need to reassign partners before you start the next genre unit.
- Send home with each student a copy of the student’s published poem and a copy of this unit’s family letter (BLM1). Encourage the students to share their published poems with their families.

- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 9.

## Assessments

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 152 of the *Assessment Resource Book*.
- (Optional) Prior to sending the students' published writing home to share with their families, you might have each student analyze her writing using the "Student Self-assessment" record sheet (SA1) on page 151 of the *Assessment Resource Book*. For more information about administering this assessment, see the extension "Introduce 'Student Self-assessment'" on page 116.



## Autumn Leaves

by Eve Merriam

Down  
    down  
        down

Red  
    yellow  
        brown

Autumn leaves tumble down,  
Autumn leaves crumble down,  
Autumn leaves bumble down,  
Flaking and shaking,  
Tumbledown leaves.

Skittery  
Flittery  
Rustle by  
Hustle by  
Crackle and crunch  
In a snappety bunch.

Run and catch  
Run and catch  
Butterfly leaves  
Sailboat leaves  
Windstorm leaves.  
Can you catch them?

Swoop,  
Scoop,  
Pile them up  
In a stompy pile and  
Jump  
    *Jump*  
    JUMP!

“Autumn Leaves” from *Jamboree: Rhymes for All Times* by Eve Merriam. Copyright © 1962, 1964, 1966, 1973, 1984 by Eve Merriam. Used by permission of Marian Reiner.



# Poem

## Hotel Swimming Pool's Evening Lament

by Stefi Weisburd

I've been  
so bored  
staring  
at the sky  
all day  
while you  
were at  
the beach  
playing  
with the ocean.  
No one to swirl me.  
No one to splash, to dive.  
No one to swim through me sleek  
and slow. Come on, child. At least dip in a toe.

"Hotel Swimming Pool's Lament" from *Barefoot: Poems for Naked Feet* by Stefi Weisburd.  
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## Poem

### Oak's Introduction

by Kristine O'Connell George

I've been wondering  
when you'd notice  
me standing here.

I've been waiting,  
watching you  
grow taller.

I have grown too.  
My branches  
are strong.

Step closer.  
Let's see  
how high

you can  
climb.

"Oak's Introduction" from *Old Elm Speaks: Tree Poems* by Kristine O'Connell George.  
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# Unit 9

# Revisiting The Writing Community

During this one-week unit, the students review the writing they have done this year and reflect on their growth as writers and as members of the classroom writing community. They write letters to next year's class about what it means to be a writer, reflect on and write about a favorite author, and plan their summer writing. They thank their classmates for supporting them this year, and they express interest in and appreciation for one another's writing and thinking.



# Unit 9

## Revisiting the Writing Community

### RESOURCES

#### Read-aloud

- “Writing Habits of Professional Authors”



#### Technology Extension

- “Post Letters on a Class Blog”

#### Assessment Resource Book

- Unit 9 assessments

#### Student Writing Handbook

- Word Bank
- Proofreading Notes



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

#### Whiteboard Activities

- WA1–WA4

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “End-of-year Writing Sample Record” sheet (WS2)

#### Reproducible

- Unit 9 family letter (BLM1)

#### Professional Development Media

- “Creating a Class Blog” tutorial (AV76)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Reflecting on Writing</b> <b>Focus:</b> <ul style="list-style-type: none"><li>▪ Reflecting on growth as writers</li></ul>	<b>Reflecting on Writing</b> <b>Focus:</b> <ul style="list-style-type: none"><li>▪ Writing to next year's class about how to be good writers</li></ul>	<b>Reflecting on Authors</b> <b>Focus:</b> <ul style="list-style-type: none"><li>▪ Reflecting and writing about a favorite author</li></ul>	<b>Planning for Writing: "Writing Habits of Professional Authors"</b> <b>Focus:</b> <ul style="list-style-type: none"><li>▪ Planning summer writing</li></ul>	<b>Reflecting on Community</b> <b>Focus:</b> <ul style="list-style-type: none"><li>▪ Reflecting on growth as community members; thanking classmates</li></ul>

# Week 1

## OVERVIEW

### Excerpts

#### “Writing Habits of Professional Authors”

(see page 699)

Professional authors discuss habits that help them write.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Whiteboard Activities

- WA1–WA4

#### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA2)
- “Conference Notes” record sheet (CN1)
- “Social Skills Assessment Record” sheet (SS1)
- “End-of-year Writing Sample Record” sheet (WS2)

#### Reproducible

- Unit 9 family letter (BLM1)

#### Professional Development Media

- “Creating a Class Blog” tutorial (AV76)

## TEACHER AS WRITER

*“Your first duty as a writer is to write to please yourself. And you have no duty towards anyone else.”*

— Iris Chang

This week take some time to look over the writing you have done this year in your writing notebook. Compare the first few pieces you wrote with your latest pieces. What do you notice about how you have changed or grown as a writer? What challenges did you grapple with? How has your attitude about yourself as a writer changed? What do you hope for your writing practice in the coming year? Write and date your reflections in your writing notebook.

### Writing Focus

- Students review their writing from the year.
- Students reflect on their growth as writers.
- Students write to next year’s class about how to be good writers.
- Students write about their favorite authors.
- Students plan their summer writing.

### Social Development Focus

- Teacher and students build the writing community.
- Students act in fair and caring ways.
- Students build on one another’s thinking.
- Students express interest in and appreciation for one another’s writing.

## DO AHEAD

- ✓ If you used the “Conference Notes” record sheet (CN1) from Unit 1 as a survey of the students’ goals and interests (see page 11 of the *Assessment Resource Book*), you might review the students’ responses to those questions prior to beginning your independent writing conferences this week. Have the completed record sheets available to refer to during your conferences.
- ✓ Prior to Day 1, gather all the students’ published writing from the classroom library, including individual pieces, pair work, and class books. Disassemble class books and return each student’s work. You might copy pair work and have partners decide who will take the original and who will take the copy. If necessary, provide folders so the students can keep all of their pieces together.
- ✓ Prior to Day 1, gather all the students’ filled writing notebooks from the year, and return each student’s work.
- ✓ Prior to Day 1, make a copy of the “Class Assessment Record” sheet (CA1) on page 168 of the *Assessment Resource Book*.
- ✓ Prior to Day 1, make a class set of the “Conference Notes” record sheet (CN1) on page 170 of the *Assessment Resource Book*.

(continues)

## **J** DO AHEAD *(continued)*

- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA2) on page 169 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, collect books written by authors the class studied this year (for example, *The Pain and the Great One* by Judy Blume, *Grandpa’s Face* by Eloise Greenfield, and *Julius, the Baby of the World* by Kevin Henkes).
- ✓ Prior to Day 5, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student’s writing.
- ✓ (Optional) Prior to beginning Unit 9, plan a time to obtain an end-of-year writing sample from your students. For more information, see “Obtaining an End-of-year Writing Sample” on page 164 of the *Assessment Resource Book*. If you collected a beginning-of-year writing sample, your students can compare the two pieces of writing in Day 1, Step 5 (see page 686).

## In this lesson, the students:

- Review their writing from the year
- Reflect on and write about how they have grown as writers
- Think about challenges they faced and what they have learned about writing
- Listen to the thinking of others and share their own
- Express interest in and appreciation for one another's writing

## GETTING READY TO WRITE

### 1 Discuss Goals for the Week

Have the students sit at desks today. Have them get their notebooks, published writing from the year, and pencils.

Explain that during this last week of the *Being a Writer* program, the students will review the writing they did this year and think about how they have changed and grown as writers and as members of a writing community. They will also reflect on and write about what they have learned about good writing, reflect on and write about a favorite author, and plan their summer writing.

### 2 Review Published Writing from the Year

Distribute a pad of small self-stick notes to each student, and explain that the students will first look through their published pieces from the year. Display the “Reflecting on Writing” chart (WA1) and tell the students that you would like them to think about the questions as they review their pieces.

#### Reflecting on Writing

- What is one of the best published pieces of writing you have done this year? Mark it with the word *best* on a self-stick note.
- What piece of writing did you have the most fun working on this year? Mark it with the word *fun* on a self-stick note.
- What piece of writing was the most challenging for you? Mark it with the word *challenging* on a self-stick note.

WA1

Point out that the students might decide to put multiple self-stick notes on a single piece of writing.

Give the students ample time to look through their published pieces and mark them with self-stick notes. When most of the students have

## Materials

- Students' filled notebooks
- Students' published writing
- “Reflecting on Writing” chart (WA1)
- Pad of small self-stick notes for each student
- “Class Assessment Record” sheet (CA1)
- Class set of “Conference Notes” record sheets (CN1)

## Teacher Note

You will not assign new partners this week. Have the students work with their partners from the previous unit or with someone sitting near them.

## Teacher Note

This lesson may require an extended class period.

marked their best, most fun, and most challenging pieces, signal for their attention. Have them separate out the marked pieces of writing and put their other published pieces away.

### 3 Review Notebook Writing

Explain that for each of the flagged pieces, the students will find the drafts they wrote for those pieces in their notebooks and mark them with self-stick notes. Tell them that you would like them to reread those drafts and try to remember what it was like to write them.

Give the students ample time to review their notebooks, and then signal for their attention.

### 4 Share Marked Pieces with Another Student

Explain that the students will each share their thinking about the pieces of writing they marked with another student sitting near them. Encourage partners to tell each other what they remember about working on each piece and why they chose these as their best, most fun, and most challenging. Have partners share their writing with each other.



As partners share, walk around, listen, and observe.



#### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to explain why they marked a piece as their best, most fun, or most challenging?
- Do they refer to their first drafts or other steps in the writing process in talking about their pieces?
- Do they listen carefully to each other?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 168 of the *Assessment Resource Book*.

After allowing enough time for both partners to share their writing, signal for attention. Have a few volunteers each tell the class about one piece of writing they marked and share what they thought about it.

### 5 Get Ready to Write About Growth as Writers

Ask the students to look at the first few drafts they wrote in their notebooks and to compare them with the last few drafts they wrote. After a moment, ask the students to think to themselves as they listen to the questions that follow. Ask the questions one at a time, pausing after each question to give the students time to think.

- Q *What do you notice about the way you wrote at the beginning of the year, compared to the way you write now?*

#### Teacher Note

If you collected beginning- and end-of-year writing samples, you might have the students compare those pieces of writing rather than the drafts in their notebooks.

Q *What kinds of words did you use in your early pieces, compared to your more recent pieces?*

Q *How do you think you have changed as a writer this year?*

Without sharing as a class, explain that you would like the students to open to the next blank page in their notebooks and write their reflections about how they think they have grown or changed as writers this year, based on looking at their work from the beginning and the end of the year. They do not need to write answers for each question you asked.

## WRITING TIME

### 6 Write Reflections About Growth as Writers

Have the students write their reflections silently for 10–20 minutes. If they finish, they may write about anything else they choose.



#### TEACHER CONFERENCE NOTE

You may wish to confer once more with individual students this week, using their marked pieces of writing as the topic of the conference. Ask each student to show you her marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how she has grown as a writer this year. Ask the student questions such as the following and record her responses:

Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*

Q *What do you remember about working on this piece?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What did you like writing about this year?*

Q *What do you do best as a writer?*

Q *How do you think you have changed as a writer this year?*

Q *What are some things you might want to write about this summer?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 170 of the *Assessment Resource Book*.

#### Teacher Note

As you confer, you might compare the student’s responses to the questions on the “Conference Notes” record sheet (CN1) from Unit 1 with her responses to the questions on the “Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.

## SHARING AND REFLECTING

### 7 Share Reflections

Ask the students to reread what they wrote today and each underline a sentence that tells one way they think they have grown or changed as a writer this year. Give them a moment to select their sentences, and then go around the room and have each student read his sentence aloud to the class, without comment.

When all students have read their sentences about how they have grown or changed, ask and briefly discuss as a class:

**Q** *What did you hear about how your classmates have grown as writers this year?*

**Q** *What questions do you want to ask a classmate about the sentence he or she shared?*

Explain that tomorrow the students will continue to reflect on how they have grown and what they have learned as writers.



### SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the program, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 172 of the *Assessment Resource Book*. Compare your notes from the fall, winter, and spring, and evaluate each student's social skill development over the course of the year.

## Day 2

## Reflecting on Writing

### Materials

- "Ways to Be a Good Writer" chart (WA2)
- Loose, lined paper for writing letters
- *Student Writing Handbooks*
- "Class Assessment Record" sheet (CA2)

### In this lesson, the students:

- Write to next year's class about ways to be good writers
- Get ideas by listening to others

## GETTING READY TO WRITE

### 1 Review Genres Explored This Year

Have the students stay at their desks today. Remind them that they reflected yesterday on how they have changed or grown as writers over the past year. Point out that they have learned a lot about how

to be good writers of personal narratives, fiction stories, nonfiction informational pieces, opinion pieces, functional texts, and poetry.

Explain that today the students will reflect on what they have learned about how to be a good writer. Then they will write letters to next year's third-grade class to help them become good writers.

## 2 Reflect on Ways to Be a Good Writer

Use “Think, Pair, Share” to discuss:



**Q** *What have you learned about how to be a good writer?* [pause] *Turn to your partner.*

Display the “Ways to Be a Good Writer” chart (WA2). After the students have talked in pairs, signal for their attention and have volunteers report their thinking to the class. As they share, record their ideas on the chart.

### Ways to Be a Good Writer

- Use sensory details.
- Check to see if your writing makes sense.
- Revise to improve your writing.
- Practice writing all the time.
- Write about what interests you.

WA2

Explain that during Writing Time today, the students will each write a letter to next year's third-grade class, giving them some advice to help them become good writers. Tell them that they may include things listed on the chart as well as other ideas they have. Point out that the letters should be written in their own words and should be friendly and encouraging.

If necessary, write the date, a greeting (for example, you might write *Dear next year's third graders*) and a closing (for example, *Sincerely*) where everyone can see it. As you write, point out the correct placement of commas in each part of the letter.

## WRITING TIME

### 3 Write Letters to Next Year's Class Independently

Distribute loose, lined paper and have the students write their letters for 20–30 minutes. If they finish, have them proofread their letters for spelling and punctuation using their word banks and proofreading notes in their *Student Writing Handbooks*.

As the students work, walk around the room and observe them, assisting as needed.

### Teacher Note

If the students have difficulty generating ideas for this question, suggest some ideas like those on the “Ways to Be a Good Writer” chart. Then ask:

**Q** *What else have you learned about how to be a good writer?*



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students write confidently about ways to be a good writer?
- Do students who seemed cautious or inhibited about their writing early in the year write more freely now?
- Do they confidently use their word banks and proofreading notes to proofread their writing?

Record your observations on the “Class Assessment Record” sheet (CA2); see page 169 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Letters and Reflect on Working Together



Have each student share his letter with someone sitting nearby. Remind the students to listen carefully so they can share what their partners wrote with the class.

After giving some time for the students to share, signal for their attention and discuss:

- Q *What advice did your partner include in his or her letter to next year’s class?*
- Q *Is your partner’s letter friendly and encouraging? What does your partner write to make it feel that way?*
- Q *What did you do to help your work with your partner go well today?*

If necessary, give the students time to finish writing and proofreading their letters; then collect the letters and save them to share with your incoming class this fall.



### Technology Tip

For more information about setting up and maintaining a class blog, view the “Creating a Class Blog” tutorial (AV76).



## TECHNOLOGY EXTENSION

### Post Letters on a Class Blog

If you created a class blog this year, some students might be interested in posting their letters for next year’s third graders on it. You might use the students’ posted letters to introduce your incoming class to commenting on blog posts.

## In this lesson, the students:

- Review authors studied this year
- Reflect on and write about their favorite authors
- Listen to the thinking of others and share their own

## GETTING READY TO WRITE

### 1 Review Authors Explored This Year

Have the students stay at their desks today. Remind them that they have been thinking about how they have grown as writers over the past year. Review that this year the students read and discussed examples of good writing by different authors to help them get ideas for their own writing. They also learned about the writing practices of authors like Judy Blume, Eloise Greenfield, and Kevin Henkes. Show the cover of one of the books you collected and read the title and author's name aloud. Ask and briefly discuss:

- Q *What do you remember about this book?*
- Q *What do you remember learning about this author?*
- Q *What do you like about this author's writing?*

Repeat the procedure with the remaining authors. Explain that today the students will reflect on and write about their favorite authors.

### 2 Reflect on Favorite Authors

Tell the students that you would like each of them to think about an author that has inspired or influenced them as a writer. Explain that it may be an author they studied in the *Being a Writer* program, or it may be the author of another book they have enjoyed reading or hearing. Encourage them to recall authors that have given them ideas for their own writing or have helped them think about writing in a new way. Use “Think, Pair, Share” to discuss:



- Q *Who is one of your favorite authors?* [pause] *Turn to your partner.*

Display the “Reflecting on Authors” chart (WA3) and ask the students to think to themselves as they listen to the following questions. Ask the questions one at a time, pausing after each question to give the students time to think.

## Materials

- Collected books by authors studied this year
- “Reflecting on Authors” chart (WA3)

## Teacher Note

If the students have difficulty thinking about a favorite author, have them first think about a favorite book and why they enjoyed it. If necessary, support them by providing names of the authors of books they mention.

### Reflecting on Authors

- What do you like about the author’s writing?
- Has the author influenced your writing in some way? If so, how?
- What question(s) might you ask the author if he or she were here?



Give the students several minutes to share their thinking and discuss the questions. Then signal for their attention and have a few volunteers share their thinking with the class.

#### Students might say:

“Eloise Greenfield is my favorite author. She helped me learn that I can write about my own life experiences.”

“I love Beverly Cleary books! I want to know where she got the idea for Ramona, one of my all-time favorite characters.”

“Roald Dahl’s books helped me discover that I can write about fantastic, wild topics.”

“Kevin Henkes is one of my favorite authors. I feel like I know the characters in his books personally.”

“I remember that Judy Blume said she was always reading when she was growing up. I’d ask her if she thinks reading helped her become a better writer.”

Explain that during Writing Time today, each student will write her reflections about the author she chose. Encourage each student to write what she likes about the author’s writing, how the author has influenced her own writing, and a question she would ask the author if he or she were here.

## WRITING TIME

### 3 Write About an Author Independently

Have the students open to the next blank page in their notebooks and write their reflections silently for 10–20 minutes. If they finish, they may write about anything else they choose. Walk around the room and observe, assisting students as needed.



## TEACHER CONFERENCE NOTE

Continue to confer with individual students today, using their marked pieces of writing from Day 1 as the topic of the conference. Ask each student to show you his marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how he has grown as a writer this year. Ask the student questions such as the following and record his responses:

- Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*
- Q *What do you remember about working on this piece?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What did you like writing about this year?*
- Q *What do you do best as a writer?*
- Q *How do you think you have changed as a writer this year?*
- Q *What are some things you might want to write about this summer?*

Document your observations for each student on a “Conference Notes” record sheet (CN1); see page 170 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Reflections

Have the students reread what they wrote today and each underline one sentence she wants to share about her favorite author. Give the students a moment to select their sentences. Then go around the room and have each student read her sentence aloud to the class, without comment.

When all of the students have read their sentences, ask and briefly discuss as a class:

- Q *Which author sounds interesting to you?*
- Q *What question do you want to ask a classmate about the sentence he or she shared?*

### Teacher Note

As you confer, you might compare the student’s responses to the questions on the “Conference Notes” record sheet (CN1) from Unit 1 with his responses to the questions on the “Conference Notes” record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

### Materials

- “Writing Habits of Professional Authors” (see page 699)
- A highlighter or marker for each student
- “Writing Time” chart (WA4)

### In this lesson, the students:

- Learn about the writing habits of professional authors
- Plan their summer writing
- Get ideas by listening to others
- Express interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Generate Topics to Write About Over the Summer

Have the students stay at their desks today. Review that they have been looking back over the year and thinking about what they have learned and how they have grown as writers. Tell them that today they will look forward and think about how they plan to keep writing over the summer.

Ask the students to open to the writing ideas sections of their notebooks and to review the ideas they wrote over the year. Allow sufficient time for the students to review their ideas, and then ask:



**Q** *What are some ideas you didn’t get a chance to write about this year that you are still interested in writing about? Turn and talk to someone sitting next to you.*

Distribute a highlighter or marker to each student. Explain that you would like them to highlight or mark ideas in their notebooks that they are still interested in writing about. After they have had a chance to highlight their ideas, ask them to turn to a blank page and spend a few more minutes brainstorming and listing other ideas they might want to write about this summer. After a moment, ask and discuss as a class:

**Q** *What are some things you might want to write about this summer?*

**Q** *Why is it important for you to keep writing on your own this summer?*

#### Students might say:

“It’s important to keep writing on our own so we don’t forget how to be good writers over the summer.”

“It’s important to keep writing so we can keep getting better at writing.”

“In addition to what [Aleksy] said, it’s important to keep writing because it’s fun!”

Point out that most professional authors have daily habits that help them keep writing. They have a special time and place in which they write, and they write for a certain length of time. Sometimes they use particular materials, like a certain pen or kind of paper. Explain that today you will read some quotes by professional authors about their

writing habits. The students will then think about what kinds of habits they want to have to help them keep writing over the summer.

## 2 Read and Discuss Some Professional Authors' Writing Habits

Read “Writing Habits of Professional Authors” (see page 699) aloud slowly and clearly, clarifying vocabulary as you read.

### Suggested Vocabulary

**cubicle:** small work area

**lull:** short, quiet break

**teak:** kind of wood

Ask and briefly discuss:

**Q** *What habits did you hear about?*

**Q** *What ideas did this give you about habits you can set for yourself at home to help you keep writing this summer?*

Explain that during Writing Time today, you would like the students to write in their notebooks about what they will do to help them continue to write this summer. Encourage them to write specific habits they want to establish, such as where, when, how often, and how long they will write each day. Also invite them to think about what objects they would like to have around them to help them write.

If the students finish, they may add to their lists of topics to write about this summer or choose one of those ideas and write about it.

## WRITING TIME

### 3 Write About Writing Habits Independently

Display the “Writing Time” chart (WA4) and have the students work silently for 20–30 minutes.

#### Writing Time

- Write about what you will do to help yourself continue writing this summer.
- Add to your list of topics to write about over the summer.
- Pick one of your summer topics and start writing about it.

WA4

As the students work, walk around and observe, assisting students as needed, or continue to confer with individual students.

### Teacher Note

As you confer, you might compare the student's responses to the questions on the "Conference Notes" record sheet (CN1) from Unit 1 with her responses to the questions on the "Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.



## TEACHER CONFERENCE NOTE

You may wish to confer once more with individual students this week, using their three marked pieces of writing from Day 1 as the topic of the conference. Ask each student to show you her marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how she has grown as a writer this year. Ask the student questions such as the following and record her responses:

- Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*
- Q *What do you remember about working on this piece?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What did you like writing about this year?*
- Q *What do you do best as a writer?*
- Q *How do you think you have changed as a writer this year?*
- Q *What are some things you might want to write about this summer?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 170 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

## SHARING AND REFLECTING

### 4 Share Plans for Summer Writing

Ask the students to reread what they wrote today, and have each underline a sentence that tells one thing he will do to help keep writing this summer. Give the students a moment to select their sentences. Then go around the room and have each student read his sentence aloud to the class, without comment.

When all the students have read their sentences, ask and briefly discuss as a class:

- Q *What ideas did you hear that you want to add to your list?*
- Q *What questions do you want to ask a classmate about the sentence he or she shared?*

Give the students a moment to add ideas to their lists, if they wish. Encourage them to continue writing as much as they can this summer and to focus on enjoying their own writing.

## In this lesson, the students:

- Reflect on their contributions to the writing community
- Reflect on how they have benefited from the writing community
- Thank one another for their help

## GETTING READY TO SHARE

### 1 Reflect on the Classroom Writing Community

Have the students stay at their desks today. Remind them that they reflected on how they have grown as writers earlier in the week. Explain that today they will have a chance to think about how they did with creating a safe and caring writing community this year and how they have personally grown as members of the community.

Have the students close their eyes and visualize as you ask the following questions. Pause after each question to give them time to think.

- Q *What has it felt like to be a part of our writing community this year?*
- Q *What have you done to contribute to our community this year?*
- Q *What are three things your partners or classmates have done to help you become a better writer this year?*

Have the students open their eyes, turn to the next blank page in their notebooks, and write the three things their classmates or partners have done to help them become better writers this year.

After the students have had time to list their ideas, call for their attention.

## SHARING AND REFLECTING

### 2 Share Reflections and Thank One Another

Have the students bring their notebooks and gather in a circle. Explain that each student will choose one of the three things she listed to read aloud to the class. Point out to the students that it is important to take time to thank people who have been helpful to them, and invite them to say “Thank you” to the class after they read.

Give the students a moment to select what they will read aloud. Then go around the room and have each student read her selection and then say “Thank you.” When all the students have read their selections, ask and discuss:

- Q *How have we done at creating a caring and safe community this year? What makes you think so?*

## Materials

- Copy of this unit’s family letter (BLM1) for each student

## Teacher Note

Some ways students have helped each other become better writers this year include brainstorming ideas together, giving each other feedback, working on some writing projects together (such as the nonfiction informational piece), asking each other questions about their writing, and showing interest and appreciation when sharing from the Author’s Chair.

**Q** *How have you grown in your ability to work with partners this year?*

**Students might say:**

"I think we did a good job creating a community this year. Whenever we had problems, we talked about them so we could get along better."

"I agree with [Pele] because the more we got to know each other, the more we were a community."

"I used to be too shy to talk to my partner, but now I feel I can talk to any partner I have."

You might want to share some of your general observations about ways your students have changed or grown as members of the community over the year.

**You might say:**

"I remember how some students didn't want to work with their assigned partners at the beginning of the year. Now you are much better at working with any partner. I also notice that you relied much more heavily on me at the beginning of the year to help you solve your problems. Now you are able to solve many problems by yourselves."

Encourage the students to continue to write and to become caring members of their classroom writing community next year.

## End-of-unit Considerations

### Wrap Up the Unit

- Send home with each student the student's published pieces, writing notebook, and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families.

### Assessment

- (Optional) If you obtained end-of-year writing samples, you might want to reflect on each student's writing using the "End-of-year Writing Sample Record" sheet (WS2) on page 166 of the *Assessment Resource Book*. For more information on analyzing the writing samples, see "Obtaining an End-of-year Writing Sample" on page 164 of the *Assessment Resource Book*. If you collected beginning-of-year writing samples, you might assess each student's growth as a writer by comparing your comments on the "Beginning-of-year Writing Sample Record" sheet with your comments on the "End-of-year Writing Sample Record" sheet.

A purple rounded square graphic with the word "Excerpts" in white, bold, sans-serif font. The background of the graphic features faint, overlapping text from various sources, including phrases like "she knew by her voice", "said Ph", "make it as long as you can," "her arms round Mother's wa", "the a wh", "In Russia at the time", "the rich people do", "say anything about the things that ought to be", "sing, or about the things that ought to be", "make your people better and happier. If".

## Excerpts

### Writing Habits of Professional Authors

“Get up very early and get going at once; in fact [write] first and wash afterwards.”

— W. H. Auden

“I generally write for three or four hours at a sitting, mornings as a rule.”

— Saul Bellow

“The writer . . . withdraws to some quiet corner, a bedroom perhaps, or any cubicle with a chair and table, and applies himself to his blank paper. Two hours a day are needed, three hours are better, four are heroic.”

— Gerald Warner Brace

“My goal is to write only one sentence a day. I write this on the bus on my way to work. I usually find that I write more than just one sentence, but the important point is that I have accomplished the goal I set by 9:00 a.m.”

— Lavinia Dobler

“Now I keep a typewriter with a sheet of paper in it on the end of the kitchen table. When I have a five-minute lull and the children are playing quietly, I sit down and knock out a paragraph.”

— Lois Duncan

“I have a nice teak desk, long and wide, on which I keep special things: crisp new legal pads and No. 2 pencils with good rubber erasers that don’t leave red smears; a dark blue draftsman lamp that twists and bends like a tall, limber skeleton; a small quartz clock that silently flicks the minutes . . . and an orange tomcat who lies on a blanket and snores.”

— Gail Godwin



# Appendices

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# Appendix A

## TECHNOLOGY MINI-LESSONS

### Mini-lesson 1

### Navigating Safely Online

#### DO AHEAD

- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the digital citizenship family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ Prepare a chart titled “Our Digital Citizenship Contract” (see Step 4 on page 704).
- ✓ Find out if your school has an acceptable use policy that the students and their families need to sign before the students can use the computers. Be prepared to review it with the students in Step 4.

#### Materials

- “Our Digital Citizenship Contract” chart, prepared ahead
- Copy of the digital citizenship family letter (BLM1) for each student

#### In this lesson, the students:

- Work in pairs
- Learn and use the term *digital citizen*
- Compare staying safe online to staying safe in the real world
- Reflect on rules for staying safe online

#### ABOUT DIGITAL CITIZENSHIP LESSONS

In Technology Mini-lessons 1-2, the students think about and discuss how to use the Internet in safe and secure ways. At the end of the second lesson, the students sign an “Our Digital Citizenship Contract,” which lists rules for responsible online behavior at school. After each lesson, the students are encouraged to share what they learned with their families and create similar rules for online behavior when not at school. If possible, plan to teach both digital citizenship lessons before the students do research online.

#### **1** Gather the Students and Discuss Going Online

Gather the class with partners sitting together, facing you. If possible, have current writing partners work together.

Tell the students that one way to find resources for their research projects is to search for information on the Internet. Remind them that the Internet is a worldwide resource that millions of people use every day. Using the Internet, or going online, can connect the students to the world and allow them to find interesting facts and information. Ask:

**Q** *What kinds of things do you like to do online?*

## **2** Introduce Digital Citizenship

Tell the students that, just as they need to be responsible citizens in real life by following rules and treating people well, they also need to be responsible citizens when they are online. The connections they have with people and information when they go online is in many ways like being a part of a community. Being responsible and making good choices in this community is called being a *good digital citizen*. Tell the students that one way to be a good digital citizen is to follow certain online safety rules.

## **3** Compare Staying Safe Online to Staying Safe in the Real World

Explain that staying safe when going online can be similar to staying safe in the real world. Ask the students to listen as you describe the following scenario aloud:

“Hazel’s friend Chloe called asking if Hazel would like to meet her and her mom at the park. Hazel lives around the corner from the park, so she asked for permission to walk there on her own. Hazel’s mom said yes and reminded her to stay safe and be careful.”

Point out that Hazel asked for permission before she walked to the park. This helped her stay safe because her mom knew where she was going. Ask:

**Q** *What might Hazel do to stay safe while walking to the park? How will that keep her safe?*

**Students might say:**

“Hazel should walk on sidewalks and look both ways before crossing the street.”

“Hazel should go straight to the park and not stop anywhere else along the way. That way she won’t get lost.”

Then use “Think, Pair, Share” to have partners discuss the question that follows. After a moment, have a few volunteers share their ideas with the class.



**Q** *How might going online be similar to going for a walk in your neighborhood? [pause] Turn to your partner.*

### Teacher Note

You may want to give the students specific examples of ways they will use the Internet at school this year.

### Teacher Note

If your school has an acceptable use policy that the students and their families need to sign before the students can use the computers, review it with the students and confirm that the settings on the search engines on your school's computers are set to "Strict," "Safe," or a comparable mode.

#### Students might say:

"There are a lot of places to go on the Internet so you have to know which places are safe to visit."

"You could get lost if you don't know where you're going."

"You shouldn't talk to people you don't know when you are on a walk or when you are online."

If the students do not mention it, point out that there are countless numbers of websites on the Internet, so it is important to know what to look for and what to avoid. Explain that just as it is important to know where to turn when walking to the park, it is important to know which websites are safe to visit and which sites should be avoided. Just like it is important not to talk to people you do not know when walking to the park, it is important not to talk to people you do not know online. Point out that, just as you would tell an adult if you noticed anything suspicious on a walk, it is important to tell an adult if you notice anything suspicious online. Tell the students that it is also important to ask for help whenever they need it.

## 4 Introduce Class Rules for Staying Safe Online

Explain that this year the students will have opportunities to go online at school and that today they will discuss the rules they need to follow to stay safe. Post the "Our Digital Citizenship Contract" chart and read each rule to the class.

### Our Digital Citizenship Contract

*We will get permission before going online.*

*We will ask the teacher or a responsible adult before going to an unknown website.*

*We will ask the teacher or a responsible adult for help if we come across any information that is confusing or makes us uncomfortable.*

*We will ask the teacher or a responsible adult before downloading anything from the Internet onto the computer.*

*We will ignore advertisements and pop-ups that appear on the page.*

*We will leave computer and search settings alone.*

*We will follow all school computer rules.*

## 5 Reflect on Online Safety Rules

Use “Think, Pair, Share” to have the students discuss how the rules will help keep them safe online by asking questions such as:



**Q** *Why do you think [ignoring advertisements and pop-ups] is important? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

### Students might say:

“Ads won’t have any information we need at school so there’s no reason to click them.”

“It’s good to ask permission first because teachers can help you find safe places to visit online and help you stay away from unsafe places.”

Then ask:

**Q** *What else might we do to stay safe online? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow these rules for staying safe online. Tell them that in the next lesson they will discuss other ways to be good digital citizens and add those ideas to the chart.

## 6 Discuss Staying Safe Online When Not at School

Tell the students that you would like them to discuss with their families the rules for online safety they learned today, and encourage them to come up with similar rules for staying safe when they are online outside of school.

Plan to check in with the students throughout the year to discuss how they are doing with following the online safety rules.

### Teacher Note

Save the “Our Digital Citizenship Contract” chart to use in Technology Mini-lesson 2.

### Teacher Note

Send home with each student a copy of the digital citizenship family letter (BLM1).

### Teacher Note

You might have the class share ideas for favorite kid-friendly websites and post the list where everyone can see it. Give the students time to explore these websites and continue to add new ones to the list throughout the year.

## Materials

- “Our Digital Citizenship Contract” chart from Technology Mini-lesson 1
- Paper and pencil for each student

## Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 1 on page 702).

## DO AHEAD

- ✓ Add the online privacy rules to the “Our Digital Citizenship Contract” chart (see Step 3 on page 707). Cover the new rules with another sheet of paper until you introduce them in Step 3.

### In this lesson, the students:

- Work in pairs
- Recognize when it is appropriate to share private information
- Reflect on class rules for online privacy

## 1 Introduce Maintaining Privacy Online

Gather the class with partners sitting together, facing you. If possible, have current writing partners work together.

Remind the students that they have been thinking about what it means to be good digital citizens. In the previous lesson, they learned that staying safe online is a lot like staying safe in the real world. Direct their attention to the “Our Digital Citizenship Contract” chart (with the privacy rules covered) and briefly review the safety rules the students have learned for using the Internet. Tell them that another way to be good digital citizens is to follow certain online privacy rules, or rules for keeping their private information safe. Explain that following these rules will help protect both themselves and their computers when they are online.

## 2 Discuss When to Share Private Information

Tell the students that the kind of information that is important to keep private online can be similar to the kind of information that is important to keep private in real life. Ask them to listen as you describe the following scenario:

“Jared is excited to go to the zoo with his grandma. He loves animals, especially monkeys. When he and his grandma arrive at the zoo, there is a line at the monkey exhibit. There is a woman in front of them reading a book about monkeys and Jared asks her about it. They start talking and he tells her how much he loves animals and that he wants to be a zoologist when he grows up.”

Ask:

- Q *Do you think it is appropriate (OK) for Jared to share that he wants to be a zoologist with the woman in line? Why?*
- Q *Imagine that the woman in line asked Jared for his [e-mail address]. Do you think that would be appropriate? Why or why not?*

**Students might say:**

"I think it was OK for him to say that he wants to be a zoologist. He is just sharing his excitement about animals."

"There's no reason for Jared to share his e-mail address. He doesn't know the person well."

"You should only share your e-mail address with someone you want to contact you."

Then use "Think, Pair, Share" to discuss questions such as:



- Q *How is sharing [what you want to be when you grow up] with someone you don't know different than sharing [your e-mail address or your phone number]? [pause] Turn to your partner.*
- Q *Do you think it is a good idea to share [your computer password] with someone you don't know? Why do you think that? [pause] Turn to your partner.*

Explain that contact information, such as your name, phone number, and e-mail address, and information such as computer passwords are *private*—or information you share only with people you know and trust. Tell the students that, just as they do not share private information with people they do not know in real life, they should not share private information with people they do not know online.

### 3 Introduce Class Rules for Online Privacy

Ask and briefly discuss:

- Q *Have you ever been asked to share information about yourself online? If yes, what kind of information?*

**Students might say:**

"I play an online video game that asks for my name and age."

"When I want to use my e-mail account I need to enter my password."

"Some kids' websites ask you to enter your birthday if you want to join."

Tell the students that to protect themselves and their computers they should never share private information about themselves, their families, or their computers when they are online. Explain that when they use the Internet at school, they will need to follow certain privacy rules. Direct their attention to the "Our Digital Citizenship Contract" chart and uncover the rules that you added to it.

Read each rule to the class:

## Our Digital Citizenship Contract

We will keep personal contact information private.

We will keep sign-in information private.

We will keep passwords private.

We will keep personal photos private.

### 4 Reflect on Online Privacy Rules

Use “Think, Pair, Share” to discuss why each rule is important. Ask:



**Q** *Why do you think it's important to [keep your personal contact information private] when online? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

#### Students might say:

“You might end up with a lot of advertisements in your e-mail if you share your address on a website.”

“Passwords are like keys. They are meant to let you in but keep other people out.”

“You don't know what people might do with your photos, so you should only share them with people you really trust.”

Ask:

**Q** *What other privacy rules might we want to add to the chart? Why do you think that?*

As the students share, add their ideas to the chart.

Explain that you would like the students to pledge, or promise, to follow the online privacy rules, just as they did with the online safety rules. Remind them that agreeing to use the Internet in safe and secure ways will help them be good digital citizens. State your expectation that they will try their best to act according to the rules on the contract when they are online at school. Take time to have the students sign the class contract (and sign it yourself) before posting it.

## 5 Discuss Maintaining Online Privacy When Not at School

Tell the students that you would like them to discuss with their families the online privacy rules they learned today. Encourage them to come up with similar rules for maintaining privacy online outside of school. Distribute paper and explain that you would like the students to write down the entire “Our Digital Citizenship Contract” chart to bring home to share with their families.

Throughout the year, review the students’ commitment to be good digital citizens and check in regularly to see how they are doing. You may decide to modify or add to the class contract as needed.

### Teacher Note

Post the “Our Digital Citizenship Contract” chart near the classroom computer(s) for the students’ reference when they go online throughout the year.

## Choosing Effective Search Terms

## Mini-lesson 3

### DO AHEAD

- ✓ Prepare a chart titled “How to Turn a Research Question into a Search Query” (see Step 3 on page 711). If you have already taught the Expository Nonfiction unit, you can use the paper chart you created for use in Week 3, Day 3 of that unit (see page 399).
- ✓ Become familiar with a few search engines and decide which one you will use for this lesson (see the Teacher Note on page 710).
- ✓ Check that the preferences on the search engine you select to use with the class have been set to “Strict,” “Safe,” or a comparable setting.

### In this lesson, the students:

- Work in pairs
- Learn and use the terms *search engine*, *search term*, and *search query*
- Identify the best terms for an effective search query

### Materials

- Whiteboard with a search engine displayed, prepared ahead
- Chart paper and a marker
- “How to Turn a Research Question into a Search Query” chart, prepared ahead
- Students’ writing notebooks and pencils

### Teacher Note

Technology Mini-lesson 3 closely matches the instruction in Week 3, Day 3 of the Expository Nonfiction unit. If you have already taught that unit and your students need further support choosing search terms, you might teach Mini-lesson 3. (If only some students need more support, you might teach Mini-lesson 3 just to those students.) If your students do not need further support choosing search terms, you might skip Mini-lesson 3 and teach Mini-lessons 4–6.

### Teacher Note

Many search engines are available, including some that are intended for students' use. You may already have a preferred search engine that you use most often. Spend some time becoming familiar with a few search engines and decide which one you'll use for this lesson.

## ABOUT TEACHING THE ONLINE RESEARCH LESSONS

In Technology Mini-lessons 3–6, the students learn how to search effectively for online research sources and evaluate the credibility of the sources they find. If possible, start teaching these lessons when the students begin doing research online. The skills taught in the lessons build on one another, so plan to teach them in order and at corresponding stages in the students' research. For example, teach "Technology Mini-lesson 3: Choosing Effective Search Terms" after the students have identified a research topic, and teach "Technology Mini-lesson 6: Evaluating Research Sources" after the students have collected several online sources.

### 1 Introduce Searching for Information Online

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Remind the students that they have been searching for information about their research topics. Today they will learn how to use a search engine to find information on the Internet. Explain that a *search engine* is a web-based tool that searches the Internet using words you type into a search bar. Finding the information you are looking for requires knowing how to choose the best words, or *search terms*, to type into a search engine.

### 2 Model Choosing Best Terms for a Search Query

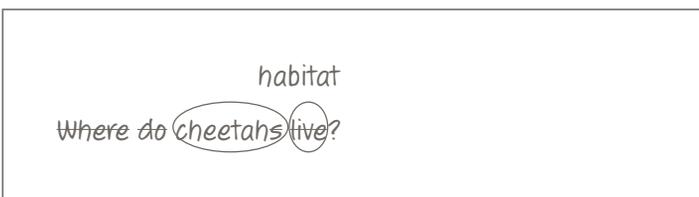
Direct the students' attention to the search engine displayed on the whiteboard and point to the search bar where search terms are entered. Explain that good researchers start with a research question and then identify words within the question to use for their search. For example, if you are doing research on cheetahs and want to know more about where cheetahs live, you might start with the research question, "Where do cheetahs live?"

Write the question on a piece of chart paper where everyone can see it. Explain that you will use the question to help you identify a set of words for your search and that the set of words you choose is called a *search query*.

Explain that a search query tells a search engine exactly what information is needed. Search queries are not usually complete sentences because they use only words directly related to the topic of the search. Ask the students to listen carefully as you think aloud about and model how to change the question "Where do cheetahs live?" into a search query.

**You might say:**

"I know I need the word *cheetahs* because it is the animal I am researching, and I need *live* because it is the specific information about cheetahs that I want. So *cheetahs* and *live* are my search terms—I am going to circle them. [Circle *cheetahs* and *live*.] I don't need the words *where* and *do* because they don't say anything about the information I need, so I will cross them out. [Cross out *where* and *do*.] Now I have the words *cheetahs* and *live*, but what I really want to know is the natural environment cheetahs prefer to live in, so maybe I should change the word *live* to *habitat*. [Cross out *live* and write *habitat* above it.] I think that will help. Now I have the words *cheetahs* and *habitat*. My search query will be: *cheetah habitat*."



Type the search query into the search engine's search bar and display the results. Read some of the results aloud. Use "Think, Pair, Share" to discuss:



**Q** *How useful do you think these search results will be for the research topic?*  
[pause] *Turn to your partner.*

If needed, point out any results that directly address your research topic.

### **3** Choose Best Terms for a Search Query

Explain that the students will follow the same procedure to turn a different research question into a search query. Post the chart titled "How to Turn a Research Question into a Search Query" and read each step aloud:

*How to Turn a Research Question into a Search Query*

- 1. Write down your research question.*
- 2. Circle the words you definitely need.*
- 3. Cross out unnecessary words.*
- 4. Add or substitute more specific words if needed.*
- 5. Decide in what order to write the words.*

### Teacher Note

The students may decide on a search query such as *cheetah speed* or *cheetah running speed*.

### Teacher Note

If your school has an acceptable use policy, review it with the students.



Write *How fast can cheetahs run?* under “Where do cheetahs live?” and have the students copy it in their notebooks. Ask partners to read the question carefully and follow the steps on the chart to decide on a search query.

Walk around the room and observe. If necessary, direct the students’ attention to the chart and remind them to follow each step. Review that queries use only words directly related to the research topic.

When most pairs have finished, signal for attention and have a few volunteers share their queries with the class.

Remind the students that a search query tells a search engine exactly what information to search for about a research topic. Save the “How to Turn a Research Question into a Search Query” chart to post as needed later.

## 4 Continue Online Research

Explain that the students will use what they learned today in their own research. Have them open their notebooks and identify any questions they still have about their research topics. Invite them to use the “How to Turn a Research Question into a Search Query” chart to write search queries about their topics.

When the students have demonstrated that they understand how to choose effective search terms, see Technology Mini-lesson 4 to teach them how to understand their search results.

## DO AHEAD

- ✓ Read Steps 2 and 3 of the lesson to familiarize yourself with the features of a search results page and of web addresses.
- ✓ Prepare a chart titled “Common Domain Suffixes” (see Step 4 on page 715).
- ✓ Type the query *cheetah habitat* into a search engine and have the search results page ready to display on the whiteboard in Step 2.
- ✓ Identify a few examples of websites with different domain suffixes, and bookmark them to display on the whiteboard in Step 4.

### In this lesson, the students:

- Work in pairs
- Learn and use the terms *search result*, *web address*, and *domain suffix*
- Explore the features of a search results page
- Learn key parts of web addresses
- Identify potentially useful websites for their research topics

## 1 Introduce Search Results Page

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Remind the students that they can use an Internet search engine to find information about a research topic. Review that in the previous lesson they discussed how to choose search terms for a query. Explain that today they will discuss the page that lists the results of a query and learn how to decide which websites to use in their research.

## 2 Discuss Features of a Search Results Page

Display the search results page you prepared ahead and review that this is the page that appeared when you typed *cheetah habitat* into the search bar. Explain that this page is called the *search results page* and that a results page will look different depending on the search engine you use but that all search results pages have features in common. Discuss these features by first pointing to the list of websites in the main column of the page and explaining that these websites are sources of information

### Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- “Common Domain Suffixes” chart, prepared ahead
- “Web Address Example” chart (WA1)
- Students’ writing notebooks and pencils
- “Evaluating Search Results” chart (WA2)

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 3 on page 709). You may want to briefly review the previous lesson before starting this one.

about the habitat of cheetahs. Tell the students that they will look more closely at the websites later.

Point to the advertisements on the page and explain that advertisements are often marked with the words *Ads* or *Sponsored Results* and are frequently listed in the left- or right-hand column or at the top or bottom of the page. Tell the students that when they are doing research, they should ignore the advertisements. Ads are trying to sell something and, for that reason, they are not a good source of information about a research topic.

Next, point out the filters, which are often found across the top of the page or in the left-hand panel. Explain that *filters* are search tools that let you control the kind of information that will be displayed on the page. Tell the students they will learn about filters in another lesson.

Direct the students' attention back to the list of websites in the main column of the page and review that these are the *search results*, or sources of information you might explore to find out about cheetahs' habitats. Point to a website and explain that the title is underlined and the search terms are bold. The text below the underlined title is called a *snippet* and is a small piece of text taken directly from the website. Point to the web address and explain that the *web address* is usually underneath the title or on the last line of the result.

If the students need more practice understanding the parts of an individual search result, choose one or two more to review with the class.

### 3 Identify Parts of a Web Address

Tell the students that anyone can post information on the Internet, so not all of what they find will be useful for research. Good researchers know how to look for clues about the type of information that a source, such as a website, will provide in order to choose the best sources to use for their report. One way to do this is to look at the parts of a web address, which can always be found in the address bar that is usually located at the top of the page.

Choose one of the web addresses from your search results page and write it on a piece of chart paper. Circle and label the site's name (the text that follows *http://www* and precedes a suffix like *.com* or *.org*). Ask the students to listen as you describe and label each part of the address: the site's name, the domain suffix, and any information that follows the suffix.

**You might say:**

"The name of a website in a web address sometimes gives information about where the website comes from and whether or not it will help in our research. The name of a website is usually found after the letters *http* and *www*. The name of this site is *shelbyville zoo*, which means it's the website of the zoo in a place called Shelbyville. Sometimes there is no *http* or *www* in the address. [Circle and label the suffix.] The last part, or *domain suffix*, of a website comes after the name and also gives helpful information about the website. The suffix of this website is *.org*, which means it is an organization that provides education or other resources. The string of text that comes after the suffix can also include helpful information. This address indicates that the information will be about cheetahs. Thinking about the name, suffix, and information after the suffix tells me that this is a zoo website that provides information about cheetahs."



Use "Think, Pair, Share" to discuss:



**Q** *Do you think this website will be useful for my research topic? Why or why not?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

**Students might say:**

"I think it will be useful because zoos know a lot about animals."

"Zoos teach people about animals, so this site will probably have useful information about cheetahs."

"I think this site will be good for the research topic. Parents like to take kids to zoos because they can learn about animals there."

## 4 Discuss Domain Suffixes

Tell the students that the domain suffix identifies the purpose and audience of the website. Explain that there are many different domain suffixes and that it is important to understand what they mean. Post the chart titled "Common Domain Suffixes" and read the examples aloud.

## Common Domain Suffixes

- *.com: a commercial website*
- *.edu: an educational institution, such as an elementary school or college*
- *.gov: a government website*
- *.org: often a nonprofit organization. Nonprofit organizations are groups that help people by providing education and other resources.*

Display some examples of websites with different domain suffixes (prepared ahead), one at a time. As you display each website, facilitate a brief discussion about the kind of information each site provides. Use “Think, Pair, Share” to discuss questions such as:



**Q** *What kind of website is this? What do you think people use it for? [pause] Turn to your partner.*

**Q** *How is this website similar to others you’ve seen? How is it different? [pause] Turn to your partner.*

Remind the students that understanding what a domain suffix means will help them choose the best sources for their research. Explain that they should always ask for help if they are confused or do not recognize a suffix. They will have the chance to add other suffixes to the chart throughout the year.

If the students need more practice understanding domain suffixes, choose one or two more website examples to discuss with the class.

### 5 Explore the Parts of a Web Address

Explain that the class will work together to explore the parts of another web address from your query results. Display the “Web Address Example” chart (WA1) or substitute a web address of your choice.

#### Web Address Example

<http://www.animalsupersite.com/mammals/bigcats/cheetah/>

WA1

Use “Think, Pair, Share” to discuss:



- Q *What is the [suffix/name] of this website? What does it tell you about the kind of site it is? [pause] Turn to your partner.*
- Q *What does the information after the name tell you about the website? [pause] Turn to your partner.*
- Q *Do you think this site might be helpful for my research? Why or why not? [pause] Turn to your partner.*

Remind the students that understanding the parts of a web address will help them decide which sites will be useful for their research topics and which sites they can skip.

If the students need more practice exploring the parts of web addresses, choose one or two more to review with the class. Tell them that you will post the charted labeled web address and the “Common Domain Suffixes” chart for use throughout the year.

## 6 Evaluate Search Results

Explain that the students will use what they learned today to help them choose websites for their research topics. Display the “Evaluating Search Results” chart (WA2). Have the students open their notebooks and write down the instructions from the chart. Explain that the next time they use the computer they will follow these instructions for evaluating their search results.

### Evaluating Search Results

- Choose a query for your research topic.
- Type the query into a search engine and print the first page of results.
- Look at the search results and think about the important parts of the web addresses.
- Circle the sites you think might be good sources of information for your research. Write the reasons you chose these sites.

WA2

When the students have demonstrated that they know how to evaluate their search results, see Technology Mini-lesson 5 to teach them how to narrow their results.

### Teacher Note

If possible, have the students evaluate their search results soon after you teach this lesson.

## ⌚ DO AHEAD

- ✓ Type the query *cheetah habitat* into a search engine and have the search results page ready to display in Step 2.
- ✓ Familiarize yourself with the filters of the search engine you use and practice narrowing search results using the activities described in Steps 2–4.
- ✓ Prepare the “Filters We Can Use” chart using the filters listed in Step 4, or list other filters you would like the students to explore this year (see Step 4 on page 719).

### Materials

- Whiteboard with search results displayed, prepared ahead
- Chart paper and a marker
- Students’ writing notebooks and pencils

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 4 on page 713). You may want to briefly review the previous lesson before starting this one.

### In this lesson, the students:

- Work in pairs
- Learn and use the term *filters*
- Explore search engine filtering tools

## 1 Introduce Narrowing a Search

Have the students bring their notebooks and pencils and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Tell the students that, as they search for information about their research projects on the Internet, they will sometimes need to narrow, or focus, their search to get more specific information. Explain that today they will learn how to use filters on a results page to focus a search.

## 2 Discuss Filters

Display the page of search results you prepared ahead of time and point out that this is the results page that appeared when you typed in the words *cheetah habitat* into the search engine’s search bar. Point to the filters on the page and explain that *filters* are tools that let you control the kind of information that will be displayed on the results page. Read the names of the filters aloud. Then ask:

**Q** *What kind of information do you think will be displayed if we click the [Videos] filter? What kind of information do you think will be filtered (left) out?*

### 3 Model Using a Filter

Explain that not all search engines provide the same filters, but there are some commonly used ones. You will demonstrate how to use one commonly used filter, and then the class will work together to explore other filters.

Explain that you would like to include what the habitat of cheetahs looks like in your report. Tell the students that the Images filter will narrow the search results by searching for images, or pictures, specifically related to your topic. Ask the students to watch and listen carefully as you click the Images filter and demonstrate how to use it.

**You might say:**

“When I click the Images filter, I get a page of pictures related to cheetahs. This filter displayed many pictures of cheetahs and it filtered out the words on the websites so I could just see the pictures. There are pictures of cheetahs in their habitat and also maps showing where cheetahs live in the world. There is a lot of useful information to use in my report. When I click an image [click an image], I get a link to its source. When I find an image I want to use, I will write the web address down in my writing notebook so that I will remember where to find it again.”

Use “Think, Pair, Share” to discuss:



**Q** *How did the Images filter change my results? [pause] Turn to your partner.*

**Q** *Do you think these results are useful? Why or why not? [pause] Turn to your partner.*

After a moment, have a few volunteers share their ideas with the class.

**Students might say:**

“Now all the results are pictures.”

“Some of the results are maps and some are photographs, but they all show where the cheetah lives.”

“I think there are some pictures that would be good to include in your report.”

### 4 Use Filters to Narrow Results

Explain that the students will practice using other filters to continue searching for specific information about cheetahs. Post the “Filters We Can Use” chart and briefly describe each filter listed.

## Teacher Note

You may want to add to this list throughout the year.

### Filters We Can Use

- Images
- Maps
- News
- Videos

Direct the students' attention back to the search results page on the whiteboard. Use "Think, Pair, Share" to discuss:



**Q** *What filter(s) might I use if I wanted to read news articles about cheetahs and their habitat? [pause] Turn to your partner.*

Have a few volunteers share their ideas. If necessary, explain that the News filter might provide news stories about cheetahs. Click the News filter and display the search results on the whiteboard. If necessary, click some of the links to display individual results. Ask:

**Q** *How did the News filter change my results?*

**Q** *Do you think these results are useful? Why or why not?*

#### Students might say:

"Now the only results on the page are from news websites."

"There are a lot of articles about cheetahs, but we'd have to read them before deciding if they are useful."

Use the same procedure to demonstrate how to use the Videos and Maps filters, or invite volunteers to the whiteboard to practice using the filters. Discuss the results with the class.

Point out that when the students use filters to narrow a search, the results may not always be useful for their research topics. Remind them that good researchers always evaluate and choose their research sources carefully.

Tell the students that you will post the "Filters We Can Use" chart for them to use throughout the rest of the year.

## 5 Use Filters for Research

Explain that the students can use filtering tools to narrow search results for their own research. Have them open their notebooks and think about what information they still need for their research topics. Ask:

**Q** *What filter(s) might help you find the information you still need?*

Have the students write down in their notebooks the filters they would like to use. Explain that the next time they use the school computer they will work in pairs to narrow their searches and print any information that is useful for their research topics.

When the students have demonstrated that they know how to narrow their search results, see Technology Mini-lesson 6 to teach them how to choose reliable, current, and accurate sources for their research.

### Teacher Note

If possible, have the students practice narrowing their searches and print useful research sources soon after you teach this lesson. Have the students save their printed online sources to use in Technology Mini-lesson 6.

## Evaluating Research Sources

## Mini-lesson 6

### DO AHEAD

- ✓ Prepare a chart titled “Questions to Ask When Evaluating a Source” (see Step 3 on page 722).
- ✓ Type the query *cheetah habitat* into a search engine and have the search results page ready to display in Step 4.

#### In this lesson, the students:

- Work in pairs
- Evaluate research sources
- Choose credible sources for their research

### 1 Introduce Evaluating Sources

Gather the class with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Point out that many of the students have begun to research their topics on the Internet and are ready to choose sources for their research projects. Remind the students that anyone can post information on the Internet so it is important to choose their sources carefully. Explain that today the students will learn how to identify sources of information they can trust and use.

### 2 Discuss the Characteristics of a Good Source

Tell the students that the sources they use for their reports should have information that is reliable, current, and accurate. Display the “Characteristics of a Good Research Source” chart (WA3) and briefly discuss each term with the class.

### Materials

- “Characteristics of a Good Research Source” chart (WA3)
- “Questions to Ask When Evaluating a Source” chart, prepared ahead
- Whiteboard with search results displayed, prepared ahead
- Students’ printed online sources from Technology Mini-lesson 5
- “Evaluating Research Sources” chart (WA4)

### Teacher Note

Plan to teach this lesson soon after teaching the previous technology mini-lesson (see Technology Mini-lesson 5 on page 718). You may want to briefly review the previous lesson before starting this one.

### Characteristics of a Good Research Source

- reliable: trustworthy or dependable
- current: up-to-date or recently written
- accurate: correct, without mistakes

Tell the students that in order to determine whether a source is reliable, current, and accurate they need to evaluate the source, or think carefully about it.

### 3 Introduce Questions for Evaluating a Source

Explain that good researchers ask themselves questions about a source when deciding whether or not to use it. Post the “Questions to Ask When Evaluating a Source” chart and tell the students to listen as you read each question aloud:

#### Questions to Ask When Evaluating a Source

##### Reliable:

- Who is the author of the page? Is the author an expert? How do I know?
- What is the web address? Is the information from a site that is trustworthy? How do I know?

##### Current:

- When was the information written?
- Do the links from the site work, or are they outdated?

##### Accurate:

- Are there sources listed for the information on the page? What are they?
- Can you find other sources with the same information?

Point out that the students will not always find answers to all the questions, but asking them will help them decide if the source has information they can trust.

## 4 Model Evaluating a Research Source

Display the search results page you prepared ahead of time and remind the students that this is the results page for the query *cheetah habitat*. Click one of the website results. Read the information on the website aloud and ask the students to listen as you consider whether or not the source is reliable, current, and accurate by answering the questions on the “Questions to Ask When Evaluating a Source” chart.

### You might say:

“First I will answer questions to evaluate whether or not the site is reliable. This page doesn’t list a specific author, but I can see from the web address that it is an educational website from the National Zoological Park. The site is connected to the park and seems to be a source of education about animals and science, so I think it’s trustworthy. Now I’ll answer questions to decide if the information is current. It doesn’t say when the information was written, but I think a zoo and educational site like this will probably have very current information. [Click other links on the site.] When I click other links, I can see they are working and the information on other pages of this site are current. Lastly, I will answer questions to see if the site is accurate. There are no sources listed on the page, but I’ve seen similar information on a few other websites about cheetahs. I think I can use the information on this site for my research.”

## 5 Evaluate Research Sources

Explain that the class will work together to evaluate another research source. Redisplay the search results page from Step 4 and click another result to display a website.



Read aloud the information on the page as the students follow along. Then have partners evaluate the reliability of the source by answering the questions under “Reliable” on the chart. After a moment, have volunteers share what they discussed with the class.

### Students might say:

“The author’s name was hard to find. It’s all the way down at the bottom of the page.”

“The website is a news and information site for kids, so I think it’s trustworthy.”



In the same way, have partners answer the questions about the currency and accuracy of the source. Then ask:

- Q *Do you think this is a good source to use for my research project? Why or why not?*
- Q *What other questions might be important to add to the “Questions to Ask When Evaluating a Source” chart? Why do you think that?*

Add the students’ suggestions to the chart. Explain that you will post the chart for the students to use throughout the year.

## 6 Continue Evaluating Sources

Explain that the students will use what they learned today to evaluate sources for their research topics. Remind them to ask you for help if they need it.

Have the students return to their seats with partners sitting together. Ask them to spend a few moments gathering the sources they printed for their topics. Display the “Evaluating Research Sources” chart (WA4) and have them work quietly for 10–15 minutes. Explain that the next time they use the computer they will answer any questions that require them to check links or look for additional sources with the same information.

### Teacher Note

If possible, have the students use the computer to evaluate their research sources soon after you teach this lesson.

### Evaluating Research Sources

- Read the information on the page carefully.
- Read the questions on the “Questions to Ask When Evaluating a Source” chart and write down any answers you find.
- Write down whether you think the source is reliable, current, and accurate and include reasons why.

WA4

As the students work, walk around the room and observe, assisting as needed.

## Mini-lesson 7

## Creating Documents

### DO AHEAD

- ✓ Prepare a chart titled “Important Keyboard Features” (see Step 2 on page 725).
- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Sample Keyboards” (BLM). Make enough copies for each student to have one; set aside a copy for yourself. Two types of keyboards are provided; you may want to give the students only the sample that matches the keyboards they will be using at school.
- ✓ Practice creating, saving, and storing a document to prepare for the modeling you will do in Steps 2 and 3. Decide how you would like the students to name and store their documents on the computer.

- ✓ Prepare a chart titled “Keyboard Shortcuts” (see Step 4 on page 727). Note that certain computers’ keyboards use the Control key for shortcuts while others use Command. Likewise, some keyboards have a key named Return while others use Enter, and the same for Delete versus Backspace. When creating your chart, copy the words from the diagram that match the keyboards that you and your students will be using.

### In this lesson, the students:

- Work in pairs
- Learn the term *word processing*
- Explore important keyboard features and shortcuts
- Practice creating documents

## 1 Introduce Word Processing

Gather the class with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Explain to the students that this year they will be publishing some of their writing using a computer. Tell them that creating documents on the computer is called *word processing*, and that today they will learn some basic word-processing skills.

## 2 Model Creating a Document

Display your computer’s desktop on the whiteboard and demonstrate how to move the cursor around the screen to find and open a word-processing application. Model how to use the drop-down menu to open a new document, type in words, and use various keyboard features.

### You might say:

“Once I have opened my word-processing application, I can create a new blank document by going to the File menu and clicking on New. Now I can type my story into the document. As I type, I can create a capital letter by holding down the Shift key and then typing the letter. The Caps Lock key will make all the letters I type capitals. Another job of the Shift key is to allow me to type the characters shown on the upper part of certain keys. For example, when I want to type in parentheses, I hold down the Shift key first and then type the 9 or 0 key. Another useful feature is the [Command/Control] key, which provides a shortcut for certain tasks. For example, instead of using the drop-down menu to create a new document, I can hold down the [Command/Control] key and then type the N key as a shortcut.”

Post the “Important Keyboard Features” chart and distribute a copy of “Sample Keyboards” (BLM2) to each student. Ask the students to locate each feature on their “Sample Keyboards” as you read the chart aloud.

### Materials

- Whiteboard with a word-processing application displayed
- “Important Keyboard Features” chart, prepared ahead
- Copy of “Sample Keyboards” (BLM2) for each student
- “Keyboard Shortcuts” chart, prepared ahead

### Teacher Note

You are likely to have students who are very familiar with word-processing software and others who have little knowledge or experience with it. You may want to provide support for less-experienced students by pairing them with more-experienced students.

### Teacher Note

Whether you use the Command or Control key will depend on the type of computer or keyboard you have at your school.

## Important Keyboard Features

- *Shift*: Hold down to type capital letters or characters on the upper part of key.
- *Command/Control*: Hold down with another key for a keyboard shortcut.
- *Return/Enter*: Press to move the cursor to the next line on page.
- *Tab*: Press to indent a line of writing.
- *Delete/Backspace*: Press to erase the text before the cursor.

Ask and briefly discuss:

**Q** *What other keyboard features do you know how to use?*

Add the students' suggestions to the chart and invite volunteers to the computer to demonstrate on the whiteboard how they are used.

### 3 Model Saving and Finding a Document

Point out that when the students create documents on the computer, they can save and store them on the computer for future use. Ask the students to listen and watch as you demonstrate how to name, save, and store your document using the File menu. Then model how to close, find, and open it again.

#### **You might say:**

"To save my document, I go to the File menu and choose Save. This takes me to the window that allows me to name my document and decide where to save it so that I can find it after it is closed. There are many places to store, or put, a document on the computer, so I've made a folder where I can put all my writing. I'll show you where to store your writing on the computer when you create your own documents. Once I've saved my document, I can close it by clicking Close in the File menu. To reopen it, I can click Open in the File menu, which gives me a list of documents. Clicking the name of my document, then clicking Open, will open it up again."

Briefly point out all the drop-down menus in the application and demonstrate any additional tasks and shortcuts you think might be helpful for the students to know. Ask:

**Q** *What questions do you have about how to [save a document]?*

**Q** *What other features of the word-processing application do you know how to use?*

## 4 Create and Save a Document

Explain that the class will work together to create, save, and store a document. Post the “Keyboard Shortcuts” chart and explain that the students may use this chart and the “Important Keyboard Features” chart to remind them how to do certain tasks.

### Keyboard Shortcuts

- Open a document: [Command/Control] + O
- Close a document: [Command/Control] + W
- Print a document: [Command/Control] + P
- Save a document: [Command/Control] + S
- Bold text: [Command/Control] + B
- Italic text: [Command/Control] + I
- Underline text: [Command/Control] + U

Invite a volunteer to the computer to demonstrate how to open a new document and type in a sentence. Then ask several more volunteers to demonstrate other tasks. Finally, have a volunteer save and store the document. Be ready to assist the students by answering questions or helping to solve any problems that arise.

Ask and briefly discuss:

- Q *What new keyboard features did you learn today?*
- Q *What keyboard shortcuts do you think are most helpful?*

Tell the students that you will post the “Important Keyboard Features” and “Keyboard Shortcuts” charts for them to use throughout the year.

## 5 Use Word Processing to Publish Writing

Explain that the next time the students work on a school computer, they will work in pairs to practice typing, formatting, and saving their writing.

### Teacher Note

If possible, have the students practice word processing soon after you teach this lesson. You may want to provide support for less-experienced students by giving them additional time to practice using the application.

# Mini-lesson 8

# Creating Presentations

## DO AHEAD

- ✓ Review your presentation application and prepare how you will model using the application to create a presentation in Step 2. Find videos, pictures, or other graphics to insert in your presentation and save those on your hard drive.
- ✓ Prepare a chart titled “Creating a Presentation” (see Step 3 on page 729).

### Materials

- Whiteboard with a presentation application displayed
- “Creating a Presentation” chart, prepared ahead
- Students’ writing notebooks

### Teacher Note

You are likely to have students who are very familiar with presentation applications, and others who have little knowledge or experience with them. You may want to provide support for less-experienced students by partnering them with more-experienced students.

**TEKS 9.F.i**  
Student/Teacher Narrative  
Step 1

### In this lesson, the students:

- Work in pairs
- Learn basic features of presentation applications
- Explore how to incorporate special features into a presentation
- Practice creating presentation slides

## 1 Introduce Creating Presentations

Have the students bring their notebooks and gather with partners sitting together, facing the whiteboard. If possible, have current writing partners work together.

Explain to the students that when they finish a piece of writing, there are various ways they might share their published writing with the class. One way is to create presentations using the computer. Explain that presentation applications let them add special features to their writing, such as pictures. Today they will learn how to use a presentation application to create a slideshow using text, pictures, maps, shapes, graphs, charts, and video. Use “Think, Pair, Share” to have partners discuss why they might want to add these special features to their reports. Ask:

-  **Q** *When might you want to add [a map] to a presentation or report? [pause] Turn to your partner.*
- Q** *How might including [photographs] in your presentation make it more meaningful for your audience? [pause] Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

### Students might say:

“I could use a map to show the parts of the world where my animal lives.”

“Instead of just writing about my animal, I can include pictures to show what my animal looks like.”

## 2 Model Creating Slides

Display your computer’s desktop on the whiteboard and demonstrate how to move the cursor around the screen to find and open your presentation application. Then model applying a theme, typing words, changing the font size and color, and inserting a new slide. Using the various tabs, buttons, and menus in the application, model inserting special features, such as videos, pictures, or other graphics.

### You might say:

“When the presentation application is open, I can create a new presentation by going to the File menu and clicking New Presentation. Then I can choose a theme for my presentation by clicking the Themes [tab/button] and deciding which one to use. I can use the keyboard to type text into the slide and change its size and color by going to the Format menu and choosing Font. To insert a new slide, I click the New Slide [tab/button] at the top of my application window. I can apply the same theme—the look and feel—or a different theme to each new slide. I can insert a picture by going to the Pictures tab and choosing the artwork or photograph I want. I can do the same thing to insert videos or other graphics, like charts, shapes, or tables.”

Ask:

**Q** *What are some other features of presentation applications you know how to use?*

Invite volunteers to the computer to demonstrate for the class how to use the features they suggest. Then continue to model how to save, name, and store your presentation.

### You might say:

“To save my presentation, I go to the File menu and choose Save. This takes me to a window that allows me to name my presentation and decide where I want it to be stored. I’ve made a special folder where I can save my report presentations, and I’ll show you where to save yours on the computer, too. Once I’ve saved it, I close it by clicking Close in the File menu. To reopen it, I click Open in the File menu, which gives me the list of presentations. Clicking the name of my presentation, then clicking Open, will open it up again.”

Ask and briefly discuss:

**Q** *What questions do you have about creating a presentation?*

## 3 Create and Save a Presentation as a Class

Explain that the class will work together to practice opening a new presentation and adding various features to the slides. Later, the students will have the chance to create their own presentations based on a finished piece of writing. Post the “Creating a Presentation” chart and explain that the class will do each task in the order listed.

### Teacher Note

To show your students an example of how a student added photographs, graphics, and other features to a presentation of her research on roller coasters, view “Roller Coasters Presentation” (AV79). Explain to the students that this presentation was created by a fifth-grade student who is using the *Being a Writer* program. Display the sideshow, click through the slides one at a time, and point out the



features the author included, such as photographs and links to other information.

### Teacher Note

You may want to provide support for less-experienced students by giving them additional time to practice using the application.

## Creating a Presentation

1. Open a new presentation.
2. Apply a theme.
3. Type in a sentence and change the font size and color.
4. Insert at least two new slides.
5. Insert a picture and a video on different slides.
6. Save the presentation with a name you choose.

Invite volunteers to the computer to demonstrate for the class how to do each task. Be ready to assist the students by answering questions or helping to solve any problems that may arise.

## 4 Create Presentations

Explain that the students will create presentations to share some of their published writing. Have them open their notebooks and think about what pieces they might want to share as a presentation. Use “Think, Pair, Share” to discuss:



- Q *What writing projects have you worked on that might be fun to share as a presentation?* [pause] *Turn to your partner.*
- Q *What kind of things would you like to include in your presentation?* [pause] *Turn to your partner.*

Plan to give the students at least two class sessions to work on their presentations with their partners. Continue to model how to use presentation applications throughout the year.

# Appendix B

## GRADE 3 READ-ALoud TEXTS

Week	Title	Author/Source	Format	Genre/Type
<b>UNIT 1: THE WRITING COMMUNITY</b>				
1	<i>The Pain and the Great One</i>	Judy Blume	picture book	realistic fiction
1	"About Judy Blume"	judyblume.com	article	autobiography
1	<i>Grandpa's Face</i>	Eloise Greenfield	picture book	realistic fiction
1	<i>She Come Bringing Me That Little Baby Girl</i>	Eloise Greenfield	picture book	realistic fiction
2	"About Eloise Greenfield"	James Preller; eduplace.com	article	biography
2	<i>Things Will Never Be the Same</i>	Tomie dePaola	chapter book	personal narrative
2	<i>Silver Seeds</i>	Paul Paolilli and Dan Brewer	picture book	poetry
2	<i>Oceans and Seas</i>	Nicola Davies	picture book	expository nonfiction
3	<i>Atlantic</i>	G. Brian Karas	picture book	narrative nonfiction
3	<i>I Wonder Why the Sea Is Salty</i>	Anita Ganeri	picture book	expository nonfiction
3	<i>Hello Ocean</i>	Pam Muñoz Ryan	picture book	realistic fiction
3	<i>In November</i>	Cynthia Rylant	picture book	realistic fiction
<b>UNIT 2: THE WRITING PROCESS</b>				
1	"More About Judy Blume"	Leonard S. Marcus; judyblume.com	article	autobiography
<b>GENRE: PERSONAL NARRATIVE</b>				
1	<i>Grandma's Records</i>	Eric Velasquez	picture book	personal narrative
1	"Chores" and "Our House" in <i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield and Lessie Jones Little	essay collection	personal narrative
1	<i>My Father's Hands</i>	Joanne Ryder	picture book	personal narrative
2	"John and the Snake" in <i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield and Lessie Jones Little	essay collection	personal narrative
2	"First Day of School"	Jennifer, age 10	essay	personal narrative

(continues)

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Week	Title	Author/Source	Format	Genre/Type
2	"Believing in Myself"	Joshua Jay L., age 10	essay	personal narrative
2	"How I Saved a Dog's Life"	Kate, age 7	essay	personal narrative
<b>GENRE: FICTION</b>				
1	<i>Tacky the Penguin</i>	Helen Lester	picture book	fiction
1	<i>If You Were a Writer</i>	Joan Lowery Nixon	picture book	realistic fiction
2	<i>Cherries and Cherry Pits</i>	Vera B. Williams	picture book	realistic fiction
2	<i>Julius, the Baby of the World</i>	Kevin Henkes	picture book	fiction
3	<i>The Paper Bag Princess</i>	Robert Munsch	picture book	fiction
3	<i>Boundless Grace</i>	Mary Hoffman	picture book	realistic fiction
3	<i>Scarecrow</i>	Cynthia Rylant	picture book	fiction
4	"About Kevin Henkes"	kevinhenkes.com	article	autobiography
<b>GENRE: EXPOSITORY NONFICTION</b>				
1	<i>Are You a Dragonfly?</i>	Judy Allen	picture book	nonfiction
1	<i>A Pack of Wolves and Other Canine Groups</i>	Anna Claybourne	chapter book	expository nonfiction
1	<i>Reptiles</i>	Tom Greve	chapter book	expository nonfiction
1	<i>The ABCs of Endangered Animals</i>	Bobbie Kalman	chapter book	expository nonfiction
2	<i>Into the Sea</i>	Brenda Z. Guiberson	picture book	narrative nonfiction
2	<i>Panda Kindergarten</i>	Joanne Ryder	picture book	narrative nonfiction
2	<i>Where Butterflies Grow</i>	Joanne Ryder	picture book	narrative nonfiction
2	"About Joanne Ryder"	James Preller	article	biography
<b>GENRE: FUNCTIONAL WRITING</b>				
1	<i>Kittens</i>	Niki Walker and Bobbie Kalman	chapter book	expository nonfiction
1	<i>My Pet Puppy</i>	Marilyn Baillie	picture book	expository nonfiction
1	<i>1-2-3 Draw Ocean Life</i>	Freddie Levin	picture book	functional nonfiction
1	"Bottlenose Dolphin"	Deborah Zemke	excerpt	functional nonfiction
2	"Puzzle Sticks"	Tom Daning	excerpt	functional nonfiction

(continues)

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Week	Title	Author/Source	Format	Genre/Type
<b>GENRE: OPINION WRITING</b>				
1	"School Should Start Later in the Morning"	Center for the Collaborative Classroom	essay	opinion
1	"Don't Change Our Start Time"	Center for the Collaborative Classroom	essay	opinion
1	"Rats Are the Coolest Pets"	Center for the Collaborative Classroom	essay	opinion
1	"Why You Should Get a Dog"	Center for the Collaborative Classroom	essay	opinion
2	"Computers in Our Classrooms"	Center for the Collaborative Classroom	essay	opinion
<b>GENRE: POETRY</b>				
1	"Galoshes"	Rhoda Bacmeister	poem	poetry
1	"Two Voices in a Tent at Night"	Kristine O'Connell George	poem	poetry
1	"Fresh Pop-Corn"	Laura Purdie Salas	poem	poetry
1	"Which is the Best?"	James Stevenson	poem	poetry
1	"Sunning"	James S. Tippet	poem	poetry
1	"The Polliwogs"	Douglas Florian	poem	poetry
1	"It's Raining!"	Heidi B. Roemer	poem	poetry
1	"Ice Cubes"	Joan Bransfield Graham	poem	poetry
1	"Open Hydrant"	Marci Ridlon	poem	poetry
2	"Autumn Leaves"	Eve Merriam	poem	poetry
2	"Hotel Swimming Pool's Evening Lament"	Stefi Weisburd	poem	poetry
2	"Oak's Introduction"	Kristine O'Connell George	poem	poetry
<b>UNIT 9: REVISITING THE WRITING COMMUNITY</b>				
1	"Writing Habits of Professional Authors"	various	excerpt	nonfiction

# Appendix C

## READ-ALoud TEXTS ACROSS THE GRADES

### Kindergarten

Title	Author/Source
"Alligators Are Unfriendly"	Jack Prelutsky
"Blowing Bubbles" in <i>Read-Aloud Rhymes for the Very Young</i>	Margaret Hillert
"Chums" in <i>Read-Aloud Rhymes for the Very Young</i>	Arthur Guiterman
<i>City Signs</i>	Zoran Milich
<i>Cookie's Week</i>	Cindy Ward
"Crunch and Lick" in <i>Read-Aloud Rhymes for the Very Young</i>	Dorothy Aldis
"Fish" in <i>Read-Aloud Rhymes for the Very Young</i>	Mary Ann Hoberman
<i>Freight Train</i>	Donald Crews
"The Frog on the Log" in <i>Read-Aloud Rhymes for the Very Young</i>	Ilo Orleans
<i>I Have Feelings</i>	Bobbie Kalman
<i>I Love My Hair!</i>	Natasha Anastasia Tarpley
<i>I Love School!</i>	Philemon Sturges
<i>I Want to Be a Chef</i>	Dan Liebman
<i>I Went Walking</i>	Sue Williams
"Just Watch" in <i>Read-Aloud Rhymes for the Very Young</i>	Myra Cohn Livingston
<i>Lunch</i>	Denise Fleming
"Mice" in <i>Read-Aloud Rhymes for the Very Young</i>	Rose Fyleman
"The Meal" in <i>Read-Aloud Rhymes for the Very Young</i>	Karla Kuskin
<i>My Favorite Bear</i>	Andrea Gabriel
<i>My Friends</i>	Taro Gomi
<i>Red Is a Dragon</i>	Roseanne Thong
<i>Round Is a Mooncake</i>	Roseanne Thong
"Shore" in <i>Read-Aloud Rhymes for the Very Young</i>	Mary Britton Miller
"Somersaults" in <i>Read-Aloud Rhymes for the Very Young</i>	Jack Prelutsky
"The Squirrel" in <i>Read-Aloud Rhymes for the Very Young</i>	Anonymous
<i>Titch</i>	Pat Hutchins
"Toaster Time" in <i>Read-Aloud Rhymes for the Very Young</i>	Eve Merriam
<i>Vegetables</i>	Nancy Dickmann
<i>What Happens at an Airport?</i>	Amy Hutchings
<i>When I Get Bigger</i>	Mercer Mayer
<i>When Sophie Gets Angry—Really, Really Angry . . .</i>	Molly Bang
"Wide Awake" in <i>Read-Aloud Rhymes for the Very Young</i>	Myra Cohn Livingston
"Yellow Butter" in <i>Read-Aloud Rhymes for the Very Young</i>	Mary Ann Hoberman

## Grade 1

Title	Author/Source
<i>All by Myself</i>	Mercer Mayer
<i>Bee</i>	Karen Hartley and Chris Macro
<i>Best Friends Sleep Over</i>	Jacqueline Rogers
"Cat"	Mary Britton Miller
<i>Chinatown</i>	William Low
<i>Chrysanthemum</i>	Kevin Henkes
<i>Daddy Calls Me Man</i>	Angela Johnson
<i>Down the Road</i>	Alice Schertle
"Ears Hear"	Lucia and James L. Hymes, Jr.
<i>Farmer Duck</i>	Martin Waddell
<i>Fire Trucks</i>	Valerie Bodden
"First Snow"	Marie Louise Allen
<i>Growing Vegetable Soup</i>	Lois Ehlert
"Hide-and-Seek Shadow"	Margaret Hillert
<i>I Love Animals!</i>	Flora McDonnell
"Jump or Jiggle"	Evelyn Beyer
<i>Knuffle Bunny: A Cautionary Tale</i>	Mo Willems
"Lessie," "Riding on the Train," and "Rope Rhyme" in <i>Honey, I Love and Other Love Poems</i>	Eloise Greenfield
"The March Wind"	Anonymous
<i>Meet my neighbor, the dentist</i>	Marc Crabtree
<i>Mouse Views: What the Class Pet Saw</i>	Bruce McMillan
"My Puppy"	Aileen Fisher
"Our Washing Machine"	Patricia Hubbell
<i>Reading Makes You Feel Good</i>	Todd Parr
<i>Sheep on a Ship</i>	Nancy Shaw
"Showers"	Marchette Chute
"Sleeping Bag"	Kristine O'Connell George
<i>The Snowy Day</i>	Ezra Jack Keats
"Swimming"	Alice Higgins
"Swinging"	Kay Winters
<i>Things I Like</i>	Anthony Browne
"To Walk in Warm Rain"	David McCord
"Umbrellas"	Barbara Juster Esbensen
"Vegetables"	Meish Goldish
<i>Wait and See</i>	Robert Munsch
<i>When I Grow Up . . .</i>	Peter Horn
<i>When I Was Five</i>	Arthur Howard

## Grade 2

Title	Author/Source
"About Donald Crews"	James Preller
<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	Judith Viorst
"An Argument Against Pets: Animals Should Be Free"	Roshanda Harris and Franklin Sherman
"An Argument Against Pets: Pets Cost Too Much"	BreAnna Gladmon
"An Argument for Pets: Good for the Animals"	Amanda Abel and Elizabeth Dunaway
"An Argument for Pets: We Can Learn From Pets"	Blane Williamson and Orin Fussell
<i>Beardream</i>	Will Hobbs
<i>Bigmama's</i>	Donald Crews
"Boa Constrictor"	Shel Silverstein
<i>Brave Charlotte</i>	Anu Stohner
"Buses"	Maxine Kumin
<i>Click, Clack, Moo: Cows That Type</i>	Doreen Cronin
"Clouds"	Christina G. Rossetti
"The Coyote"	Douglas Florian
<i>Dear Baby: Letters from Your Big Brother</i>	Sarah Sullivan
<i>Dogs Don't Wear Sneakers</i>	Laura Numeroff
<i>Dogzilla</i>	Dav Pilkey
<i>Ducky</i>	Eve Bunting
<i>First Year Letters</i>	Julie Danneberg
"Fish"	Mary Ann Hoberman
<i>Harry and the Terrible Whatzit</i>	Dick Gackenbach
<i>HONK! The Story of a Prima Swanerina</i>	Pamela Duncan Edwards
<i>How to Be a Friend: A Guide to Making Friends and Keeping Them</i>	Laurie Krasny Brown and Marc Brown
<i>I Wanna Iguana</i>	Karen Kaufman Orloff
<i>I Wanna New Room</i>	Karen Kaufman Orloff
<i>I Will Never NOT EVER Eat a Tomato</i>	Lauren Child
<i>Kate &amp; Pippin: An Unlikely Love Story</i>	Martin Springett
"Knoxville, Tennessee"	Nikki Giovanni
"Let's Get a Pup!" Said Kate	Bob Graham
"Lettuce"	Alma Flor Ada
<i>The Little Old Lady Who Was Not Afraid of Anything</i>	Linda Williams
<i>Love, Lizzie: Letters to a Military Mom</i>	Lisa Tucker McElroy
<i>Miss Tizzy</i>	Libba Moore Gray

(continues)

## Grade 2 (continued)

Title	Author/Source
"My Baby Brother"	Mary Ann Hoberman
<i>My Little Sister Ate One Hare</i>	Bill Grossman
<i>Night in the Country</i>	Cynthia Rylant
<i>Paper</i>	Chris Oxlade
"Peaches"	Alma Flor Ada
<i>Polar Animals</i>	Deborah Hodge
<i>Polar Lands</i>	Margaret Hynes
<i>Polar Regions</i>	Melanie Waldron
"Q&A with Isobel Springett: The Photographer of <i>Kate &amp; Pippin: An Unlikely Love Story</i> "	Center for the Collaborative Classroom
"Rain Poem"	Elizabeth Coatsworth
<i>Sheila Rae, the Brave</i>	Kevin Henkes
<i>Shortcut</i>	Donald Crews
"Suck It Up!"	Unknown
"The Tiger"	Douglas Florian
"Tree House"	Shel Silverstein
"Weather"	Aileen Fisher
"Which Is Stronger?"	adapted from "Corrugated Paper" in <i>Super Science Experiments</i> by Muriel Mandell Sterling
"Wind Song"	Lilian Moore
"Writing Habits of Professional Authors"	various

## Grade 3

Title	Author/Source
<i>1-2-3 Draw Ocean Life</i>	Freddie Levin
<i>The ABCs of Endangered Animals</i>	Bobbie Kalman
"About Eloise Greenfield"	James Preller; eduplace.com
"About Joanne Ryder"	James Preller
"About Judy Blume"	judyblume.com
"About Kevin Henkes"	kevinhenkes.com
<i>Are You a Dragonfly?</i>	Judy Allen
<i>Atlantic</i>	G. Brian Karas
"Autumn Leaves"	Eve Merriam
"Believing in Myself"	Joshua Jay L., age 10
"Bottlenose Dolphin"	Deborah Zemke

(continues)

**Grade 3** (continued)

Title	Author/Source
<i>Boundless Grace</i>	Mary Hoffman
<i>Cherries and Cherry Pits</i>	Vera B. Williams
"Chores" and "John and the Snake" in <i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield and Lessie Jones Little
"Computers in Our Classrooms"	Center for the Collaborative Classroom
"Don't Change Our Start Time"	Center for the Collaborative Classroom
"First Day of School"	Jennifer, age 10
"Fresh Pop-Corn"	Laura Purdie Salas
"Galoshes"	Rhoda Bacmeister
<i>Grandma's Records</i>	Eric Velasquez
<i>Grandpa's Face</i>	Eloise Greenfield
<i>Hello Ocean</i>	Pam Muñoz Ryan
"Hotel Swimming Pool's Evening Lament"	Stefi Weisburd
"How I Saved a Dog's Life"	Kate, age 7
"Ice Cubes"	Joan Bransfield Graham
<i>If You Were a Writer</i>	Joan Lowery Nixon
<i>In November</i>	Cynthia Rylant
<i>Into the Sea</i>	Brenda Z. Guiberson
"It's Raining!"	Heidi B. Roemer
<i>I Wonder Why the Sea Is Salty</i>	Anita Ganeri
<i>Julius, the Baby of the World</i>	Kevin Henkes
<i>Kittens</i>	Niki Walker and Bobbie Kalman
"More About Judy Blume"	Leonard S. Marcus; judyblume.com
<i>My Father's Hands</i>	Joanne Ryder
<i>My Pet Puppy</i>	Marilyn Baillie
"Oak's Introduction"	Kristine O'Connell George
<i>Oceans and Seas</i>	Nicola Davies
"Open Hydrant"	Marci Ridlon
<i>A Pack of Wolves and Other Canine Groups</i>	Anna Claybourne
<i>The Pain and the Great One</i>	Judy Blume
<i>Panda Kindergarten</i>	Joanne Ryder
<i>The Paper Bag Princess</i>	Robert Munsch
"The Polliwogs"	Douglas Florian
"Puzzle Sticks" in <i>Fun-To-Make Crafts for Every Day</i>	Tom Daning
"Rats Are the Coolest Pets"	Center for the Collaborative Classroom
<i>Reptiles</i>	Tom Greve

(continues)

### Grade 3 (continued)

Title	Author/Source
<i>Scarecrow</i>	Cynthia Rylant
"School Should Start Later in the Morning"	Center for the Collaborative Classroom
<i>She Come Bringing Me That Little Baby Girl</i>	Eloise Greenfield
<i>Silver Seeds</i>	Paul Paolilli and Dan Brewer
"Sunning"	James S. Tippet
<i>Tacky the Penguin</i>	Helen Lester
<i>Things Will Never Be the Same</i>	Tomie dePaola
"Two Voices in a Tent at Night"	Kristine O'Connell George
<i>Where Butterflies Grow</i>	Joanne Ryder
"Which is the Best?"	James Stevenson
"Why You Should Get a Dog"	Center for the Collaborative Classroom

### Grade 4

Title	Author/Source
"1, 2, 3 Dragon"	students at Germantown Academy, PA
<i>1-2-3 Draw Cartoon People</i>	Steve Barr
"About Allen Say"	Allen Say
"About Jane Yolen"	Jane Yolen
"About William Steig"	James Preller
<i>Australia</i>	Xavier Niz
<i>The Bicycle Man</i>	Allen Say
"Bike Helmets"	Center for the Collaborative Classroom
<i>The Book of Cards for Kids</i>	Gail MacColl
"Bugs Are Creepy"	Center for the Collaborative Classroom
"Carrot and Raisin Salad"	Judi Gillies and Jennifer Glossop
"Carrot Salad"	Angela Wilkes
"Catching Stars"	students at Germantown Academy, PA
"cow"	Valerie Worth
"Crickets"	Myra Cohn Livingston
<i>The Day of Ahmed's Secret</i>	Florence Parry Heide and Judith Heide Gilliland
<i>Desert Voices</i>	Byrd Baylor and Peter Parnall
"Egg"	Kristine O'Connell George

(continues)

**Grade 4** (continued)

Title	Author/Source
<i>Everything Reptile</i>	Cherrie Winner
"Expressions"	Anna Milbourne
"Feeling Ill"	Michael Rosen
"First Days," "Hot Rolls," "Joe Louis," "Learning the Hard Way," and "Mama Sewing" in <i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield and Lessie Jones Little
"The Fly Is In"	Shel Silverstein
"Helping Other Countries"	Center for the Collaborative Classroom
"I'm Much Too Tired to Play Tonight"	Jack Prelutsky
"I'm Sorry!"	Jack Prelutsky
"Insects Are Amazing"	Center for the Collaborative Classroom
"It Is Our Money and We Need It"	Center for the Collaborative Classroom
<i>Kenya: A Question and Answer Book</i>	Sara Louise Kras
"lawnmower"	Valerie Worth
"Little Things"	Sara Roberts
"Lullaby"	Kristine O'Connell George
"Making a character"	Anna Milbourne
<i>Mexico</i>	Colleen Sexton
"The Mirror"	Jijo Vilayanickal
<i>Miss Rumphius</i>	Barbara Cooney
"More About Allen Say"	Stephanie Loer
<i>Morning on the Lake</i>	Jan Bourdeau Waboose
<i>Night of the Gargoyles</i>	Eve Bunting
"Over My Toes"	Michael Rosen
<i>Owl Moon</i>	Jane Yolen
"Poet Quotes: What Is Poetry?"	various
<i>Roxaboxen</i>	Alice McLerran
"A Snake Named Moon" and "The Missing Moon" in <i>The Moon and I</i>	Betsy Byars
<i>Sylvester and the Magic Pebble</i>	William Steig
<i>Tar Beach</i>	Faith Ringgold
<i>Tea with Milk</i>	Allen Say
<i>The Ultimate Fact Book</i>	Andrew Wojtanik
"Up and Down"	Douglas Florian
<i>A Visit to Italy</i>	Rachael Bell
<i>A Visit to Japan</i>	Peter and Connie Roop
"Windy Nights"	Rodney Bennett
<i>Wizzil</i>	William Steig
"Writing Habits of Professional Authors"	various

(continues)

## Grade 5

Title	Author/Source
"About Chris Van Allsburg"	Chris Van Allsburg
"About Jon Scieszka"	Leonard S. Marcus
"About Patricia Polacco"	Patricia Polacco
"Animal Experimentation Saves Lives"	Giovanny P.
"Animal Testing: Here Is the Truth"	Emma H.
<i>Can It Rain Cats and Dogs?</i>	Melvin and Gilda Berger
"Child Frightened by a Thunderstorm"	Ted Kooser
<i>Extreme Earth Records</i>	Seymour Simon
"fireworks"	Valerie Worth
"flamingo"	Valerie Worth
<i>The Frog Prince, Continued</i>	Jon Scieszka
"Gentle Sound of Rain"	Lee Emmett
<i>Global Warming</i>	Seymour Simon
"I Love the Look of Words"	Maya Angelou
<i>I Wonder Why Penguins Can't Fly</i>	Pat Jacobs
<i>I Wonder Why The Sahara Is Cold At Night</i>	Jackie Gaff
<i>Knots in My Yo-yo String</i>	Jerry Spinelli
<i>Just a Dream</i>	Chris Van Allsburg
"Lemonade" and "Backyard Bubbles"	Rebecca Kai Dotlich
<i>The Lotus Seed</i>	Sherry Garland
<i>Meteor!</i>	Patricia Polacco
<i>Moirá's Birthday</i>	Robert Munsch
"More About Jon Scieszka"	Leonard S. Marcus
<i>My Rotten Redheaded Older Brother</i>	Patricia Polacco
<i>Nothing Ever Happens on 90th Street</i>	Roni Schotter
"On Helping Others"	Laia Mitchell
"On Respect"	Nick Maney
"Poet Quotes: What Is Poetry?"	various
"Porch Light"	Debra Chandra
<i>Rainforests</i>	James Harrison
"School Uniforms"	Akinyi R. (student writing)
<i>Scranimals</i>	Jack Prelutsky
"The Sea"	Debra Chandra
"September"	John Updike
<i>Still Firetalking</i>	Patricia Polacco
<i>The Summer My Father Was Ten</i>	Pat Brisson
<i>Sweet Music in Harlem</i>	Debbie A. Taylor

(continues)

## Grade 5 (continued)

Title	Author/Source
<i>The Sweetest Fig</i>	Chris Van Allsburg
"Television: The Most Disparaged Resource of the Information Age"	Salmaan S. (student writing)
<i>The True Story of the 3 Little Pigs!</i>	Jon Scieszka
<i>Uncle Jed's Barbershop</i>	Margaree King Mitchell
"WARNING: Too Much TV Is Hazardous to Your Health"	TV-Turnoff Network; Center for Screen-Time Awareness
<i>Water Dance</i>	Thomas Locker
"Windshield Wiper"	Eve Merriam
<i>The Wreck of the Zephyr</i>	Chris Van Allsburg
"Writing Habits of Professional Authors"	various

## Grade 6

Title	Author/Source
"A Paper Clip Trick"	Center for the Collaborative Classroom
<i>A Teen Guide to Being Eco in Your Community</i>	Cath Senker
"About Joan Aiken"	lib.usm.edu and indiebound.org
"About Kristi Holl"	Kristi Holl, edited by Sandy Asher
"About Louis Sachar"	louissachar.com
"April Rain Song"	Langston Hughes
<i>Birmingham 1963: How a Photograph Rallied Civil Rights Support</i>	Shelley Tougas
"Bring Naps, Recess, and the Arts Back to School"	Annie Murphy Paul
"Bull snake rattle"	Barbara Esbensen
"Do Not Raise the Driving Age to 18"	Center for the Collaborative Classroom
"Echoes Down the Rails"	Kristi Holl
"Excerpt from <i>I Am Malala: How One Girl Stood Up for Education and Changed the World</i> "	Malala Yousafzai
"Fireflies"	J. Patrick Lewis
"giraffe"	Valerie Worth
<i>Goldilocks and Just One Bear</i>	Leigh Hodgkinson
"How to Make a Friendship Bracelet"	Center for the Collaborative Classroom
"How to Make a Jumping Frog"	Center for the Collaborative Classroom
<i>If the World Were a Village: A Book about the World's People</i>	David J. Smith
"Losing Is Good for You"	Ashley Merryman

Grade 6 (continued)

Title	Author/Source
"Milk," "Journey," and "Mosquito"	Barry Yourgrau
"More About Louis Sachar"	louissachar.com
"My Mother's Hands"	Dan Feng Mei (student writing)
<i>Mysterious Disappearances</i>	John Townsend
"No Place I'd Rather Be"	Kristi Yamaguchi
"Ode to Pablo's Tennis Shoes"	Gary Soto
<i>Ouch! The Weird &amp; Wild Ways Your Body Deals with Agonizing Aches, Ferocious Fevers, Lousy Lumps, Crummy Colds, Bothersome Bites, Breaks, Bruises &amp; Burns &amp; Makes Them Feel Better!</i>	Joe Rhatigan
"Pencils"	Barbara Esbensen
"Poet Quotes: What Is Poetry?"	various
<i>Probuditi!</i>	Chris Van Allsburg
<i>Rattlesnake Mesa: Stories from a Native American Childhood</i>	EdNah New Rider Weber
<i>Sideways Stories from Wayside School</i>	Louis Sachar
"Sleep Deprivation and Teens: 'Walking Zombies'"	Vicki Abeles and Abigail Baird, PhD
"Smells"	Kathryn Worth
<i>Sneed B. Collard III's Most Fun Book Ever About Lizards</i>	Sneed B. Collard III
"Spring Is"	Bobbi Katz
"Steam Shovel"	Charles Malam
<i>Survival Challenge: Lost!</i>	Stephanie Turnbull
<i>Thank You, Mr. Falker</i>	Patricia Polacco
"The Elves in the Shelves"	Joan Aiken
"The Minimum Driving Age Should Be Raised"	Rameysh Ramdas
"The pickety fence"	David McCord
<i>The Secret Shortcut</i>	Mark Teague
"The Sneeze"	Alex Roan
"The Stray"	Gary Soto
<i>The Technology Behind Amazing Built Structures</i>	Nicolas Brasch
<i>The Technology Behind Everyday Appliances</i>	Nicolas Brasch
"They're Made Out of Meat"	Terry Bisson
"Why Parents Should Push Their Kids to Play Team Sports"	Lisa Endlich Heffernan and Mary Dell Harrington
"Writing Habits of Professional Authors"	various
"You Can Talk About Your Hummingbirds"	Arnold Adoff

# Appendix D

## SKILLS AND CONVENTIONS TABLES

### Kindergarten Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Just the Facts	Unit 5: Exploring Words Through Poetry	Unit 6: Opinion Writing	Unit 7: Revisiting the Writing Community
Draw pictures to tell stories	■	□					
Tell stories/ideas orally before writing		■	□	□	□	□	□
Label pictures using letters or words that relate to the writing		■	□	□	□	□	□
Write left-to-right and top-to-bottom		■	□	□	□	□	□
Use a word wall to spell high-frequency words		■	□	□	□	□	□
Use spaces between words		■	□	□	□	□	□
Write sentences		■	□	□	□	□	□
Capitalize the first letters of sentences		■	□	□	□	□	□
Use periods at the ends of sentences		■	□	□	□	□	□
Approximate spelling using letter-sound correspondence		■	□	□	□	□	□
Use frequently occurring prepositions			■	□	□	□	□
Add -s or -es to form plural nouns			■	□	□	□	□
Understand and use question words				■	□	□	□

■ skill introduced

□ skill practiced

## Grade 1 Skills and Conventions

Skill/Convention	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Writing Stories About Me	Unit 5: Writing Nonfiction	Unit 6: Exploring Words Through Poetry	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>							
Complete sentences	■	■					
Singular nouns						■	
Plural nouns						■	
Verbs	■				■		
Using nouns and verbs in sentences	■			■	■		
Declarative and interrogative sentences				□			
Common and proper nouns		□					
Present- and past-tense verbs		■			■		
Exclamatory sentences			□				
Adjectives					■		
Prepositions			■				
Pronouns	■	■					
<b>PUNCTUATION AND CAPITALIZATION</b>							
Commas in a series		■		■			
Conjunctions and commas in compound sentences			■			■	

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

## Grade 2 Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Telling More	Unit 3: Fiction	Unit 4: Nonfiction	Unit 5: Letter Writing	Unit 6: Poems and Words	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	■	■			■		■	
Declarative and interrogative sentences	■	■	□	■	■		■	
Exclamatory and imperative sentences	■	■	□		■		■	
Compound sentences					■			
Collective nouns			■					
Proper nouns	□	□		■			■	
Reflexive pronouns					■			
Adjectives			■			■	■	
<b>PUNCTUATION AND CAPITALIZATION</b>								
Commas in a series		□						
Commas in greetings and closing of letters					□			
Apostrophes in contractions	■							
Apostrophes in possessives				■				
Quotation marks			□					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

## Grade 3 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Recognize and correct incomplete sentences		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences					■			
Complex sentences						■		
Singular and plural nouns		<input type="checkbox"/>		<input type="checkbox"/>				
Common and proper nouns	<input type="checkbox"/>							
Subjects, objects, and pronouns				■				
Possessive pronouns		<input type="checkbox"/>						
Verbs	■		<input type="checkbox"/>					
Regular and irregular verbs			■					
Adjectives	■	<input type="checkbox"/>				<input type="checkbox"/>		
Comparative and superlative adjectives			<input type="checkbox"/>	<input type="checkbox"/>				
Adverbs			<input type="checkbox"/>					
Comparative and superlative adverbs			<input type="checkbox"/>					
<b>PUNCTUATION AND CAPITALIZATION</b>								
Words in titles	■		■					
Contractions		<input type="checkbox"/>						
Commas in addresses		■	■	■	■		■	
Commas and quotation marks in dialogue			<input type="checkbox"/>					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

## Grade 4 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Recognize and correct sentence fragments		<input type="checkbox"/>		<input type="checkbox"/>				
Recognize and correct run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Singular, plural, and possessive nouns			■					
Subject and object pronouns			■					
Possessive pronouns			■					
Commonly misused words		<input type="checkbox"/>						
Verbs	<input type="checkbox"/>						<input type="checkbox"/>	
Progressive verb tenses		<input type="checkbox"/>	<input type="checkbox"/>					
Adjectives and order of adjectives in sentences	<input type="checkbox"/>		<input type="checkbox"/>					
<b>PUNCTUATION AND CAPITALIZATION</b>								
Commas in dates, addresses, greetings, and closings of letters		■	■	■	■	■	■	■
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

## Grade 5 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences			<input type="checkbox"/>	<input type="checkbox"/>				
Recognize and correct fragments and run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Nouns and possessive nouns		■						
Possessive pronouns			■					
Verbs	■							
Perfect verb tenses		<input type="checkbox"/>						
Shifts in verb tense		<input type="checkbox"/>	<input type="checkbox"/>					
Adjectives	<input type="checkbox"/>							
Prepositions and prepositional phrases			<input type="checkbox"/>					
Correlative conjunctions					<input type="checkbox"/>			
<b>PUNCTUATION AND CAPITALIZATION</b>								
Commas in a series					<input type="checkbox"/>			
Commas after introductory phrases and clauses						<input type="checkbox"/>		
Commas to set off <i>yes</i> and <i>no</i> , tag questions, and nouns of direct address			■					
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

## Grade 6 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Argumentative Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
<b>GRAMMAR AND USAGE</b>								
Complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Compound sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Dependent and independent clauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Combining sentences	■			■		■		
Recognize and correct sentence fragments and run-on sentences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Subject and object pronouns			■					
Possessive and intensive pronouns			■					
Pronoun antecedents and noun-pronoun agreement			<input type="checkbox"/>					
Verbs	<input type="checkbox"/>							
Adjectives	<input type="checkbox"/>							
Formal and informal English				<input type="checkbox"/>		<input type="checkbox"/>		
Consistency in style and tone				■		■		
<b>PUNCTUATION AND CAPITALIZATION</b>								
Commas, parentheses, and dashes to set off nonrestrictive/parenthetical information		<input type="checkbox"/>						
Punctuating dialogue			■	■		■		
Capitalizing and punctuating titles				<input type="checkbox"/>		<input type="checkbox"/>		
Commas and quotation marks in dialogue and direct quotations			<input type="checkbox"/>					

■ Skill Practice Teaching Guide lesson referenced in a Skill Practice Note

□ Instruction provided and Skill Practice Teaching Guide lesson referenced in the unit

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# Being a Writer™

SECOND EDITION

## The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

## The Collaborative Classroom in *Being a Writer*

The *Being a Writer* program embodies the practices of the Collaborative Classroom.

Students of *Being a Writer* demonstrate:

- Deeper understanding of content
- Ownership of their own learning
- Intrinsic motivation to remain on task
- Improved self-esteem
- An increase in academic performance

*“As we practice collaboration, we are building community. It has changed our school climate and helped our students academically. They now have the language to work together differently and resolve problems quickly. We have reduced interruptions during academic instruction and don’t lose important learning time. We have increased student engagement, which ensures increased academic achievement and gains.”*

—Eve Cheung, principal, K-6 elementary school



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## Skill Practice Teaching Guide

CCC Collaborative Literacy

# Being a Writer™

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Have you ever had a pet that you cannot pet? I do. Their names are Goldie, Headstand, Bigboy and Mr. Clean.



GRADE

3



# Skill Practice Teaching Guide

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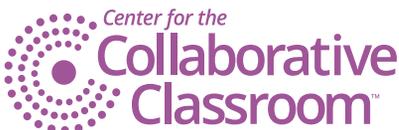
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GRADE

3



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# Introduction

The *Skill Practice Teaching Guide*, along with the *Student Skill Practice Book*, provides 30 weeks of mini-lessons in grammar, usage, and mechanics skills that supplement writing instruction in the *Being a Writer* program. Skill Practice Notes in the *Being a Writer Teacher’s Manual* alert you to instructional moments when a mini-lesson in grammar, usage, capitalization, or punctuation might help your students with their writing. At grades 1–2, most skill instruction in the core lessons occurs during the shared or modeled portions of the lesson. At grades 3–6, most skill instruction occurs during the revision and proofreading phases of the writing process. Additional instruction and practice in skills and conventions for grades 1–6 are provided in this teaching guide and the accompanying practice pages.

The *Skill Practice Teaching Guide* includes:

- 25 mini-lessons and 5 review lessons
- Interactive whiteboard activities to promote student participation and support instruction
- *Student Skill Practice Book* corrections
- Individual student and class assessment forms
- Three diagnostic language skills task scoring keys

The *Student Skill Practice Book* includes:

- Three practice book pages per lesson (the third of which can be scored)
- A *Student Grammar Guide* containing grammar terms with definitions and examples
- Three diagnostic language skills tasks for formative assessment language standards

---

## Language Skills Support in the *Being a Writer Teacher’s Manual*

The *Being a Writer* program supports students’ acquisition of grammar, usage, and mechanics skills. The “Grade 3 Skills Correlation to *Being a Writer*” table on the following pages shows where a skill is taught in the grade 3 *Teacher’s Manual* and where Skill Practice Notes refer to lessons in the *Skill Practice Teaching Guide*.

## Grade 3 Skills Correlation to Being a Writer

### Unit in the Core Being a Writer Teacher's Manual

SKILL PRACTICE TEACHING GUIDE LESSON	UNIT 2 THE WRITING PROCESS	PERSONAL NARRATIVE	FICTION	EXPOSITORY NONFICTION	FUNCTIONAL WRITING	OPINION WRITING	POETRY	UNIT 9 REVISITING THE WRITING COMMUNITY
Lesson 1, Complete Sentences	Week 2 ■	Week 4 ■	Week 6 ■	Week 6 ■		Week 3 ■		
Lesson 2, Incomplete Sentences		Week 4 ■		Week 6 ■		Week 3 ■		
Lesson 3, Compound Sentences					Week 3 □			
Lesson 4, Complex Sentences						Week 2 □		
Lesson 5, Review								
Lesson 6, Singular and Plural Nouns		Week 2 ■		Week 1 ■ Week 3 □				
Lesson 7, Common and Proper Nouns	Week 2 ■							
Lesson 8, Possessive Nouns								
Lesson 9, Subject and Object Pronouns				Week 3 □				
Lesson 10, Possessive Pronouns		Week 4 ■						
Lesson 11, Noun-Pronoun Agreement								
Lesson 12, Review								
Lesson 13, Verbs	Week 1 □		Week 5 ■					
Lesson 14, Linking Verbs								
Lesson 15, Simple Verb Tenses								
Lesson 16, Regular and Irregular Past-tense Verbs			Week 5 □					

■ Instruction provided in the unit and Skill Practice Note points to Skill Practice Teaching Guide lesson.

□ Skill Practice Note points to Skill Practice Teaching Guide lesson.

(continues)

Unit in the Core Being a Writer Teacher's Manual (continued)

SKILL PRACTICE TEACHING GUIDE LESSON	UNIT 2 THE WRITING PROCESS	PERSONAL NARRATIVE	FICTION	EXPOSITORY NONFICTION	FUNCTIONAL WRITING	OPINION WRITING	POETRY	UNIT 9 REVISITING THE WRITING COMMUNITY
Lesson 17, Subject-Verb Agreement								
Lesson 18, Review								
Lesson 19, Adjectives	Week 1 <input type="checkbox"/>	Week 1 ■				Week 3 ■		
Lesson 20, Comparative and Superlative Adjectives			Week 3 ■	Week 1 ■				
Lesson 21, Adverbs			Week 5 ■					
Lesson 22, Comparative and Superlative Adverbs			Week 5 ■					
Lesson 23, Adjectives and Adverbs								
Lesson 24, Formal and Informal English								
Lesson 25, Review								
Lesson 26, Writing Book Titles	Week 1 <input type="checkbox"/>							
Lesson 27, Contractions		Week 4 ■						
Lesson 28, Commas in Addresses		Week 4 <input type="checkbox"/>		Week 6 <input type="checkbox"/>	Week 3 <input type="checkbox"/>		Week 2 <input type="checkbox"/>	
Lesson 29, Commas and Quotation Marks in Dialogue			Week 6 ■					
Lesson 30, Review								

■ Instruction provided in the unit and Skill Practice Note points to Skill Practice Teaching Guide lesson.

Skill Practice Note points to Skill Practice Teaching Guide lesson.

---

## Making the Most of a Mini-lesson

There are three main ways to incorporate the lessons in the *Skill Practice Teaching Guide* into the *Being a Writer* program:

- Teach the 30 lessons in sequence.
- Teach specific skills to support work in a particular genre, as suggested by Skill Practice Notes in the *Being a Writer Teacher's Manual*.
- Use the formative assessments in Appendix C at the beginning, middle, and end of the year. The first two assessments can be used to determine which lessons to teach and to whom, and the final assessment can be used to evaluate student progress at the end of the year.

Each mini-lesson includes an introduction, teacher-guided practice, and a set of three optional practice pages for students. Many lessons also offer opportunities for students to collaborate with peers; the icon  serves as a marker for collaborative activities. Mini-lessons also encourage student participation via interactive whiteboard activities. The interactive whiteboard activities challenge students to complete tasks designed to help them identify and use common English language conventions. Students might be asked to the whiteboard to drag a correct answer from a word box into a blank, to click a blank to reveal an answer, or to use the pen tool to correct a sentence fragment. Facsimiles of the whiteboards appear with answers in each lesson of the *Skill Practice Teaching Guide* at point of use. All whiteboard activities are also available on the CCC Learning Hub to print and project, or to use as paper-and-pencil activities.\*

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## Using the *Student Skill Practice Book*

Three optional student practice pages are provided in the *Student Skill Practice Book* for each lesson. Activities are scaffolded. For example, the first page might involve a simple task, such as identifying a language element; the second page might invite students to choose which language element works best in a specific context; and the third page might call for more sophisticated tasks, such as proofreading a written work for accuracy. All three pages offer a brief writing prompt to give the students an opportunity to use the language skill in original writing.

The third page of each set of practice pages for each lesson can be scored to evaluate student progress and inform instruction. The scores can be added to the “Skill Practice Student Record” sheet and the “Skill Practice Class Record” sheet to record individual and class

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\*Drag-and-drop activities become fill-in-the-blank activities; click-to-reveal activities become activities in which you write a label above a picture, word, or phrase, or cross out a word and write the correction above it.

results. For students who need additional support, this page is also available as an interactive whiteboard activity for reteaching. For more information about using the practice pages in the *Student Skill Practice Book* to evaluate student progress, see “Skill Practice Assessment” found in Appendix B.

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## Assessing Language Skills

Three diagnostic language skills tasks in Appendix C of this guide offer the opportunity to assess students’ development and mastery of grade-level language standards.

Student copies of the proofreading and editing tasks appear in the back of the *Student Skill Practice Book* on page 103. In Appendix C of this guide, you will find instructions for conducting, scoring, and analyzing the assessment, along with annotated versions of the tasks that serve as scoring keys. The scoring keys also list the standard(s) addressed by each item.

You may wish to administer a diagnostic language skills task at the beginning, middle, and end of the year. Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific skills requiring additional review, reteaching, and practice. These forms are also available on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)), and they can be accessed through the CCC ClassView™ assessment app ([classview.org](http://classview.org)).



# Skill Practice Mini-lessons

READ

SHARE

WRITE



PLAN



# Sentences



# Lesson 1

## Complete Sentences

### Student Skill Practice Book

- Pages 1–3



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Complete Sentences” activity (WA1)
- “Complete Sentences” activity (WA2)
- (Optional reteaching) “Complete Sentences” activity (WA3)
- (Optional reteaching) “Complete Sentences” activity (WA4)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain that a **sentence** is a group of words that tells a complete thought. Point out that every sentence has two main parts: a **subject** that tells whom or what the sentence is about, and a **predicate** that tells what the subject does or is.
2. Display the “Complete Sentences” activity (🎯 WA1). Read the first sentence aloud and ask, pausing after each question for one or two volunteers to answer:
  - Q Which words tell whom or what the sentence is about—Many animals or live in the sea? (Many animals)
  - Q Which words tell what the subject does? (live in the sea)Draw one line under *Many animals* and two lines under *live in the sea*. Then tell the students that *Many animals* is the subject of the sentence; it tells whom or what the sentence is about. Explain that *live in the sea* is the predicate; it tells what the animals do.
3. Repeat the process for sentences 2–6.
4. Point to the subject, *Many animals*, in sentence 1. Ask the students which word tells exactly what the sentence is about—*Many* or *animals*. (*animals*) Circle the word *animals*. Explain that this word is called the **simple subject**: it is the most important

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

word in the subject. Then explain that the **complete subject** includes all of the words that tell whom or what the sentence is about. Ask the students to identify the complete subject of the sentence. (*Many animals*)

WA1

1. Many animals live in the sea.
2. The jellyfish swims in the ocean.
3. This creature squirts water from its mouth.
4. These squirts push the jellyfish forward.
5. Long wavy strings hang from the jellyfish's body.
6. These tentacles sting.

5. Point to the predicate in sentence 1, *live in the sea*. Ask the students which word tells what the animals do. (*live*) Draw a box around the word *live*. Explain that this word is called the **simple predicate**: it is the most important word in the predicate. Then explain that the **complete predicate** includes all of the words that tell what the subject does or is. Invite the students to identify the complete predicate. (*live in the sea*)
6. Read each remaining sentence aloud. Ask:
  - Q Which word in the subject is most important?
  - Q Which word in the predicate is most important?

Invite a volunteer to the whiteboard to circle the simple subject and draw a box around the simple predicate in sentence 2. Repeat the process for sentences 3–6.

### Teacher Note

Point out the word *squirts* in sentences 3 and 4. In sentence 3, *squirts* is an action word and so it is part of the predicate. In sentence 4, *squirts* is a naming word and so it is part of the subject.

### Teacher Note

Use sentence 6 to point out that sometimes the complete predicate and the simple predicate are the same.

## GUIDED PRACTICE

7. Display the next “Complete Sentences” activity (WA2). Read the first sentence aloud and ask, pausing after each question for one or two volunteers to answer:
  - Q What is the complete subject? (The young boy)
  - Q What is the complete predicate? (plays in the ocean)

Then ask:

Q *What is the most important word in the complete subject? (boy)*

Q *What is the most important word in the complete predicate? (plays)*

Invite a volunteer to click the blanks next to the labels *Simple Subject* and *Simple Predicate* to confirm the responses.

1. The young boy plays in the ocean.  
Simple Subject:  Simple Predicate:

2. He sees three jellyfish under the water.  
Simple Subject:  Simple Predicate:

3. His mom warns him about the jellyfish.  
Simple Subject:  Simple Predicate:

4. Luckily, the animals swim away quickly.  
Simple Subject:  Simple Predicate:

WA2

8. Repeat the process for the remaining sentences. Ask the students to identify the sentence in which the complete subject and the simple subject are the same. (In sentence 2, *He* is both the complete and simple subject.)



9. Have the students work in pairs to write a paragraph using complete sentences. Ask them to underline each simple subject once and each simple predicate twice.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a land or water animal that they think is unusual.

## Optional Practice

Have the students complete pages 1–3 in their *Student Skill Practice Books*, independently or in pairs, to practice writing complete sentences. Note that page 3 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 3 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

### ELL Note

In some languages, such as Spanish, Russian, and Tagalog, the verb precedes the subject. Students with these language backgrounds may need more practice identifying complete subjects and complete predicates.

# Lesson 2

## Incomplete Sentences

### Prerequisite Lesson

- Lesson 1, “Complete Sentences”

### Student Skill Practice Book

- Pages 4–6



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Incomplete Sentences” activity (WA5)
- “Incomplete Sentences” activity (WA6)
- (Optional reteaching) “Incomplete Sentences” activity (WA7)
- (Optional reteaching) “Incomplete Sentences” activity (WA8)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that they will practice recognizing and correcting sentences that are missing a subject or a predicate. Explain that knowing how to write complete sentences will help them express their ideas clearly.
2. Display the “Incomplete Sentences” activity (WA5). Read the two items aloud. Ask:

**Q** *Which one is missing a subject? (Stared at his friend Luis)*

Tell the students that this group of words is not a complete sentence because it is missing a subject. We do not know who or what stared.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Stewart felt bored. Stared at his friend Luis.

Stewart felt bored. He stared at his friend Luis.

1. The two boys.

The two boys thought very hard.

2. Got an idea.

They got an idea.

3. Decided to build a fort.

Stewart and Luis decided to build a fort.

4. The friends.

The friends spotted the dining room table.

3. Remind the students that a complete sentence has a subject and a predicate, and expresses a complete thought. Ask:

**Q** *What could we add to the second group of words to make it express a complete thought?*  
(Stewart; He)

Click the blank to reveal the complete sentence. Then read both sentences aloud, pointing to the subject and the predicate in each.

4. Direct the students' attention to item 1. Explain that a group of words that does not have both a subject and a predicate is an **incomplete sentence**. Read item 1 aloud and ask:

**Q** *Is this a complete or an incomplete sentence? (incomplete) What is missing—the subject or the predicate? (the predicate)*

Give the students a few moments to think, and invite one or two volunteers to respond. Then click the blank to reveal the complete sentence with its predicate. Read the complete sentence aloud.

### Teacher Note

You may wish to invite volunteers to supply their own alternative subjects or predicates to complete each sentence. Answers provided in the activity are just one way to complete the sentences.

5. Repeat the process for the remaining sentences. Ask:

**Q** *Why is it important to avoid incomplete sentences in your writing?*

Explain that sentences that are missing a subject or predicate are incomplete thoughts and, therefore, hard for readers to understand.

## GUIDED PRACTICE

- Tell the students that next they will correct items that are missing either a subject or a predicate to form complete sentences.
- Display the next “Incomplete Sentences” activity (🔊 WA6). Read the first incomplete sentence aloud and ask:

**Q** Which is missing—the subject or the predicate? (the predicate)

Invite one or two volunteers to respond. Then ask:

**Q** Which one is a complete sentence?

Give the students a few moments to respond. Then click to highlight the first option. Guide the students to see that the predicate *pulled blankets over the table* was added to form a complete sentence. Ask the students to explain why the other option is incorrect. (It is still missing a predicate.)

WA6

- The two boys.
  - The two boys pulled blankets over the table.
  - The two boys with the blankets.
- Crawled inside the fort.
  - Crawled inside the fort and sat there.
  - They crawled inside the fort.
- Told a story in a scary voice.
  - Stewart told a story in a scary voice.
  - Told a scary ghost story.

- Continue guiding the students through items 2 and 3, reading them aloud and helping volunteers determine which options are complete sentences and what is missing in the other options.
- Have the students work in pairs to write a paragraph. Ask them to check their work to ensure that there are no incomplete sentences.



### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about something they do when they start to feel bored.

### Teacher Note

You might have the students write an example of a complete sentence in the Proofreading Notes section of their *Student Writing Handbooks*, and label each part with the word *subject* or *predicate*.

## Optional Practice

Have the students complete pages 4–6 in their *Student Skill Practice Books*, independently or in pairs, to practice writing complete sentences. Note that page 6 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 6 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### **ELL Note**

In Spanish complete sentences do not always include subjects. Therefore, students with this language background may need additional practice correcting incomplete sentences that are missing subjects.

# Lesson 3

## Compound Sentences

### Prerequisite Lesson

- Lesson 1, “Complete Sentences”

### ELPS 5.E.i

(all, beginning on pages 9 and continuing on to page 12)

### Student Skill Practice Book

- Pages 7–9



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Compound Sentences” activity (WA9)
- “Compound Sentences” activity (WA10)
- (Optional reteaching) “Compound Sentences” activity (WA11)
- (Optional reteaching) “Compound Sentences” activity (WA12)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that today they will learn how to connect simple sentences. Explain that a **simple sentence** contains a subject and a predicate, and expresses a complete thought.
2. Display the “Compound Sentences” activity (WA9). Ask the students to listen carefully as you read sentence pairs 1 and 2 aloud. Explain that these four sentences are all simple sentences, then reread the sentences aloud and ask:

**Q** *What did you notice about how these sentences sounded as I read them?*

#### Students might say:

“The sentences were really short.”

“I agree with Anders. They also sounded choppy.”

Allow a few volunteers to respond. Then explain that to make these simple sentences longer and more interesting, we can use the word *and* to join pairs of sentences

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

together. In the blank between the sentence pair in item 1, write the word *and*. Then replace the period after the word *weather* with a comma, and read the new sentence: *I love cold weather, and I especially love snow.*

Point to the word *and* in the new sentence, and explain that *and* is a connecting word we call a **conjunction**. It connects ideas that are similar—loving cold weather and especially loving snow. Explain that, when we use a conjunction like *and* to connect simple sentences, we form what is called a **compound sentence**. Point to the comma in the sentence and explain that we put a comma before the conjunction in a compound sentence.

WA9

**Conjunctions:** and but or

1. I love cold weather, and I especially love snow.
2. I wear mittens, and I put on a warm hat.
3. I can play in the backyard, or I can go to the park.
4. Sometimes I play by myself, but I have more fun playing with my friend Roland.
5. We roll around in the snow.

3. Have the students silently read sentence pair 2. Ask:

**Q** *How can we use the conjunction and to make these two simple sentences into a compound sentence?*

Write *and* in the appropriate space and replace the period with a comma before the conjunction. Read the new compound sentence aloud: *I wear mittens, and I put on a warm hat.*

4. Read sentence pair 3 aloud. Explain that these sentences show a choice between two places to play in the snow—the backyard and the park. Explain that we use another conjunction—*or*—to join two sentences that show a choice. Write *or* in the appropriate place, replace the period after the first sentence with a comma, and read the new sentence aloud: *I can play in the backyard, or I can go to the park.*
5. Read sentence pair 4 aloud. Explain that these sentences describe a contrast, or difference, between playing alone and playing with a friend. Explain that to join sentences that show a contrast or difference we use a third conjunction—*but*.

Write *but* in the appropriate place, replace the period with a comma, and read the new sentence aloud: *Sometimes I play by myself, but I have more fun playing with my friend Roland.*

6. Read sentence 5 aloud and ask, pausing after each question for one or two volunteers to respond:

**Q** *Is this sentence a simple sentence or a compound sentence? Why do you say that?*

If necessary, point out that this is a simple sentence. Then explain to the students that, when they write, they can use some short simple sentences and some longer compound sentences. Ask:

**Q** *How does using a combination of simple sentences and compound sentences improve your writing? (Using both kinds of sentences makes the writing sound better and keeps people interested.)*

## GUIDED PRACTICE

7. Display the “Compound Sentences” activity (📄 WA10). Explain that the students will now practice using the conjunctions *and*, *but*, and *or* to combine simple sentences into compound sentences. Review that *and* connects ideas that are similar, *but* shows a contrast or a difference between ideas, and *or* shows a choice.

WA10

**Conjunctions:** and but or

1. Ellie loves summer. She likes to swim outside.

Ellie loves summer, and she likes to swim outside.  
^

2. She may swim in a pool. She may swim in the lake.

She may swim in a pool, or she may swim in the lake.  
^

3. Ellie likes the lake. She doesn't like the rocky bottom.

Ellie likes the lake, but she doesn't like the rocky bottom.  
^

4. Ellie sees fish in the lake. She watches them swim around her.

Ellie sees fish in the lake, and she watches them swim around her.  
^

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

8. Read sentence pair 1 aloud. Then ask:

**Q** *Which conjunction can you use to combine these simple sentences into a compound sentence? Why would you use this conjunction?*

Allow a few volunteers to respond. Then invite one of the volunteers to the whiteboard to write the conjunction *and* on the line and place the comma where it belongs. Reread the sentence aloud. If necessary, remind the students that *and* is used to connect ideas that are similar.

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### Teacher Note

Point out to the students that when the two sentences are combined, the capital *S* in *She* should be changed to a lowercase letter.

9. Repeat the process with the remaining sentences.



10. Have the students work in pairs to write a paragraph, using both simple and compound sentences.

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### Teacher Note

If the student pairs have difficulty thinking of a topic to write about, suggest that they write about a season they both like.

## Optional Practice

Have the students complete pages 7–9 in their *Student Skill Practice Books*, independently or in pairs, to practice forming compound sentences. Note that page 9 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 9 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

You might have the students write brief explanations of how *and*, *but*, and *or* are used to connect ideas in the Proofreading Notes section of their *Student Writing Handbooks*.

# Lesson 4

## Complex Sentences

### Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 2, “Compound Sentences”

### Student Skill Practice Book

- Pages 10–12



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Complex Sentences” activity (WA13)
- “Complex Sentences” activity (WA14)
- (Optional reteaching) “Complex Sentences” activity (WA15)
- (Optional reteaching) “Complex Sentences” activity (WA16)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Remind the students that they have learned about two kinds of sentences: simple sentences and compound sentences. Review that a simple sentence has a subject and predicate and tells a complete thought, and that a compound sentence is formed by joining two simple sentences using the word *and*, *or*, or *but*.

### Teacher Note

If necessary, write an example of a compound sentence on the board such as: *My family loves to celebrate the new year, and we always have a party.* Invite a volunteer to identify the two simple sentences and the connecting word *and*.

Explain that today the students will learn how to combine a sentence that tells a complete thought with a group of words that does not tell a complete thought to form another type of sentence called a **complex sentence**.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

2. Display the “Complex Sentences” activity (🗨️ WA13). Point to and read the complete sentence aloud: *I love Chinese New Year*. Ask:

Q *Is this a complete sentence? Why or why not? (Yes. It tells a complete thought.)*

Point to and read aloud *Because my family goes to a special parade*. Ask:

Q *Is this a complete sentence? Why or why not?*

If necessary, explain that the second group of words does not tell a complete thought.

Explain that the ideas in these two groups of words are connected—*Because my family goes to a special parade* tells why *I love Chinese New Year*—so the two groups of words can be combined into a single sentence.

**Conjunctions:** after because before until

1. I love Chinese New Year. Because my family goes to a special parade.

I love Chinese New Year (because) my family goes to a special parade.

2. We put on our holiday clothes (before) we leave for the parade.

3. I can hardly wait (until) we get there.

4. I could not sleep last night (because) I was so excited.

5. I will sleep tonight (after) we get home.

WA13

3. Write the sentence *I love Chinese New Year because my family goes to a special parade*. Then read the completed sentence aloud. Explain that you have formed a complex sentence—a sentence made up of one group of words that tells a complete thought and one group of words that does not. Draw one line under the complete sentence; draw two lines under the group of words that does not tell a complete thought and cannot stand alone.

4. Point to the words in the word box: *after, because, before, until*. Explain that these words are **conjunctions**, or connecting words, that join the two parts of a complex sentence. Circle the word *because* in the complex sentence you wrote.

5. Draw the students’ attention to sentence 2. Draw one line under the part that expresses a complete thought. (*We put on our holiday clothes*) Draw two lines under the part that does not tell a complete thought. (*before we leave for the parade*) Ask:

Q *What connecting word, or conjunction, joins the two ideas? (before)*

Circle the conjunction. Point out that, when you use a word such as *before* to join the parts of a complex sentence, you do not put a comma before the connecting word.

6. Repeat the process for sentences 3–5.

## Teacher Note

As you identify the clauses and conjunction in each sentence, tell the students how the parts of each sentence are related. Point out that *after*, *before*, and *until* tell about time—when something happens; *because* signals a cause or a reason that something happens or is true.

## GUIDED PRACTICE

7. Display the next “Complex Sentences” activity (🎯 WA14). As needed, review that a complex sentence is made up of a group of words that tells a complete thought and another group of words that does not. The two groups of words are connected by words such as *because*, *after*, and *before*.

Tell the students that you will read a paragraph containing complex sentences that are missing conjunctions, or connecting words. Explain that you will work together to choose the word that best combines the two parts of each complex sentence.

WA14

**Conjunctions:** after because before until until

We were lucky because it was not raining. We found a great place to stand and watch the parade. A group of drummers wearing red costumes marched by after the parade started. We watched the lion dancers until we couldn't see them anymore. The crowd cheered. We stayed at the parade until it ended. We stopped for dumplings before we went home. I'll always remember this day.

8. Point to and read aloud *We were lucky* and *it was not raining*. Ask:
  - Q *How are these two groups of words related? (The second group of words tells the reason that the narrator and the family were lucky.)*
  - Q *Which conjunction can we use to join these two groups of words? (because) Do you need a comma in this complex sentence? (No.)*

Invite a volunteer to the whiteboard to drag and drop *because* into the blank.

9. Continue guiding the students through the paragraph. Read the two parts of each complex sentence aloud, and invite a volunteer to drag and drop the correct word to combine them. Help each volunteer explain how the two parts of the complex sentence are related. Once all of the conjunctions have been placed, read the completed paragraph aloud.



10. Have the students work in pairs to write a paragraph, using simple sentences as well as complex sentences.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a special family celebration or a parade they have attended or seen on TV.

## Optional Practice

Have the students complete pages 10–12 in their *Student Skill Practice Books*, independently or in pairs, to practice using conjunctions in complex sentences. Note that page 12 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 12 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

You might have the students write brief explanations of how *after*, *because*, *before*, and *until* connect ideas in the Proofreading Notes section of their *Student Writing Handbooks*.

**Prerequisite Lessons**

- Lesson 1, “Complete Sentences”
- Lesson 2, “Incomplete Sentences”
- Lesson 3, “Compound Sentences”
- Lesson 4, “Complex Sentences”

**Student Skill Practice Book**

- Pages 13–15

**Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

**Whiteboard Activities**

- “Review” activity (WA17)
- “Review” activity (WA18)
- “Review” activity (WA19)

**REVIEW**

1. Explain to the students that they are going to review what they have learned about sentences in Lessons 1–4. Remind students that they have learned how to:
  - Recognize a complete sentence
  - Recognize and correct incomplete sentences
  - Form compound and complex sentences
2. Display the “Review” activity (🎧 WA17). Read aloud the definition of a sentence and the definition of a subject. Have the students read the first sample sentence aloud with you. Ask:

**Q** *What is the complete subject of the first sample sentence?*

Confirm the students’ response by clicking the complete subject. (*My whole family*)  
Remind students that the simple subject is the most important word in the complete subject. Invite a volunteer to identify the simple subject. (*family*)

A **sentence** is a group of words that expresses a complete thought. It includes a subject and a predicate.

- The **subject** tells whom or what the sentence is about.

*My whole family* goes to the carnival every year.

- The **predicate** tells what the subject does or is.

We all go on the Ferris wheel.

3. Repeat the process for the complete and simple predicate. Read the definition of a predicate aloud, and invite volunteers to identify the complete and simple predicate in the second sample sentence.
4. Display the next “Review” activity (WA18). Remind the students that an incomplete sentence does not tell a complete thought. It is missing either a subject or a predicate. Point to the first example of an incomplete sentence and ask:

**Q** *What needs to be added to make this a complete sentence?*

If necessary, point out that a subject needs to be added. Invite the students to suggest a subject to complete the sentence, then write it on the blank. (Sample answer: *My big brother*)

An **incomplete sentence** does not express a complete thought. It is missing either a subject or a predicate.

*My big brother* \_\_\_\_\_ wins a prize at the game booth.

My little sister \_\_\_\_\_ *picks a stuffed tiger for a prize* \_\_\_\_\_.

Sample answers are listed above. Answers may vary.



5. Read aloud the second example of an incomplete sentence. Ask the students what needs to be added and have them work in pairs to think of predicates to complete the sentence. Invite a few volunteers to respond. Then write one of them on the blank. (Sample answer: *picks a stuffed tiger for a prize*)

6. Display the “Review” activity (🗨️ WA19). Remind the students that they have learned about the two different ways to join sentences. Read the definition of a compound sentence aloud. Ask:

Q Which conjunction best links the two thoughts in this sentence? (but)

Have one or two volunteers respond. Click the blank to confirm the answer. Point out that a comma precedes the word *but*.

WA19

A **compound sentence** is made up of two simple sentences joined by the words *and*, *but*, or *or*. Put a comma before the connecting word.

I want to ride on the Whirl-and-Twirl,  I am too small.

A **complex sentence** is made up of one group of words that tells a complete thought and one group of words that does not. Complex sentences use conjunctions like *after*, *before*, *because*, or *until*. No comma is needed before the conjunction.

I have to wait  I am two inches taller.

7. Repeat the procedure for the example of a complex sentence. Ask the students to suggest a conjunction that could complete the sentence. (*until*) Point out that no comma is needed before the conjunction.

## Optional Practice

Have the students complete pages 13–15 in their *Student Skill Practice Books*, independently or in pairs, to practice writing sentences correctly.



# Nouns and Pronouns



# Lesson 6

## Singular and Plural Nouns

### Student Skill Practice Book

- Pages 16–18



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Singular and Plural Nouns” activity (WA1)
- “Singular and Plural Nouns” activity (WA2)
- (Optional reteaching) “Singular and Plural Nouns” activity (WA3)
- (Optional reteaching) “Singular and Plural Nouns” activity (WA4)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that in this lesson they will learn about nouns. Explain that a **noun** is a word that names a person, a place, an animal, a thing, or an idea.
2. Display the “Singular and Plural Nouns” activity (WA1). Read sentence pair 1 aloud and ask:

**Q** *Does the underlined noun name a person, place, animal, or thing? (animal)*

**Q** *Does the noun name one thing or more than one? (one)*

Explain that a noun that names one person, one place, an animal, or a thing is called a **singular noun**. A **plural noun** names more than one. Then ask:

**Q** *Which word can we use to complete the second sentence? (dogs)*

Explain that we need the plural form of *dog* since the writer is talking about more than one. Ask:

**Q** *How do we form the plural of dog?*

Give the students time to think, and invite one or two volunteers to respond. Click the blank to reveal the word *dogs*, and read the sentence aloud. Point out that most nouns form their plural by adding the letter *-s*.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

1. The President of the United States has a dog. Did you know that our first president had many dogs during his life?
2. President Calvin Coolidge walked his pet raccoon on a leash. Do you think raccoons like leashes ?
3. President Coolidge also had a goose. Geese are noisy.
4. President Woodrow Wilson had sheep. All the sheep ate the grass on the White House lawn.
5. During his childhood, President Theodore Roosevelt's son took his pony into the elevator. How many ponies do you think can fit in an elevator?

3. Repeat the process for the remaining sentences, explaining the following rules for forming plural nouns:
  - Sentence pair 1: Add the letter *-s* to form the plural of most nouns.
  - Sentence pair 2: Add *-es* to a noun that ends with *s*, *x*, *sh*, or *ch*.
  - Sentence pair 3: Some nouns form the plural by changing their spelling (*goose/geese*). These are called **irregular nouns**.
  - Sentence pair 4: Some nouns have the same spelling for their singular and plural form (*sheep*).
  - Sentence pair 5: To form the plural of a noun that ends with a consonant + *y*, change the *y* to an *i* and add *-es* (*pony/ponies*).

### Teacher Note

If you wish to provide more practice forming irregular plural nouns, demonstrate forming these plurals: *mouse/mice*, *child/children*, *woman/women*, *man/men*, *foot/feet*. You may also want to point out other nouns that have the same spelling in their singular and plural forms: *deer/deer*, *fish/fish*, *moose/moose*.

4. After identifying the plural forms, ask:
 

**Q** *Where can you check the plural spelling of a word? (in a dictionary)*

As needed, explain that we look up the singular form of a word to find the plural spelling.
5. Invite a volunteer to read the underlined nouns aloud. Point out that all of these nouns name things that can be seen, touched, smelled, tasted, or heard. Then reread the first sentence in sentence pair 5 aloud. Ask the students to identify the noun that names something that cannot be seen, touched, smelled, tasted, or heard. (*childhood*)

Explain to the students that nouns such as *childhood*, *hope*, and *wish* are called **abstract nouns**. They name things or ideas that cannot be seen, touched, smelled, tasted, or heard.

## GUIDED PRACTICE



6. Display the “Singular and Plural Nouns” activity (WA2). Have the students work in pairs to read the passage and discuss which answer choices should be used to complete the sentences.

7. After the students have had time to confer, read the first sentence aloud and ask:

**Q** Which form of the noun should we use here? Why?

Invite a volunteer to the whiteboard to circle the correct answer and explain why it is correct.

WA2

President Andrew Johnson liked (mice, mouse). He left out food for them at night. Some presidents liked (bird, birds). President Coolidge had a white canary named Snowflake. President Rutherford Hayes had four (canaries, canary). It doesn't seem that any of the presidents kept (foxs, foxes). The (child, children) of the presidents probably had fun playing with (puppies, puppy), (kittens) kittenies), and other pets.

8. Continue guiding the students through the story, inviting volunteers to circle the correct answers. After all the nouns have been circled, reread the passage aloud.

9. Ask the students to find an abstract noun at the end of the story. (*fun* in the last sentence) Draw a box around the word *fun*. As needed, point out that *fun* is an abstract noun because it names something we cannot see, touch, smell, taste, or hear.



10. Have the students work in pairs to write a paragraph that includes singular and plural nouns. Ask them to include at least one abstract noun.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about an unusual animal they would both like to have as a pet. As needed, list some abstract nouns on the board, for example: *joy*, *happiness*, *wish*, *friendship*.

## Optional Practice

Have the students complete pages 16–18 in their *Student Skill Practice Books*, independently or in pairs, to practice forming singular and plural nouns. Note that page 18 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 18 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### **ELL Note**

In Chinese, Vietnamese, and other Asian languages, there is no plural form for nouns. Often the plural form is expressed through the use of adjectives such as *many* or *several* (for example, “I have several dog”). In Spanish plurals are formed by adding *-es* to nouns ending with a consonant or *y*. Therefore, students from these language backgrounds may need additional practice with plural nouns.

# Lesson 7

## Common and Proper Nouns

### Prerequisite Lesson

- Lesson 6, “Singular and Plural Nouns”

### Student Skill Practice Book

- Pages 19–21



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Common and Proper Nouns” activity (WA5)
- “Common and Proper Nouns” activity (WA6)
- (Optional reteaching) “Common and Proper Nouns” activity (WA7)
- (Optional reteaching) “Common and Proper Nouns” activity (WA8)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Remind the students that a noun names a person, a place, an animal, a thing, or an idea. Tell the students that next they will learn about nouns that name particular people, places, animals, or things.
2. Display the first “Common and Proper Nouns” activity (📄 WA5). Read sentence 1 aloud and ask:
  - Q Which word names any person? (woman) Which words tell the name of a specific person? (Kathrine Switzer)
  - Q Which word names any running contest? (race) Which word tells the name of a specific running contest? (Boston Marathon)

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Allow a few volunteers to respond. Then click *woman* and *race*. Explain that these words are called **common nouns** because they name any person, place, animal, or thing. They do not begin with a capital letter. Then click *Kathrine Switzer* and *Boston Marathon*. Explain that these words are called **proper nouns** because they name particular people, places, animals, or things: *Kathrine Switzer* is a particular person and *Boston Marathon* is a particular running contest—a 26.2-mile race that takes place in the city of Boston. Then ask:

**Q** *What do you notice about the proper nouns? (The words begin with capital letters.)*

Explain that a proper noun can have one or more words and that each important word in a proper noun is capitalized. For example, in the proper noun *Fourth of July*, only *Fourth* and *July* begin with capital letters.

WA5

1. proper noun Kathrine Switzer was the first common noun woman to run in a common noun race called the proper noun Boston Marathon.

2. It is held in the common noun city of proper noun Boston in the common noun state of proper noun Massachusetts.

3. It always happens on a common noun holiday called proper noun Patriot's Day.

4. It falls on the same common noun day of the common noun month, the third proper noun Monday in proper noun April.

5. Many common noun countries, including proper noun Kenya and proper noun Japan, send their best common noun runners.

6. The common noun race ends near a tall common noun building, the proper noun John Hancock Tower.

3. Repeat the process for the remaining sentences, highlighting the following information about proper nouns:
  - Sentence 2: Proper nouns name specific places, such as cities and states.
  - Sentence 3: The names of specific holidays are proper nouns.
  - Sentence 4: All the days of the week and months of the year are proper nouns.
  - Sentence 5: The names of all countries are proper nouns.
  - Sentence 6: The names of particular buildings and other things such as parks, bridges, and statues are proper nouns.

## GUIDED PRACTICE

4. Explain that next you will guide the students to identify more common and proper nouns.
5. Display the next “Singular and Plural Nouns” activity (WA6). Read the first sentence aloud and ask:

Q Which word in this sentence names any person? (sister)

Q Which words name a particular person? (Marie)

Invite a few volunteers to respond. Then click the common noun *sister* and the proper noun *Marie*. Point out that each word in the proper noun *Marie* is capitalized. Then ask:

Q Which words in this sentence name a particular thing?

Give the students a few moments to think, and invite a volunteer to respond. Then click *Cherry Blossom Ten Mile Race*. Explain that *Cherry Blossom Ten Mile Race* is a proper noun because it names a particular event. Point out that each word is capitalized in the name of the race.

Read the second sentence aloud, and guide volunteers to identify the common nouns *sister*, *friends*, and *race* and the proper noun *Millbrook University*. Point out that in this sentence the word *race* does not name a specific race, so it is not capitalized. Also explain that the proper noun *Millbrook University* names a particular school and that each word in the proper noun begins with a capital letter.

WA6

My **common noun** sister **proper noun** Marie ran in the **proper noun** Cherry Blossom Ten Mile Run.

My **common noun** sister and two **common noun** friends from **proper noun** Millbrook University entered the **common noun** race. The **common noun** race is always in **proper noun** April in **proper noun** Washington, D.C., the **common noun** capital of the **proper noun** United States. **common noun** Trees with pink **common noun** flowers usually bloom there in **proper noun** April. The beautiful **common noun** trees came from **proper noun** Japan.

On the **proper noun** Saturday before the **common noun** race, my **common noun** sister and her **common noun** friends visited the **proper noun** White House. They also visited the **proper noun** National Archives.

6. Ask volunteers to take turns reading the sentences aloud and identifying and clicking the common nouns and proper nouns.

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### Teacher Note

Invite volunteers to explain why commas are used after the proper nouns *Marie* and *Shana* in the second to last sentence. As needed, remind the students that commas are used to separate common or proper nouns in a series.

7. After all the nouns in the passage have been identified, invite a volunteer to reread each sentence aloud and explain what each proper noun names.
8. Have the students work in pairs to write a paragraph using common nouns and proper nouns. Have them include names of particular people, places, things, and either a day, month, or holiday.



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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about an event that takes place where they live. The event might be a walk, a street fair, or a holiday celebration.

## Optional Practice

Have the students complete pages 19–21 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying common and proper nouns correctly. Note that page 21 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 21 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

# Lesson 8

## Possessive Nouns

### Prerequisite Lesson

- Lesson 6, “Singular and Plural Nouns”

### Student Skill Practice Book

- Pages 22–24



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Possessive Nouns” activity (WA9)
- “Possessive Nouns” activity (WA10)
- (Optional reteaching) “Possessive Nouns” activity (WA11)
- (Optional reteaching) “Possessive Nouns” activity (WA12)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will learn about nouns that tell what belongs to someone or something. Remind the students that a noun is a word that names a person, place, animal, or thing. A singular noun names one person, place, animal, or thing. A plural noun names more than one.
2. Display the “Possessive Nouns” activity (WA9). Read the phrases in the box aloud, and point out the underlined words. Explain that each of these nouns tells what belongs to a person. Ask:

**Q** *What belongs to the boy? (a book) What belongs to the girls? (pencils) What belongs to the men? (pens)*

Explain that *the boy’s book* is a short way of saying “the book belonging to the boy”; *the girls’ pencils* is a short way of saying “the pencils belonging to the girls”; and *the men’s pens* is a short way of saying “the pens belonging to the men.” Also explain that nouns

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

such as *boy's*, *girls'*, and *men's* that tell what someone owns are called **possessive nouns**. Then ask, pausing after each question for one or two volunteers to respond:

**Q** *What is similar in each of these possessive nouns? What is different?*

As needed, point out that each possessive noun has an apostrophe; however, sometimes the apostrophe is placed before the -s and sometimes it is placed after it. Use the examples to explain how to form both singular and plural possessive nouns:

- Add an apostrophe and -s to a singular noun, such as *boy*.
- Add just an apostrophe to a plural noun ending with *s*, such as *girls*.
- Add an apostrophe and -s to a plural noun that does not end with *s*, such as *men*.

WA9

the boy's book (the book belonging to the boy)  
the girls' pencils (the pencils belonging to the girls)  
the men's pens (the pens belonging to the men)

1. That girls' science project is almost done.
2. Jess's project is about half finished.
3. The students' excitement about the science fair is growing.
4. The teachers' classrooms are filled with busy students.
5. The childrens' work will be displayed in the gym.

3. Read the first sentence below the box aloud and ask:

**Q** *How can we make girl a possessive noun?*

Give the students a few moments to think, and invite one or two volunteers to respond. Then add an apostrophe and -s to form the possessive noun *girl's*. Read the completed sentence aloud. Point out that *girl* is a singular noun, so we add an apostrophe and -s to form the possessive.

4. Repeat the process with the remaining sentences. Invite volunteers to the whiteboard to write the apostrophe and/or -s. After all the possessive nouns have been formed, ask:

**Q** *Why is it important to know how to use possessive nouns correctly?*

**Students might say:**

"Possessive nouns are a great way to show who owns something."

"I agree with Juliet. You can use just a few words to show who owns something."

"Also, you need to write possessive nouns correctly, or your reader could get confused."

## GUIDED PRACTICE



5. Display the next “Possessive Nouns” activity (WA10). Have the students work in pairs to read the passage and discuss which answer choices should be used to complete the sentences.
6. After students have had time to confer, read the first two sentences aloud and ask:  
**Q** *Which is the correct possessive form of the noun Brett? Why?*  
Call on a volunteer to circle the correct answer and explain why it is correct.

WA10

Lots of people are coming to the science fair. (Bretts', **Brett's**)  
whole family will be there. (Cass', **Cass's**) grandma is coming.  
My (**sister's**, sisters) friend said she wants to see the projects, too.  
We set up a special area for all the (**visitors**, visitors) coats.  
After the fair we found two (womens', **women's**) scarves on  
the floor.

7. Continue guiding the students through the story, calling on volunteers to circle the answers that complete it. After all the possessive nouns have been circled, reread the story aloud.



8. Have the students work in pairs to write a paragraph that includes singular and plural possessive nouns.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a science fair or other school event.

## Optional Practice

Have the students complete pages 22–24 in their *Student Skill Practice Books*, independently or in pairs, to practice using possessive nouns. Note that page 24 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 24 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

**Prerequisite Lessons**

- Lesson 1, “Complete Sentences”
- Lesson 6, “Singular and Plural Nouns”

**Student Skill Practice Book**

- Pages 25–27

**Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

**Whiteboard Activities**

- “Subject and Object Pronouns” activity (WA13)
- “Subject and Object Pronouns” activity (WA14)
- “Subject and Object Pronouns” activity (WA15)
- (Optional reteaching) “Subject and Object Pronouns” activity (WA16)
- (Optional reteaching) “Subject and Object Pronouns” activity (WA17)

**Reproducibles**

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

**Assessment Forms**

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

**INTRODUCTION**

1. Tell the students that they will practice recognizing and using **pronouns**, or words that take the place of nouns. As needed, remind the students that a noun names a person, a place, an animal, a thing, or an idea. Explain that using pronouns correctly will help them write smooth, clear sentences.
2. Display the “Subject and Object Pronouns” activity (🗨️ WA13). Point out the subject pronouns in the word box. Explain that each of these pronouns can take the place of a noun that is the subject of a sentence. Remind the students that the subject of a sentence tells whom or what the sentence is about. Read sentence pair 1 aloud, and identify the subject of each sentence. (*Lilia*) Ask:

**Q** *What do you notice about these sentences?*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

**Students might say:**

"*Lilia* is in both sentences."

"I agree with Dana, and repeating *Lilia* doesn't sound natural."

Allow a few volunteers to respond. If necessary, point out that repeating *Lilia* makes the sentences sound choppy and unnatural. Then explain that to make the sentences sound more natural, we can replace *Lilia* with a subject pronoun. Ask:

**Q** Which pronoun from the word box can we use to replace the name *Lilia*?

After one or two volunteers respond, click *Lilia* to reveal the pronoun *She*. Explain that when you replace a subject that is "one girl, or female," you use the pronoun *she*. Ask:

**Q** If the subject were Patrick instead of *Lilia*, which pronoun would you use? (He)

WA13

**Subject Pronouns:** I You He She It We They

1. *Lilia* wants a parrot. **She** wants one called a cockatiel.
2. Uncle Rick knows a lot about parrots. **He** trains birds.
3. Mom and Dad talk to Uncle Rick. **They** learn that a cockatiel can be a good pet.
4. A cockatiel is friendly. **It** is gentle, too.
5. *Lilia* and I are excited. **We** think of bird names.

3. Repeat the process for the remaining sentence pairs. Explain that:
  - *He* refers to one male—a man or boy, so *He* replaces *Uncle Rick*.
  - *They* refers to more than one person or thing, so *They* replaces *Mom and Dad*.
  - *It* refers to one thing (or animal), so *It* replaces *A cockatiel*.
  - *We* refers to one or more people plus yourself, so *We* replaces *Lilia and I*.

Read the revised sentences aloud. Point out that pronouns make the writing sound more natural.

4. Display the next "Subject and Object Pronouns" activity (WA14). Point out the object pronouns in the word box. Read them aloud, and explain that each of these pronouns can take the place of a noun that is the object of a sentence. Explain that the object of a sentence follows the verb and receives the action of the verb. Object pronouns can also follow words such as *to*, *of*, *from*, or *for*.

**Object Pronouns:** me you him her it us them

1. Lilia loved the parrot right away. She named **it** Perry.
2. Lilia got the parrot from Uncle Rick. She thanked **him** for the birthday gift.
3. Perry has beautiful feathers. We gently touch **them**.
4. Some day Perry might talk to Lilia and me. The bird might even whistle for **us**.
5. Maybe I can teach Perry to say “Happy Birthday” to Lilia. That would surprise **her**.

5. Read sentence pair 1 aloud, and identify the subject and verb in the first sentence. (*Lilia; loved*) Explain that *parrot* is the object of this sentence because a parrot is the thing Lilia loved. The noun *parrot*, which comes after the verb, receives the action of the verb. Point out that *parrot* is repeated in the second sentence. Ask:

**Q** Which pronoun can we use to replace the noun *parrot*?

Give the students a few moments to think, and invite one or two volunteers to respond. Then click *the parrot* to reveal the pronoun *it*. Explain that when you replace an object that is “one thing” or, in this case, “one animal,” you use the pronoun *it*.

6. Repeat this process for the remaining sentence pairs. Explain that:
  - *Him* refers to one man or male, so *him* replaces *Uncle Rick*.
  - *Them* refers to more than one thing or person, so *them* replaces *the feathers*.
  - *Us* refers to one or more people plus yourself, so *us* replaces *Lilia and me*.
  - *Her* refers to one girl or female, so *her* replaces *Lilia*.
7. To explain the use of *I*, *you*, and *me*, write these sentences on the board: *I called you*. *You called me*. Explain that:
  - *I* is used only when you are talking about yourself as a subject; *me* is used only as an object or after a word such as *with* or *to*.
  - *You* can be used as both an object and a subject, and it can take the place of either a singular or a plural noun. As needed, explain that *you* in the sentence *I called you* can refer to one person you are talking to or more than one person.

## GUIDED PRACTICE

8. Display the next “Subject and Object Pronouns” activity (WA15). Tell the students that they will read a story that is missing some words. Explain that you will work together to choose the correct subject and object pronouns to complete the story.

<b>Subject Pronouns:</b>	I	you	She	He	it	We	they
<b>Object Pronouns:</b>	me	you	her	him	it	us	them

Lilia and I play with the parrot a lot. We take Perry out of the cage. Lilia has to clean the cage every week. She doesn't like cleaning it. So sometimes I help her. Dad explains to us that Perry is happier when the cage is clean. Maybe being happy will help Perry learn to talk. I have 350 days left to teach Perry to say “Happy Birthday.” Wish me luck!

WA15

9. Read the first two sentences aloud and ask:

**Q** *Who plays with the parrot? (Lilia and I) Can we use the same words Lilia and I in the second sentence? (Yes.) Would that be the best way to complete this sentence? Why or why not? (No. The sentence would sound choppy because the same words would be repeated. A pronoun would sound better.)*

Help the students identify the correct pronoun by asking:

**Q** *Which pronouns in the word box refer to “one or more people plus yourself”? (we; us) Which pronoun, we or us, should be used to complete the sentence? Why?*

Guide the students to see that because *Lilia and I* is the subject, it should be replaced by the subject pronoun *we*. Drag and drop *We* into the blank.

10. Continue guiding the students through the story, reading the sentences aloud and helping the students choose the correct pronouns as you drag and drop them into the blanks. After all of the pronouns have been placed, read the completed story aloud.



11. Have the students work in pairs to write a paragraph, using at least two subject and two object pronouns.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a bird that they like and why.

## Optional Practice

Have the students complete pages 25–27 in their *Student Skill Practice Books*, independently or in pairs, to practice using subject and object pronouns. Note that page 27 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 27 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

You might have the students write the rules for when to use subject and object pronouns and provide examples of each in the Proofreading Notes section of their *Student Writing Handbooks*.

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### ELL Note

In Spanish and some Asian languages such as Chinese and Vietnamese, no distinction between subject and object pronouns exists. For example, the subject pronoun *he* may be used to replace either a subject or an object. Therefore, students from these language backgrounds may need additional practice with subject and object pronouns.

# Lesson 10

## Possessive Pronouns

### Prerequisite Lessons

- Lesson 6, “Singular and Plural Nouns”
- Lesson 9, “Subject and Object Pronouns”

### Student Skill Practice Book

- Pages 28–30



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Possessive Pronouns” activity (WA18)
- “Possessive Pronouns” activity (WA19)
- “Possessive Pronouns” activity (WA20)
- (Optional reteaching) “Possessive Pronouns” activity (WA21)
- (Optional reteaching) “Possessive Pronouns” activity (WA22)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will learn more about pronouns, or words that take the place of nouns.
2. Display the first “Possessive Pronouns” activity (WA18). Read the pronouns in the word box aloud, and explain that **possessive pronouns** show ownership, or what belongs to someone or something. Remind the students that they already know how to form and use possessive nouns.
3. Read sentence pair 1 aloud, and have a volunteer point out the possessive noun.  
(Kaley’s) Ask:

**Q** *What belongs to Kaley? (a house)*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Explain that one of the possessive pronouns in the word box can take the place of the possessive noun *Kaley's*. Then ask:

**Q** Which possessive pronoun can take the place of *Kaley's*? (*her*)

Click *Kaley's* to reveal *her*. Then reread the two sentences aloud. Point out that the word *her* shows that “one female—a woman or girl” owns something.

WA18

**Possessive Pronouns:** their his our its her

1. Kaley lives in an old yellow house. Suddenly, the lights in **her** house went out.
2. Kaley found a flashlight, but **its** switch was broken.
3. Her little brother Brian cried, and **his** sobbing was loud.
4. Soon Mom lit some candles, and **their** light filled the room.
5. “This is **our** chance to play some fun games together!” Mom said.

4. Repeat the process for the remaining sentences. Tell the students when to use each possessive pronoun:

- *Its* shows that one thing belongs to another.
- *His* shows that one male—a man or boy—owns something.
- *Their* shows that more than one person, place, animal, or thing owns something.
- *Our* shows that something belongs to the speaker and to someone else.

Also explain that:

- The pronoun *my* shows that something belongs to the speaker (for example, *I like my candles*).
- The pronoun *your* refers to something that belongs to just you, or to you and others (for example, *I like your candles*).

5. After the sentences have been completed, invite volunteers to read them aloud. Point to the phrases: *her house*; *its switch*; *his sobbing*; *their light*; *our chance*. Explain that possessive pronouns were placed before each noun to show ownership of that noun. Ask volunteers to identify each of these nouns. (*house*; *switch*; *sobbing*; *light*; *chance*)
6. Display the next “Possessive Pronouns” activity (🔊 WA19) and explain that some possessive pronouns stand alone—they are not followed by a noun. Point to the possessive pronouns in the word box. Then read sentence pair 1 aloud, and explain that a possessive pronoun can be used to replace the possessive noun *Kaley's*. Reread the second sentence aloud. Ask:

**Q** Which possessive pronoun can we use to replace *Kaley's*?

Give the students some time to respond. Click *Kaley's* to reveal *hers*. Explain that, when you replace a possessive noun such as *Kaley's*, that is, “one female—a woman or girl,” you use the possessive pronoun *hers*.

WA19

**Possessive Pronouns:** yours hers his theirs

1. Kaley and Brian play Bingo.  
The Bingo game is **hers**.
2. Next, Brian and Kaley play checkers.  
The checkerboard is **his**.
3. The computer games belong to both Kaley and Brian.  
The computer games are **theirs**.
4. Brian wonders if the puzzle belongs to Kaley.  
“Kaley, is this puzzle **yours**?” Brian asks.

7. Repeat the process with the remaining sentences. Help the students describe when to use each possessive pronoun in the word box:
  - Use *his* to replace one male—a boy or man.
  - Use *theirs* to replace more than one person, place, animal, or thing.
  - Use *yours* to refer to something that belongs to just you, or to you and some other people.

### Teacher Note

You might want to write the following sentences on the board: *The puzzle is mine.*  
*The puzzle is ours.* Then explain that:

- The pronoun *mine* refers to something that belongs to me.
  - The pronoun *ours* refers to something that belongs to me and someone else.
8. After all the sentences have been completed, invite a volunteer to read them aloud.

## GUIDED PRACTICE

9. Display the last “Possessive Pronouns” activity (🗨️ WA20). Explain to the students that next they are going to practice using possessive pronouns.

**Possessive Pronouns:** ours our their theirs

Kaley was the first one outside after the storm. “We have all lost our lights,” she told her family. “The Hines have a big fallen tree in their yard.”

Kaley’s father said, “We are lucky a tree didn’t fall in ours.” Other neighbors had damage to their newly planted flowers and bushes. Mr. and Mrs. Chang lost all of theirs. All of the neighbors agreed to work together to clean up after the storm.

WA20

10. Read the first and second sentences aloud, and ask the students which possessive pronoun they could use in the blank in the second sentence. Invite a volunteer to the whiteboard to drag and drop *our* into the blank and then read the sentence aloud. Ask the students why this pronoun is the correct choice.
11. Repeat the process with the remaining sentences. After all of the pronouns have been placed, invite a volunteer to read the story aloud.

### Teacher Note

If necessary, help the students choose the correct pronoun by asking: “Does the pronoun come before a noun or does the pronoun stand alone?”



12. Have the students work in pairs to write a paragraph using at least three possessive pronouns.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a game they might play if they were stuck inside the house during a storm.

## Optional Practice

Have the students complete pages 28–30 in their *Student Skill Practice Books*, independently or in pairs, to practice using possessive pronouns. Note that page 30 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 30 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

To help the students use possessive pronouns correctly, you might have them make a chart similar to this one in the Proofreading Notes section of their *Student Writing Handbooks*. Have the students underline the pronouns that can stand alone.

Singular	Plural
my, <u>mine</u>	our, <u>ours</u>
your, <u>yours</u>	your, <u>yours</u>
her, <u>hers</u> , <u>his</u> , its	their, <u>theirs</u>

---

### ELL Note

In Spanish the article *the* is sometimes used instead of some possessive pronouns that precede a noun, for example: “The girl played **the** guitar.” Students with this language background may need additional practice with possessive pronouns.

# Lesson 11

## Noun-Pronoun Agreement

### Prerequisite Lessons

- Lesson 6, “Singular and Plural Nouns”
- Lesson 7, “Common and Proper Nouns”
- Lesson 9, “Subject and Object Pronouns”
- Lesson 10, “Possessive Pronouns”

### ELPS 5.D.ii

(all, beginning on pages 43 and continuing on to page 46)

### Student Skill Practice Book

- Pages 31–33



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Noun-Pronoun Agreement” activity (WA23)
- “Noun-Pronoun Agreement” activity (WA24)
- (Optional reteaching) “Noun-Pronoun Agreement” activity (WA25)
- (Optional reteaching) “Noun-Pronoun Agreement” activity (WA26)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Remind the students that they already know how to use subject, object, and possessive pronouns to replace nouns. Tell the students that today they will learn more about using these pronouns correctly.
2. Display the “Noun-Pronoun Agreement” activity (📄 WA23). Point out the singular and plural pronouns in the chart. Tell the students that when a pronoun replaces a noun, it must **agree in number** with the noun it is replacing: singular pronouns replace singular nouns, and plural pronouns replace plural nouns. If the noun names “one male—a boy or a man,” then we use *he*, *him*, or *his*; if the noun names “one female—a girl or a woman,” we use *she*, *her*, or *hers*.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

3. Read sentence pair 1 aloud. Identify *Lea* as a noun and the subject of the first sentence. Then ask:

- Q *Is Lea a singular or plural noun? (singular) Is Lea a boy or a girl? (girl)*  
 Q *What pronoun should we use to replace Lea?*

Give the students a few moments to think, and invite a volunteer to respond. Then write the pronoun *She* on the line, and draw an arrow from the pronoun to the noun it replaces. Reread the sentence pair aloud. Explain that the noun *Lea* and the pronoun *She* each name one female, so *She* agrees with the noun *Lea*.

WA23

Singular Pronouns		Plural Pronouns		Possessive Pronouns		
I	it	we	they	my	mine	its
you	me	you	them	your	yours	ours
he	him	us		his	our	theirs
she	her			hers	their	

1. Lea loves the beach. She likes to walk on the sand.

2. Aunt Liz and Uncle Roy go to a beach near their house.

3. Lea's aunt and uncle are kind. They invite Lea to visit.

4. Aunt Liz says, "I (We) can't wait to see you, Lea."

5. Lea is excited and packs her suitcase in no time.

6. Lea finds a book about seashells and puts it in the suitcase.

4. Repeat the process with sentence 2, drawing an arrow from *their* to *Aunt Liz and Uncle Roy* to show how the pronoun *their* refers to two proper nouns. Explain that the proper nouns *Aunt Liz* and *Uncle Roy* and the pronoun *their* all name "more than one person," so *their* agrees with the nouns *Aunt Liz* and *Uncle Roy*.
5. Repeat the process with sentences 3–6, pointing out how each pronoun agrees in number and gender with the noun it replaces or refers to.

As needed, explain that:

- In item 3, we use *They* because the nouns the pronoun replaces name more than one person.
- In item 4, *I* is used to talk about yourself and can replace either a male or a female. Also point out the pronoun *you* in the sentence can replace either a male or female.
- In item 5, we use *her* because the pronoun refers to one female.
- In item 6, we use *it* because the pronoun replaces one thing—a book.

You might invite volunteers to draw an arrow from the pronoun to the noun or nouns it replaces or refers to.

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### Teacher Note

As you identify the missing pronouns, you might review that the subject pronouns (*She, They, I*) take the place of the subject of the sentence, the object pronoun (*it*) takes the place of a noun that is the object of the sentence, and the possessive pronouns (*their, her*) show ownership.

- When all the pronouns have been placed, invite volunteers to read the sentences aloud. Ask:

**Q** Which pronouns in the chart can be used for either singular or plural nouns? (you, yours)

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### Teacher Note

If the students have difficulty identifying the pronouns, write sentences on the board such as: *Sandy, you found a beautiful seashell*, and *Jeffrey and Li, you found amazing seashells*. Ask the students to draw arrows from each pronoun to the noun or nouns it refers to.

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### ELL Note

In Asian languages such as Cantonese and Korean, pronouns and their antecedents do not have to agree in number. Students with these language backgrounds may need additional practice with number agreement of nouns and pronouns.

## GUIDED PRACTICE

- Display the next “Noun-Pronoun Agreement” activity ( WA24). Explain to the students that next they are going to read a story that is missing some pronouns and that you will work together to choose the pronouns that correctly match the nouns they are referring to.

I   My   You   she   her   They   it   them

Sunday morning Lea put on her shorts and a T-shirt.

The girl announced, “I am ready to collect seashells on the beach.”

Lea and Aunt Liz walked on the warm sand. They found small white shells and big brown ones. Lea put them in her red bucket. Then she spotted a perfect pink and white shell and carefully picked it up. “My mom will love this,” Lea said.

“You could make the shell into a necklace, Lea,” Aunt Liz suggested. “That’s a great idea!” Lea shouted.

WA24

8. Read the first sentence aloud and guide the students to identify the missing pronoun. Ask:

**Q** *Which pronoun should you use in the sentence? Why? (her; the pronoun refers to Lea)*

Invite a volunteer to the whiteboard to drag and drop *her* into the blank, and then read the sentence aloud. Remind the students that the pronoun *her* is a possessive pronoun referring to “one female—a woman or girl,” *Lea*.

---

### Teacher Note

As you identify each missing pronoun, you might ask volunteers to tell whether the pronoun is a subject, an object, or a possessive pronoun.

9. Continue guiding the students through the passage, reading the sentences aloud, and inviting volunteers to drag and drop the correct pronouns and explain their choices. After all the pronouns have been placed, invite a volunteer to read the story aloud.



10. Have the students work in pairs to write a paragraph, using at least four pronouns.

---

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about a special place they go or would like to go.

## Optional Practice

Have the students complete pages 31–33 in their *Student Skill Practice Books*, independently or in pairs, to practice using noun-pronoun agreement. Note that page 33 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 33 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

### Prerequisite Lessons

- Lesson 6, “Singular and Plural Nouns”
- Lesson 7, “Common and Proper Nouns”
- Lesson 9, “Subject and Object Pronouns”
- Lesson 10, “Possessive Pronouns”
- Lesson 11, “Noun-Pronoun Agreement”

### Student Skill Practice Book

- Pages 34–36



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

### Whiteboard Activities

- “Review” activity (WA27)
- “Review” activity (WA28)
- “Review” activity (WA29)
- “Review” activity (WA30)

## REVIEW

1. Explain to the students that they are going to review what they have learned about nouns and pronouns in Lessons 6–11. Remind students that they have learned how to:
  - Recognize and use singular, plural, and possessive nouns
  - Recognize and use common and proper nouns
  - Recognize and use subject, object, and possessive pronouns
  - Form plural and possessive nouns, and possessive pronouns
  - Choose a pronoun that agrees with the noun it is replacing
2. Display the first “Review” activity (🎯 WA27). Read the definition of a noun aloud, and guide the students in distinguishing between a singular and a plural noun. Point to single items in the classroom, and invite volunteers to supply the plural form (for example, *one desk/two desks*).

A **noun** is a word that names a person, a place, an animal, a thing, or an idea. A noun can be singular or plural. A **singular noun** names one. A **plural noun** names more than one.

- Add *-s* to form the plural of most nouns: **bees, flowers.**
- Add *-es* to nouns that end with *s, x, sh, ch*: **buses, boxes, lunches, wishes.**
- Change the *y* to an *i* and add *-es* to a noun that ends with a consonant + *y*: **story - y + i + es = stories; cherry - y + i + es = cherries.**
- Change the spelling for the plural of some irregular nouns: **mice, geese.**

3. Have different volunteers read aloud each of the four possible ways to form plural nouns. For the first three, invite volunteers to the whiteboard. Have them circle the letter or letters that form the plural and pronounce the singular form of each word. For the irregular nouns, circle the part of each word that changes in spelling. Then have volunteers spell the singular form of each irregular noun. Confirm the students' responses orally.
4. Display the next "Review" activity (WA28). Remind students of the distinction between common and proper nouns. Read the sample sentences aloud, and have volunteers circle the common nouns and underline the proper nouns.

A **common noun** names any person, place, animal, or thing. It does not begin with a capital letter. A **proper noun** names a specific person, place, animal, or thing. It begins with a capital letter.

My favorite city is New York City.

Broadway is the longest street in the city.

You can climb to the top of a famous statue called the Statue of Liberty.

A **possessive noun** shows ownership.

- Add 's to make singular nouns possessive: **the robin's egg.**
- Add an apostrophe after the *s* for plurals that end with *s*: **the robins' nest.**
- Add 's to an irregular plural noun that does not end with *s*: **the children's playground.**

5. Read the definition of a possessive noun aloud. Have volunteers fill in the blanks to form a singular possessive noun using an apostrophe and *s*, a plural possessive noun using an apostrophe after the *s*, and a plural possessive of an irregular noun using an apostrophe and *s*.



6. Have the students work in pairs to choose one item of clothing they are each wearing and show ownership of that item by writing a phrase that includes a possessive noun (for example, *Lucy's sweater* or *Javier's shirt*). Repeat the process, providing a plural noun so that the students may form a plural possessive noun (for example, *the hamsters' cage* or *the students' lunchroom*). Have a few volunteers share their phrases with the class.

### Teacher Note

Remind the students to capitalize the proper nouns and use lowercase for the common nouns in these phrases.

7. Display the next “Review” activity (WA29). Remind the students that a pronoun takes the place of a noun. Read aloud the definition of a subject pronoun and the sample sentence below it. Ask:

**Q** *What is the subject of the sentence? (Bees) Which pronoun can we use to replace this subject? (They)*

Click the word *Bees* to confirm the students’ responses. If necessary, remind them that a pronoun must agree with the noun it is replacing in number. Since *Bees* means “more than one” bee, we use the plural pronoun *They* to take its place.

WA29

A **subject pronoun** replaces a noun that is the subject of a sentence. It tells whom or what the sentence is about.

**They** fly from flower to flower.

An **object pronoun** replaces a noun that receives the action of the verb. It can also follow a word such as *for*, *from*, *to*, or *with*.

A bee gathers pollen from one flower and carries **it** to another flower.

A **possessive pronoun** takes the place of a noun and shows ownership.

A flower uses the pollen to make **its** seeds.

My parents love gardening. That is **their** favorite hobby!

Drawing flowers is **mine**.

8. Read aloud the definition of an object pronoun and the sample sentence below it. Help the students identify the two verbs in this sentence and the noun that receives the action of each one. (*gathers*; *carries*; *pollen*) Then have students decide on the object pronoun that best replaces each one. Since *pollen* is neither a “he” (male) nor a “she” (female), the pronoun *it* is used to replace the noun. Click *pollen* to confirm the students’ responses.

9. Invite a volunteer to read the definition of a possessive pronoun aloud. Help the students identify the possessive pronoun that belongs in each sentence. Click the blanks to confirm the students' responses.
10. Display the last "Review" activity (WA30). Remind the students that a pronoun must agree in number and gender with the noun it is replacing. Read each sample sentence aloud, and invite one or two volunteers to name the pronoun that could replace the underlined noun. Confirm their responses by clicking *Rob and Alexa*, *Rob*, *Alexa*, *Alexa*, and *Rob*.

WA30

A pronoun must **agree in number** with the noun it is replacing. Singular pronouns replace singular nouns. Plural pronouns replace plural nouns.

**They** were playing catch.

**He** heard a bee buzzing.

A pronoun must also **agree in gender** with the noun it is replacing. *She* and *her* replace "one female." *He* replaces "one male."

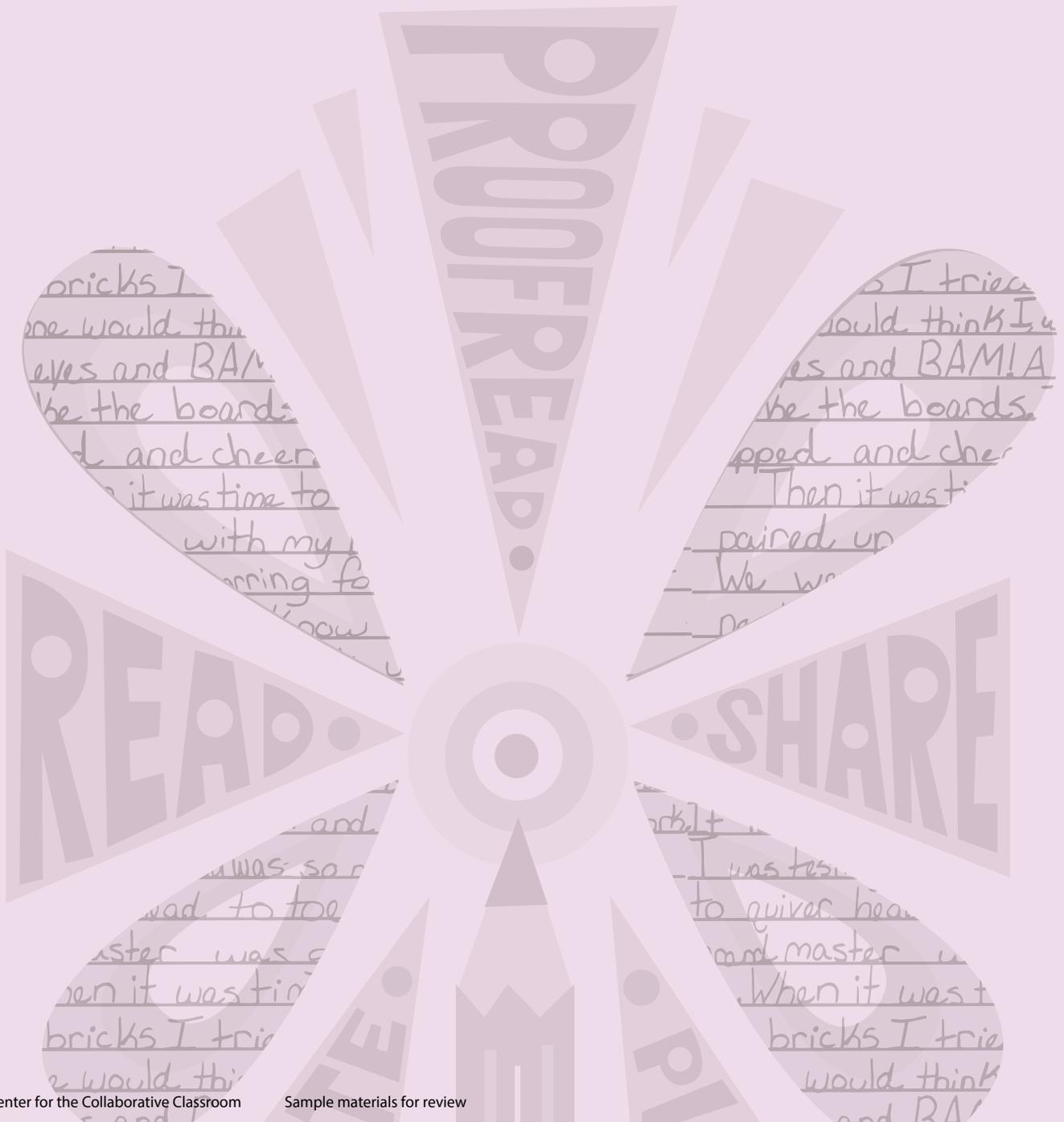
**She** tried to swat the bee away. The bee stung **her**.

**He** went to get the first aid kit.

## Optional Practice

Have the students complete pages 34–36 in their *Student Skill Practice Books*, independently or in pairs, to practice using nouns and pronouns correctly.

# Verbs



**Prerequisite Lesson**

- Lesson 1, “Complete Sentences”

**Student Skill Practice Book**

- Pages 37–39

**Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

**Whiteboard Activities**

- “Verbs” activity (WA1)
- “Verbs” activity (WA2)
- (Optional reteaching) “Verbs” activity (WA3)
- (Optional reteaching) “Verbs” activity (WA4)

**Reproducibles**

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

**Assessment Forms**

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

**INTRODUCTION**

1. Explain to the students that in this lesson they will practice recognizing and using **action verbs**, or words that tell what someone or something does. Explain that strong action verbs make writing clear and exciting for the reader.
2. Display the “Verbs” activity ( WA1). Read the first sentence aloud. Have the students identify the simple subject of the sentence. (*monkeys*) Then ask:

**Q** Which word in this sentence tells what the monkeys do? (*play*)

Confirm the answer by clicking *monkeys* and *play* to reveal the labels *S* (for *Subject*) and *AV* (for *Action Verb*). Repeat the process for sentences 2 and 3, clicking the subject and verb in each sentence to check the answers. (*They grab; monkey swings*)

3. Have a student read sentence 4 aloud and identify the subject. (*tail*) Click *tail* to confirm the student’s response. Ask the students which word tells the tail’s action. (*curl*) Then ask:

**Q** What word comes before curl? (*can*)

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

1. The monkeys play in the trees.
2. They grab branches with their hands and feet.
3. One monkey swings with its tail, too.
4. The monkey's tail can curl tightly around a branch.
5. Then the monkey may hang upside down!

Point out that, in this sentence, the word *can* is a part of the verb. Explain that sometimes a verb is made up of two parts: a helping verb and a main verb. The **main verb** describes the action, while the **helping verb** usually comes before the main verb and does not show action. Ask:

**Q** *What is the main verb in this sentence? (curl) What is the helping verb? (can)*

Invite a volunteer to the whiteboard to click *can* and *curl* to reveal the labels *HV* (for *Helping Verb*) and *MV* (for *Main Verb*).

4. Repeat the process for sentence 5, having volunteers identify the subject, helping verb, and main verb. (*monkey; may; hang*)

### Teacher Note

Use this example to explain that, in a question, the helping verb usually begins the sentence, followed by the subject and then the main verb: **Do** monkeys **eat** meat?

Use these examples to point out that sometimes the helping verb and the main verb are separated by a word such as *not* or *also*: *Most monkeys do not eat much meat. They eat fruit. They may also eat nuts.*

## GUIDED PRACTICE

5. Display the next “Verbs” activity (WA2). Explain to the students that they will read a passage about a rainforest animal called the howler monkey. Explain that they will look for all the action verbs in the passage and identify helping and main verbs.

The howler monkey <sup>M</sup>lives<sup>M</sup> in South America. This monkey  
<sup>M</sup>howls<sup>M</sup> loudly. You <sup>H</sup>can<sup>M</sup> hear<sup>M</sup> its howling mostly in the morning  
 and evening. The sound <sup>H</sup>may<sup>M</sup> travel<sup>M</sup> up to three miles!

Howler monkeys <sup>M</sup>eat<sup>M</sup> mostly leaves and fruit. The animals  
<sup>M</sup>protect<sup>M</sup> their food with their loud voices. The sound <sup>M</sup>scares<sup>M</sup> away  
 enemies. Other animals <sup>H</sup>will<sup>M</sup> not <sup>M</sup>steal<sup>M</sup> food from these big, loud  
 monkeys.

6. Read the passage aloud, emphasizing the verbs.
7. Return to the beginning of the passage and read the first sentence aloud. Ask:
- Q *What is the subject of this sentence? (howler monkey) Which word tells what the monkey does? (lives)*

Circle *lives*, and write *M* (for *Main*) above it. Then ask:

Q *Does lives have a helping verb? (No.)*

Repeat the process with the next sentence.

8. Read the third sentence aloud and have a volunteer identify the word that shows action. (*hear*) Then ask:

Q *Does hear have a helping verb? (Yes.) What is it? (can)*

Write *H* (for *Helping*) above *can*, and write *M* (for *Main*) above *hear*. Then circle the phrase *can hear* and remind students that the two words together make up the whole verb in this sentence.

9. Continue working through the passage, having volunteers take turns circling the verbs and writing *H* or *M* above each verb. When you reach the last sentence, circle each verb, and remind the students that a helping verb does not always come right before its main verb. Have a volunteer identify the word that comes between *will* and *steal* in this sentence. (*not*) Then have another volunteer write *H* or *M* above each verb.



10. Have the students work in pairs to write a description, using at least three action verbs and one helping verb.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about an animal.

## Optional Practice

Have the students complete pages 37–39 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using verbs. Note that page 39 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 39 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### **ELL Note**

Help English Language Learners with the definitions of any unfamiliar verbs by pantomiming the actions.

# Lesson 14

## Linking Verbs

### Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 13, “Verbs”

### Student Skill Practice Book

- Pages 40–42



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Linking Verbs” activity (WA5)
- “Linking Verbs” activity (WA6)
- “Linking Verbs” activity (WA7)
- (Optional reteaching) “Linking Verbs” activity (WA8)
- (Optional reteaching) “Linking Verbs” activity (WA9)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will learn how to recognize and use linking verbs. Explain that a **linking verb** does not show action. Instead, it helps show what someone or something is or is like. It’s almost like an equal sign in math.
2. Display the “Linking Verbs” activity (🎯 WA5). Read the words in the word box aloud. Explain that these are all forms of the linking verb *be*.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

am is are was were be been

1. I am a boy. I am eight years old.
2. Last Friday was my birthday.
3. My brother Bobby is nine years old.
4. He will be ten in May.
5. Bobby and I were angry with each other last night.
6. We are friends again now.
7. We have been best friends our whole lives.

3. Read the first pair of sentences aloud, and identify the subject in each one. (*I*) Draw a line under each *I*. Then have one or two volunteers identify the linking verb in each sentence. (*am*) Circle *am* and draw an equal sign above it in both sentences. Ask:

Q Which words tell what *I* equals in the first sentence? (a boy)

Q Which words tell what *I* equals in the second sentence? (eight years old)

Draw a double line under *a boy* and *eight years old*.

4. Repeat the process for the rest of the sentences. For numbers 4 and 7, point out that, like action verbs, linking verbs can be made up of a helping verb and a main verb. Invite one or two volunteers to identify the helping verb and the main verb in each sentence. (*will, be; have, been*)
5. After working through all of the sentences, point out that the forms of the verbs *be* and *have* change depending on the subject.

### Teacher Note

You may wish to create and post the chart below to help explain the forms of the verb *be* and *have*.

Subject	Forms of <u>be</u>	Forms of <u>have</u>
one person or thing	<u>is, was</u>	<u>has</u>
more than one person or thing	<u>are, were</u>	<u>have</u>
<u>he, she, or it</u>	<u>is, was</u>	<u>has</u>
<u>we, you, or they</u>	<u>are, were</u>	<u>have</u>
<u>I</u>	<u>am, was</u>	<u>have</u>
after a helping verb	<u>be, been</u>	

6. Display the next “Linking Verbs” activity (WA6). Read the verbs in the word box aloud. Explain that some linking verbs link the subject to words that tell how they look, sound, smell, taste, or feel.

looks

feel

smells

sounds

seems

1. My baby sister looks cute.
2. I feel happy when I see her.
3. Her baby powder smells sweet.
4. Her baby talk sounds lively.
5. She seems tiny, but she's strong.

7. Read the first sentence aloud. Have the students identify the subject. (*My baby sister*)  
Then ask:

**Q** *What does the word cute tell you about the subject? (how she looks)*

Drag and drop *looks* into the blank. Then read the sentence aloud. Ask:

**Q** *What does the sister equal? (cute)*

8. Repeat the process for sentences 2–5.

## GUIDED PRACTICE

9. Display the last “Linking Verbs” activity (WA7). Explain to the students that they will read a passage about twin sisters. As they read, they will look for linking verbs and the words that are linked together by them.

My cousins Cleo and Claire are twins. They look exactly alike!

Sometimes I mix them up, but the twins are very different.

Cleo is good at sports. She has been a soccer player since  
second grade. Last year Cleo was the best player on her team.

She kicked ten goals. We were very proud.

Claire is an artist. She paints beautiful pictures. When I am  
sad, I look at them. Then I feel better. Her paintings will be  
famous someday.

10. Have the students follow along as you read the passage aloud. Ask them to listen carefully for the verbs.
11. Return to the first sentence. Read it aloud and have a volunteer identify the verb. (*are*) Invite the volunteer to the whiteboard to draw a circle around *are*. Then ask:  
**Q** *Is are an action verb or a linking verb? (linking)*  
Have the volunteer draw an equal sign above *are*. Ask:  
**Q** *What is are linking? Or, what do My cousins Cleo and Claire equal? (twins)*  
Draw a single line under *My cousins Cleo and Claire*, and draw a double line under *twins*.
12. Continue working through the passage, having volunteers identify all of the linking verbs and the words they connect as you circle or underline them. Discuss why each form of the verb *be* or *have* was used in each sentence.

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### Teacher Note

Make sure that students understand that, in the third to the last sentence, *look* is an action verb, not a linking verb. Point out that *look* functions as an action verb when it is used with *at*.



13. Have the students work in pairs to write a short paragraph, using at least three linking verbs.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that partners write a paragraph in which they compare themselves to each other.

## Optional Practice

Have the students complete pages 40–42 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using linking verbs. Note that page 42 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 42 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

In Spanish the verb *have* can be used the way *be* is used in English. The Spanish equivalent of “I am eight years old” is “I have eight years.” Therefore, Spanish-speaking English Language Learners may need extra help understanding the verb *be*.

# Lesson 15

## Simple Verb Tenses

### Prerequisite Lesson

- Lesson 13, “Verbs”

### Student Skill Practice Book

- Pages 43–45

### ELPS 5.D.iii

(all, beginning on pages 60 and continuing on to page 63)



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Simple Verb Tenses” activity (WA10)
- “Simple Verb Tenses” activity (WA11)
- (Optional reteaching) “Simple Verb Tenses” activity (WA12)
- (Optional reteaching) “Simple Verb Tenses” activity (WA13)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that they will practice recognizing and using verb tenses. Explain that a verb tense tells when the action in a sentence takes place.
2. Display the “Simple Verb Tenses” activity (🎯 WA10). Read aloud the words *present*, *past*, and *future*. Explain that the **present tense** tells about something that is happening now, the **past tense** tells about something that has already happened, and the **future tense** tells about something that will happen. Ask, pausing after each question for a volunteer to respond:

**Q** *If you wanted to write about something that happened yesterday, which tense would you use? (past) Which would you use to write about something that is going to happen tomorrow? (future) Which would you use to write about something going on right now? (present)*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Present	Past	Future
learn	learned	will learn

Yesterday we learned about Antarctica. Explorers first landed there in 1821. They discovered few animals or plants.

Today many people visit Antarctica. Scientists work there all year long. They learn about the land and weather.

Tomorrow my class will learn how animals survive in Antarctica. We will study penguins and whales.

3. Explain to the students that they will read a passage about Antarctica. If necessary, point out Antarctica on a map or globe and explain that Antarctica is a continent, or a very big area of land, and is the coldest place on Earth.
4. Read the passage aloud, having the students listen and look for the past-, present-, and future-tense forms of *learn* as you read. Click the words to confirm the students' responses as they identify each one. Explain that using verb tenses to clearly show the order of events helps make the passage easier for readers to follow.
5. Return to the first sentence and point out the *ed* ending in *learned*. Explain that the past tense of many verbs is formed by adding *-ed*. Have one or two volunteers identify the two other past-tense verbs in the paragraph. (*landed*; *discovered*) Confirm the students' responses by clicking the verbs to reveal the label *past*.
6. Read the second paragraph aloud. Have volunteers take turns locating all the present-tense verbs in the paragraph. (*visit*; *work*; *learn*) Confirm the students' responses by clicking the verbs to reveal the label *present*.

### Teacher Note

Explain that the present tense is used to show not only something happening at this very moment, but something that happens regularly. Ask the students whether in this paragraph *today* means *just on this day or every day*. (*every day*)

7. Read the third paragraph aloud. Ask the students what has been added in front of *learn* to form the future tense. (the helping verb *will*) Explain that the future tense of almost all verbs is formed by adding *will* before the present-tense form of the verb. Have a volunteer locate the other future-tense verb in the paragraph. (*will study*) Confirm by clicking *will study* to reveal the label *future*.

## GUIDED PRACTICE

8. Display the next “Simple Verb Tenses” activity (🗨️ WA11). Explain to the students that they will read each sentence and choose the correct verb tense to complete it.

WA11

watch    watched    will watch

1. Yesterday I watched a show about penguins.

hunt    hunted    will hunt

2. Right now the penguins hunt for fish in the water.

turn    turned    will turn

3. Next month the water will turn to ice.

9. Read aloud the first sentence and the three verb choices above it. Ask:

**Q** Which verb tense do you think we should use in this sentence? (past) Why? (The action happened yesterday.)

Invite a volunteer to identify the past-tense form of the verb. (*watched*) Drag and drop it into the blank.

10. Repeat the process for the remaining sentences.



11. Have the students work in pairs to write a short paragraph, using each verb tense at least once.

### Teacher Note

If the students have difficulty thinking of a topic, suggest that they write a paragraph about something they have learned in school, something they are currently learning, and something they expect to learn.

## Optional Practice

Have the students complete pages 43–45 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using simple verb tenses. Note that page 45 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 45 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

In Chinese, Hmong, and Vietnamese, verbs do not change forms to show different tenses. Additionally, in Haitian Creole and Spanish, the present tense can be used for the future tense. Verb tense is usually shown through time words and other context clues. For example:

- “When I live [instead of *lived*] in Cuba, I speak [instead of *spoke*] only Spanish.”
- “I go [instead of *will go*] to a new school next fall.”

# Lesson 16

## Regular and Irregular Past-tense Verbs

### Prerequisite Lessons

- Lesson 13, “Verbs”
- Lesson 14, “Linking Verbs”
- Lesson 15, “Simple Verb Tenses”

### Student Skill Practice Book

- Pages 46–48



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Regular and Irregular Past-tense Verbs” activity (WA14)
- “Regular and Irregular Past-tense Verbs” activity (WA15)
- “Regular and Irregular Past-tense Verbs” activity (WA16)
- (Optional reteaching) “Regular and Irregular Past-tense Verbs” activity (WA17)
- (Optional reteaching) “Regular and Irregular Past-tense Verbs” activity (WA18)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will practice forming and using past-tense verbs. Review present-tense verbs by asking:

**Q** *When do we use the present-tense form of a verb? (when we are writing about something that is happening right now)*

2. Display the first “Regular and Irregular Past-tense Verbs” activity (WA14). Remind the students that the past tense tells about something that has already happened. Many past-tense verbs are formed by adding *-ed*. Point to the first example in the box, and have the students read it aloud. (*learn + ed = learned*)

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Point to the next example, and explain that sometimes you have to make another spelling change before you add *-ed*. Ask:

**Q** *What spelling change must you make when you add -ed to stop? (You add another p.)*

Explain that, if a word has a short vowel sound and ends with a single consonant, like *stop* does, you double the consonant before adding *-ed*.

WA14

learn + ed = learned
stop + ed = stopped (double the final <i>p</i> )
move + ed = moved (drop the final <i>e</i> )
hurry + ed = hurried (change the <i>y</i> to <i>i</i> )

1. We **studied** earthquakes in class.
2. In 1906 an earthquake **ripped** apart the city of San Francisco.
3. The ground **moved** and **cracked**.
4. A huge fire **started** after the earthquake.

3. Use *move/moved* and *hurry/hurried* to explain:

- If a word ends with a silent *e*, drop the silent *e* before adding *-ed*.
- If a word ends with *y*, change the *y* to *i* before adding *-ed*.

### Teacher Note

Have the students write the rules for adding *-ed* in the Proofreading Notes section of their *Student Writing Handbooks*.

4. Read sentence 1 aloud, and have a volunteer identify the past-tense verb. (*studied*) Then ask:

**Q** *What is the present-tense form of studied? (study)*

Confirm the answer by clicking *studied* to reveal *study*. Ask, pausing after each question for a volunteer to respond:

**Q** *How did the spelling of study change when -ed was added? What word in the box has a similar spelling change?*

**Students might say:**

"The *y* was changed to *i* before the *-ed* was added."

"I agree with Katya. That's exactly what happened with *hurry*."

5. Repeat the process for sentences 2–4.

6. Display the next "Regular and Irregular Past-tense Verbs" activity (WA15). Explain that not all past-tense verbs end with *ed*.

**Irregular past-tense verbs** have completely different forms in the past tense, which need to be learned and remembered. Point to each verb pair in the chart, and have the students read the present- and past-tense forms with you.

WA15

<b>Present</b>	do	come	go	feel	shake	run	fall
<b>Past</b>	did	came	went	felt	shook	ran	fell

1. In 1989 another earthquake **shook** San Francisco.
2. The earthquake **did** a lot of damage.
3. Buildings and even freeways **fell** down.
4. People **felt** the earthquake many miles away.

7. Read sentence 1 aloud, and have a volunteer identify the verb. (*shake*) Explain that this sentence is about something that took place many years ago, so *shake* needs to be changed to the past tense. Ask:

**Q** *What should we change shake to in order to make it tell about the past?* (shook)

Invite a volunteer to the whiteboard to click *shake* to change to the past-tense verb *shook*. Then repeat the process for sentences 2–4.

## GUIDED PRACTICE

8. Display the last “Regular and Irregular Past-tense Verbs” activity (🕒 WA16). Explain to the students that you will work together to read each sentence and choose the correct past-tense form of the verb to complete the sentence.

WA16

	startid	started	startd
--	---------	---------	--------

1. The 1906 earthquake started at 5:12 in the morning.  
(start)

	runned	ranned	ran
--	--------	--------	-----

2. People ran out into the streets.  
(run)

	carried	carryed	carryied
--	---------	---------	----------

3. Parents carried their children.  
(carry)

	racedd	raced	racedd
--	--------	-------	--------

4. Everyone raced for safety.  
(race)

9. Read aloud the first sentence and the answer choices in the word box. Ask:

**Q** *What is the correct way to form the past tense of start? (add -ed) So, which word belongs in the sentence? (started)*

Invite a volunteer to drag and drop *started* into the blank.

10. Repeat the process for the rest of the sentences, discussing how the past tense is formed in each case. If necessary, for number 2, remind the students that *run* is an irregular verb and, therefore, does not end with *ed*.



11. Have the students work in pairs to write a short paragraph using three past-tense verbs.

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### Teacher Note

If the students have difficulty thinking of a topic, suggest that they write about something scary or exciting that happened to them recently.

## Optional Practice

Have the students complete pages 46–48 in their *Student Skill Practice Books*, independently or in pairs, to practice forming and using past-tense verbs. Note that page 48 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 48 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

Irregular past-tense verbs may present a particular challenge for English Language Learners. You may wish to create and post additional past-tense forms for reference:

Present	Past
see	saw
write	wrote
begin	began
make	made
find	found
tell	told
give	gave
ride	rode

# Lesson 17

## Subject-Verb Agreement

### Prerequisite Lessons

- Lesson 1, “Complete Sentences”
- Lesson 6, “Singular and Plural Nouns”
- Lesson 13, “Verbs”
- Lesson 14, “Linking Verbs”

### ELPS 5.D.1

(all, beginning on pages 68 and continuing on to page 71)

### Student Skill Practice Book

- Pages 49–51



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Subject-Verb Agreement” activity (WA19)
- “Subject-Verb Agreement” activity (WA20)
- “Subject-Verb Agreement” activity (WA21)
- (Optional reteaching) “Subject-Verb Agreement” activity (WA22)
- (Optional reteaching) “Subject-Verb Agreement” activity (WA23)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will learn how to make the subject of a sentence match its verb.
2. Display the first “Subject-Verb Agreement” activity (WA19). Read the two sample sentences aloud. Help the students identify the simple subject and simple predicate in each one. (*flower/blooms; flowers/bloom*) If necessary, remind the students that the subject tells whom or what the sentence is about, and the predicate tells what the subject does or is.

Have the students compare the subject and verb in the two sentences. Ask:

**Q** *How is the subject in the second sentence (flowers) different from the subject in the first? (An s was added; now it is plural. It tells about more than one flower.)*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

**Q** How is the verb in the second sentence (bloom) different from the verb in the first? (The *s* was dropped.)

Ask the students why they think the verb changed. Invite a few volunteers to respond. As necessary, explain that the verb changed because a verb must agree in number with its subject. Also explain:

- When the subject of a sentence tells about one person or thing, an *-s* or *-es* is usually added to the end of the verb.
- When the subject tells about more than one person or thing, or is the pronoun *I* or *you*, an *-s* or *-es* is not added to the verb.

WA19

One flower blooms.

Many flowers bloom.

1. The **rose grows** on a bush.
2. The **bud opens**.
3. The **petal pushes** out.
4. The **bee flies** to the flowers.

3. Read the first sentence aloud. Have the students identify the subject. (*roses*) Ask:

**Q** Does roses tell about one or more than one? (*more than one*)

**Q** Which word tells what the roses do? (*grow*)

Click *roses*, changing it to *rose*. Explain that it is now singular; it tells about just one. Ask:

**Q** What do you think needs to happen to grow now? (*An -s should be added.*)

Click *grow*, changing it to *grows* to confirm the answer. Then read the new sentence aloud.

4. Repeat the process for sentence 2. For sentences 3 and 4, explain that:

- An *-es* is added to a verb ending with *sh* (as in *push*), *ch*, *zz*, *ss*, or *x*.
- In a verb ending with a consonant + *y* (as in *fly*), the *y* is changed to *i* before *-es* is added.

5. Display the next “Subject-Verb Agreement” activity (WA20). Read the first pair of sentences aloud, and have a volunteer identify the subject and verb in each one. (*daisy/is; It/has*) Click *daisy* and *It* to reveal *daisies* and *They*. Ask:

**Q** What do you think needs to happen to the verbs now?

Invite a volunteer to respond. Then click *is* to reveal *are*. Explain that *is* and *are* are present-tense forms of the verb *be*, which is irregular. When the subject of a sentence is singular, use *is*. When the subject is plural, use *are*.

Then click *has*, changing it to *have*. Explain that *has* and *have* are also irregular. When the subject of a sentence is singular, use *has*. When the subject of a sentence is plural, use *have*. Read both of the new sentences aloud.

1. The **daisies are** tall. **They have** white petals.
2. **I am** planting flowers. **You are** helping.
3. **I have** dug three holes. **You have** put seeds in them.

WA20

6. Repeat the process for the next two pairs of sentences, pointing out that *be* and *have* can also be helping verbs. Explain that when an action is made up of a helping verb and a main verb, the helping verb must agree with the subject. Also use the sentences to explain that:
  - *Am* is used instead of *is* or *are* when the subject of a sentence is *I*.
  - *Are* is used when the subject is *you*—whether *you* stands for one person or more than one.
  - *Have* is used instead of *has* when the subject is *I* or *you*.

### Teacher Note

You may want to point out that *be* is also irregular in the past tense. Explain that:

- *Was* is used when the subject is singular or the pronoun *I*.
- *Were* is used when the subject is plural or the pronoun *you*.

## GUIDED PRACTICE

7. Display the next “Subject-Verb Agreement” activity (WA21). Tell the students that they will read a passage about planting a flower garden. Explain that you will work together to choose the correct form of the verb to complete each sentence.

My teacher (is, are) planting a flower garden at school.

I (is, am) helping her. We (is, are) growing roses, tulips, and daisies. I (like, likes) the roses. But the stems (has, have) thorns. They always (pricks, prick) me!

The garden (needs, need) a lot of water and sun. The sun (has, have) shone all week. So now my teacher (wish, wishes) for rain. If we don't get any, we will use a hose. It (reaches, reach) just far enough.

WA21

8. Read the first sentence aloud. Invite a volunteer to identify the subject and to say whether it tells about one or more than one. (*teacher*; one) Underline *teacher*. Then explain that the action in this sentence has a helping verb and a main verb, but the helping verb is missing. Read the choices aloud and ask:

**Q** Which of these goes with a subject that tells about one person or thing? (is)

Invite a volunteer to the whiteboard to circle *is*.

9. Continue working through the passage, having volunteers take turns underlining the subjects and circling the verbs that agree with them.
10. After all the correct verbs have been circled, read the completed passage aloud.
11. Have the students work in pairs to write at least three sentences, using correct subject-verb agreement with singular and plural subjects.



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### Teacher Note

If the students have difficulty thinking of a topic, suggest that they write about a flower or tree that they like.

## Optional Practice

Have the students complete pages 49–51 in their *Student Skill Practice Books*, independently or in pairs, to practice using correct subject-verb agreement. Note that page 51 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 51 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

In Chinese, Korean, Hmong, Vietnamese, and Haitian Creole, verbs have the same form regardless of whether the subject is singular or plural. Students from these language backgrounds, therefore, will likely need additional support and practice with subject-verb agreement.

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### Teacher Note

You might have the students write the rules for subject-verb agreement, along with examples, in the Proofreading Notes section of their *Student Writing Handbooks*.

## Prerequisite Lessons

- Lesson 13, “Verbs”
- Lesson 14, “Linking Verbs”
- Lesson 15, “Simple Verb Tenses”
- Lesson 16, “Regular and Irregular Past-tense Verbs”
- Lesson 17, “Subject-Verb Agreement”

## Student Skill Practice Book

- Pages 52–54



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

## Whiteboard Activities

- “Review” activity (WA24)
- “Review” activity (WA25)
- “Review” activity (WA26)

## REVIEW

1. Explain to the students that they are going to review what they have learned about verbs in Lessons 13–17. Remind students that they have learned how to:
  - Identify and use action and linking verbs
  - Identify and use main and helping verbs
  - Identify and form past, present, and future tenses
  - Make subjects and verbs agree

2. Display the “Review” activity (WA24) and read the definition of an action verb aloud. Then invite a volunteer to read the sample sentences aloud. Ask:

**Q** *What are the action verbs in these sentences? (hits; cheer)*

Confirm the response by clicking *hits* and *cheer*. Then ask:

**Q** *Why does the verb hits have an s at the end, but cheer doesn't? (Because the subject of the first sentence—Gabriella—is singular, and the subject of the second sentence—teammates—is plural.)*

Check the response by clicking *Gabriella* and *teammates* to reveal *SS* (for *Singular Subject*) and *PS* (for *Plural Subject*). Then review that, when the subject is singular, the verb usually ends with *s* or *es* in the present tense; when the subject is plural (or is the pronoun *I* or *you*), the verb does not end with *s* or *es*.

An **action verb** tells what someone or something does. The verb must **agree in number** with its subject.

Gabriella <sup>SS</sup> hits <sup>AV</sup> the baseball. Her <sup>PS</sup> teammates <sup>AV</sup> cheer.

An action verb can have two parts—a main verb and a helping verb. The helping verb usually comes before the main verb and does not show action.

Gabriella <sup>HV</sup> can <sup>MV</sup> run fast. She <sup>HV</sup> has <sup>MV</sup> reached third base.

3. Read the information about main and helping verbs aloud. Then invite a volunteer to read the sample sentences aloud. Have other volunteers identify the main verb and helping verb in each sentence. Click *can*, *run*, *has*, and *reached* to reveal the labels *HV* (for *Helping Verb*) and *MV* (for *Main Verb*).



4. Remind the students that the helping verb and the main verb can be separated by another word, such as *not*, *never*, or *also*. Have the students work in pairs to rewrite each of the two sentences, using *not*, *never*, or *also*. Invite a few volunteers to share their sentences.
5. Display the next “Review” activity (WA25). Read aloud the definition of a linking verb and the first two sample sentences. Ask:

**Q** *What are the linking verbs in these sentences? (is; feels)*

Confirm the answers by clicking *is* and *feels* to reveal *LV* (for *Linking Verb*). Remind the students that the linking verb *is* is a form of the verb *be*. Have them recall when the linking verb *is* is used. (when the subject is singular, or names one person or thing) Then ask:

**Q** *What form of be is used if the subject is the pronoun I? (am) What form is used if the subject names more than one person or thing, or is the pronoun you? (are)*

A **linking verb** connects the subject to words that tell what the subject is or is like.

Gabriella <sup>LV</sup> is a good player. She <sup>LV</sup> feels proud.

Linking verbs can also have main and helping verbs.

The game <sup>HV</sup> will <sup>MV</sup> be over soon. It <sup>HV</sup> has <sup>MV</sup> been a fun game.

6. Read the second point aloud, and have volunteers identify the main and helping verb in each sample sentence. Click *will*, *be*, *has*, and *been* to confirm the answers.

7. Display the final “Review” activity (🎤 WA26). Invite a volunteer to read aloud the definition of the present tense and to identify the present-tense verbs in the sample sentences. Click *catches* and *yell* to confirm the answers.

Review the rule for subject-verb agreement by asking:

- Q *Why does the verb catches end with es? (Because its subject—Louis—is singular, and because the word ends with ch.)*
- Q *Why doesn't the verb yell end with s or es? (Because its subject—friends—is plural.)*

WA26

A **present-tense** verb tells about something happening now.

present-tense verb      present-tense verb  
Louis catches the ball. His friends yell, “Hooray!”

A **past-tense** verb tells about something that has already happened.  
Some verbs form the past tense by adding *-ed*. Others are irregular.

past-tense verb      past-tense verb  
The game ended. People in the stands clapped.

past-tense verb      past-tense verb  
The players shook hands. They ran off the field.

A **future-tense** verb tells about something that is going to happen.  
It includes the helping verb *will*.

future-tense verb  
The two teams will play again next week.

8. Have a volunteer read the definition of the past tense aloud. Invite other volunteers to take turns identifying the past-tense verb in each of the sample sentences. Click *ended*, *clapped*, *shook*, and *ran* to confirm the answers. Have each volunteer also name the present-tense form of the verb. (*end*, *clap*, *shake*, *run*) Guide the students to see that *shook* and *ran* are irregular past-tense verbs. Challenge the students to list other irregular past-tense verbs they know and their present-tense forms. You may also want to review the spelling rules for adding *-ed*:
- If a word ends with a consonant after a short vowel, double the consonant.
  - If a word ends with a consonant + *y*, change the *y* to *i*.
  - If a word ends with silent *e*, drop the silent *e*.
9. Have the students read aloud the definition and sample sentence for future-tense verbs with you. Have a volunteer identify the future-tense verb. Then click *will play* to confirm the answer.

## Optional Practice

Have the students complete pages 52–54 in their *Student Skill Practice Books*, independently or in pairs, to practice using verbs correctly.

# Adjectives and Adverbs



# Lesson 19

## Adjectives

### Prerequisite Lessons

- Lesson 6, “Singular and Plural Nouns”
- Lesson 7, “Common and Proper Nouns”

### Student Skill Practice Book

- Pages 55–57



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Adjectives” activity (WA1)
- “Adjectives” activity (WA2)
- “Adjectives” activity (WA3)
- (Optional reteaching) “Adjectives” activity (WA4)
- (Optional reteaching) “Adjectives” activity (WA5)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that in this lesson they will practice identifying different types of adjectives. Explain that **adjectives** are words that describe, or tell more about, nouns or pronouns. Explain that a good writer uses colorful adjectives to help readers get a clear picture of what is being described.
2. Display the first “Adjectives” activity (WA1). Explain that adjectives can describe many things, such as size, shape, or color; they can tell how something looks, sounds, smells, feels, or tastes. Then have the students read aloud the examples in the chart with you.
3. Read the paragraph aloud. Then return to the first sentence and have a volunteer identify the adjective in it. (*yummy*) Circle *yummy*. Then have another volunteer

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

identify the noun that it describes. (*cake*) Draw a line under *cake*. Point out that an adjective often comes right before the word it tells about. Then ask:

**Q** *Where would you put this adjective in the chart? What does it tell about?*

Give the students a few moments to think, and have a volunteer respond. As necessary, point out that *yummy* could describe either how the cake smells or how it tastes.

WA1

Looks	Sounds	Smells	Feels	Tastes
yellow	crunchy	flowery	sticky	sour

On my birthday I had a yummy cake. It was round. It smelled

sweet I dipped my finger into the smooth, creamy frosting.

I dug in, and my fork made a loud, squeaky sound against the plate.

4. Have the students identify the adjective in the next sentence. (*round*) Point out that there is no noun in this sentence and ask:

**Q** *What word does the adjective tell about in this sentence? (It) What noun does the pronoun It replace? (cake)*

Underline *It* and circle *round*. Guide the students to see that, in this sentence, the adjective is *not* right before the word it describes; it comes after a linking verb. Then have one or two volunteers tell which column of the chart they would put *round* in and explain why. (the Looks column, since it describes a shape)

5. Repeat the process with the rest of the paragraph. For sentence 3, point out that the verb *smelled* is also a linking verb.

### Teacher Note

Use sentences 4 and 5 to explain that, when you list two or more adjectives in a row before a noun, you often put a comma between the adjectives. However, you do not put a comma between the last adjective and the noun.

6. Display the second “Adjectives” activity (WA2), and explain that adjectives can also tell *how many* or *how much* you have of something. Then have the students read aloud the examples in the chart with you. Explain that *three* is in the How Many column because it tells a number that you can count, while *some* is in the How Much column because it describes an amount that can’t be counted.

How Many	How Much
<u>three</u> cookies	<u>some</u> flour

how many There were six cookies on a plate. They had how many a few raisins in  
how much them. A little sugar was sprinkled on top. They also had how many some nuts.

7. Read the paragraph aloud. Then return to the first sentence and point out the underlined adjective. (*six*) Ask:

**Q** *What does six describe? (cookies) Does six tell how many or how much? (how many)*

Click *six* to confirm the answer.

8. Repeat the process with the rest of the paragraph. For sentences 2 and 4, help the students understand that, even though *a few* and *some* do not give exact numbers, they still describe *how many* rather than *how much* because the number of raisins and nuts is countable. You can't, however, count sugar; you can only tell how much of it you have (for example, *a little*).

## GUIDED PRACTICE

9. Display the third “Adjectives” activity (🕒 WA3). Explain to the students that they will work together to complete the story by choosing the correct adjectives from the word box.

one
crunchy
purple
hot
soft
a little

The loaf of bread was still hot from the oven. Dad cut one slice for each of us. The crust was hard and crunchy, but the inside was soft and chewy. I spread a little butter on my slice. Then I added some purple jam. Yum!

10. Have the students read the adjectives aloud. Then read the first sentence of the story aloud. Ask the students which word in the word box might describe a loaf of bread that just came out of the oven. (*hot*) Invite a volunteer to the whiteboard to drag and drop *hot* into the blank.
11. Repeat the process for the rest of the story, helping the students use context clues to decide where to put each word. After all of the words have been chosen, read the completed story aloud. Invite volunteers to tell whether each adjective describes how something looks, feels, tastes, sounds, or smells, or whether it tells *how many* or *how much*.
-  12. Have the students work in pairs to write at least three sentences, using adjectives that tell what kind, how many, or how much.

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### Teacher Note

If the students have difficulty thinking of a topic, suggest that they write a description of their favorite fruits.

## Optional Practice

Have the students complete pages 55–57 in their *Student Skill Practice Books*, independently or in pairs, to practice using adjectives correctly. Note that page 57 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 57 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### Teacher Note

You might have the students write a chart showing kinds of adjectives, along with examples of each kind, in the Proofreading Notes section of their *Student Writing Handbooks*.

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### ELL Note

In Spanish, Hmong, and Vietnamese, an adjective immediately follows, rather than precedes, the noun it describes. You may therefore need to provide extra support to students from these language backgrounds.

# Lesson 20

## Comparative and Superlative Adjectives

### Prerequisite Lesson

- Lesson 19, “Adjectives”

### Student Skill Practice Book

- Pages 58–60



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Comparative and Superlative Adjectives” activity (WA6)
- “Comparative and Superlative Adjectives” activity (WA7)
- “Comparative and Superlative Adjectives” activity (WA8)
- (Optional reteaching) “Comparative and Superlative Adjectives” activity (WA9)
- (Optional reteaching) “Comparative and Superlative Adjectives” activity (WA10)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that in this lesson they will practice using adjectives to compare. Explain that adjectives have special forms that can be used to show how two or more people, places, animals, or things are different.
2. Display the “Comparative and Superlative Adjectives” activity (WA6) and read the two rules aloud. Then read the first sentence aloud. Have the students identify the adjective. (*fast*) Ask:

**Q** *If we wanted to describe the speed of something else, such as an airplane, what could we say? How could we compare it to a car’s speed?*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Invite one or two volunteers to respond. Then read the second sentence aloud, and have the students supply the missing word. (*faster*) Click the blank to change it to *faster*. Point out that because the airplane is being compared to only one other thing (a car), *-er* was added.

WA6

Add *-er* to compare one thing to another.

Add *-est* to compare one thing to two or more others.

1. A car is fast.
2. An airplane is faster than a car.
3. A rocket is the fastest of all three.
4. An airplane is big, but a rocket is bigger.
5. All the cars are shiny, but this one is the shiniest.

3. Read the next sentence aloud. Ask:

**Q** *Now what word goes in the blank? (fastest) Why? (Because the rocket is being compared to two other things.)*

Invite a volunteer to respond. Then click the blank to change it to *fastest*.

4. Use a similar process for sentences 4 and 5, reminding the students that some words require a spelling change when an ending is added. Explain:
  - If an adjective ends with a consonant after a short vowel, double the consonant before adding *-er* or *-est* (as in *big/bigger*).
  - If an adjective ends with a consonant + *y*, change the *y* to *i* before adding *-er* or *-est* (as in *shiny/shiniest*).
5. Display the next “Comparative and Superlative Adjectives” activity (WA7). Explain that not all adjectives that compare are formed by adding *-er* or *-est*. Read aloud the forms of *good* as you point out that it changes to *better* and *best* instead of *gooder* and *goodest*. Then point to *more* and *most* as you explain that, when an adjective is a long word, such as *interesting* or *important*, you use *more* or *most* instead of adding *-er* or *-est*. Then ask:

**Q** *Why do you think we use more or most with a long word, such as interesting or important, instead of adding -er or -est?*

**Students might say:**

“It would be hard to say *interestinger* or *importanter*.”

“I agree with Liam. It would be hard to say *interestingest*, too. It’s easier to say *more* or *most interesting*.”

good

better

best

more

most

1. This book about cars is good. It is interesting.
2. This book about boats is better than that one.  
It is more interesting.
3. This book about trains is the best of all. It is  
the most interesting.

6. Read the first pair of sentences aloud, and have the students identify the adjectives in them. (*good*; *interesting*) Then read the second pair of sentences aloud. Ask:

**Q** *How many books are being compared? (two) Which form of good should we use? (better)*

Drag and drop the word *better* into the blank. Then ask:

**Q** *Which word should come before interesting? (more)*

Drag and drop *more* into the blank.

7. Use a similar process for the third pair of sentences.

### Teacher Note

You may want to introduce the irregular forms of *bad/worse/worst* and invite the students to make up sentences using each of these words.

## GUIDED PRACTICE

8. Display the last “Comparative and Superlative Adjectives” activity (WA8). Explain to the students that they will work together to read each sentence and choose the correct form of the adjective in parentheses.

1. A ship is (larger, largest) than a rowboat.
2. A bus has (fattest, fatter) tires than a bicycle.
3. A plane is the (best, goodest) way to get somewhere fast.
4. This is the (curviest, curvier) road I have ever been on.
5. On a bike, safety is (importanter, more important) than going fast.

9. Read the first sentence aloud, including the answer choices. Ask:

**Q** Which word should be used to compare a ship and a rowboat—larger or largest? (larger)  
Why? (Because only one thing is being compared to another.)

Invite a volunteer to respond. Then circle the word *larger*.

10. Repeat the process for the remaining sentences.



11. Have the students work in pairs to write three sentences, using adjectives that compare. One sentence should include a form of the word *good*.

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### Teacher Note

If the students have difficulty thinking of a topic, suggest that they write a comparison of two or more vehicles, such as a car, a truck, and a tractor.

## Optional Practice

Have the students complete pages 58–60 in their *Student Skill Practice Books*, independently or in pairs, to practice using comparative and superlative adjectives. Note that page 60 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 60 in their *Student Skill Practice Books* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

In Hmong, Korean, and Spanish, adjectives do not change forms to show a comparison. Therefore, students from these language backgrounds may need additional practice adding *-er* and *-est* to adjectives.

# Lesson 21

## Adverbs

### Prerequisite Lesson

- Lesson 13, “Verbs”

### Student Skill Practice Book

- Pages 61–63



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Adverbs” activity (WA11)
- “Adverbs” activity (WA12)
- (Optional reteaching) “Adverbs” activity (WA13)
- (Optional reteaching) “Adverbs” activity (WA14)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that in this lesson they will learn how to use **adverbs**, or words that tell more about a verb, to make their writing stronger. If necessary, remind the students that a verb tells what someone or something does or is.
2. Display the first “Adverbs” activity (WA11). Tell the students to listen carefully as you read the paragraph aloud. Ask them to notice the verbs and to pay attention to any words that tell *how*, *when*, or *where* something happens.

Minna <sup>V</sup>crept <sup>A</sup>quietly up the stairs. <sup>A</sup>Slowly, she <sup>V</sup>opened the  
attic door. She <sup>V</sup>peeked <sup>A</sup>inside. <sup>A</sup>Soon she <sup>V</sup>heard a noise.

WA11

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

3. Return to the beginning of the paragraph and reread the first sentence aloud. Have a volunteer identify the verb. (*crept*) Click *crept* to reveal the label V (for *Verb*). Then ask:
 

**Q** Which word in this sentence tells how Minna crept? (quietly)

Click *quietly*, revealing the label A (for *Adverb*). Explain that *quietly* is an adverb that tells *how*, and that many adverbs that tell *how* end with *ly*. Repeat the process with the second sentence, using *slowly* and *opened* to point out that an adverb can come either before or after the verb it tells about.
4. Read the third sentence aloud, and have a volunteer identify the verb. (*peeked*) Click *peeked* to confirm the answer. Then ask:
 

**Q** Which word in this sentence tells where Minna peeked? (inside)

Click *inside* to reveal the label A (for *Adverb*) and explain that *inside* is an adverb that tells *where*. Point out that most adverbs that tell *where* do not end with *ly*.
5. Use a similar process for the fourth sentence. Explain that *soon* is an adverb that tells *when*. Point out that adverbs that tell *when* often come at the beginning of a sentence.

### Teacher Note

You may want to help the students brainstorm other adverbs that tell *how*, *when*, and *where*, such as:

How	When	Where
quickly	today	outside
loudly	tomorrow	here
sadly	suddenly	there
softly	later	away
nicely	next	down

## GUIDED PRACTICE

6. Display the next “Adverbs” activity (🎯 WA12). Explain to the students that they will read each sentence and choose the best adverb from the word box to complete the sentence.
7. Read the adverbs in the word box aloud. Then read the first sentence aloud, pointing out the word *how* in parentheses at the end. Ask:
 

**Q** Which adverb in the word box tells how Minna’s heart was probably pounding if she was scared? (loudly)

Drag and drop *loudly* into the blank. Invite a volunteer to read the completed sentence aloud.

brightly Yesterday away calmly loudly Suddenly

1. Minna was shaking, and her heart pounded loudly. (how)
2. Suddenly, she saw a shadow in the corner. (when)
3. A pair of eyes glowed brightly back at her. (how)
4. Minna wanted to run away. (where)
5. Then she laughed. It was just her cat, Scooter, calmly sitting there. (how)
6. Yesterday Scooter had discovered the attic. (when)

8. Repeat the process with the rest of the sentences, inviting volunteers to drag and drop the correct adverbs into the blanks.
9. Have the students work in pairs to write three sentences that contain adverbs. One adverb should tell how, one should tell where, and one should tell when.



### Teacher Note

If the students have difficulty thinking of a topic, suggest that they tell a short story about getting surprised by something.

## Optional Practice

Have the students complete pages 61–63 in their *Student Skill Practice Books*, independently or in pairs, to practice using adverbs. Note that page 63 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 63 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

**Prerequisite Lessons**

- Lesson 20, “Comparative and Superlative Adjectives”
- Lesson 21, “Adverbs”

**Student Skill Practice Book**

- Pages 64–66

**Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

**Whiteboard Activities**

- “Comparative and Superlative Adverbs” activity (WA15)
- “Comparative and Superlative Adverbs” activity (WA16)
- “Comparative and Superlative Adverbs” activity (WA17)
- (Optional reteaching) “Comparative and Superlative Adverbs” activity (WA18)
- (Optional reteaching) “Comparative and Superlative Adverbs” activity (WA19)

**Reproducibles**

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

**Assessment Forms**

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

**INTRODUCTION**

1. Remind students that an adverb is a word that describes a verb. An adverb may tell where, when, or how an action happens. Tell the students that adverbs can also be used to compare actions.
2. Display the “Comparative and Superlative Adverbs” activity (WA15), and read the two rules aloud. Then read the first sentence aloud. Have a volunteer identify the adverb. (*hard*) Ask:

**Q** *If we wanted to compare how the chorus practiced from one day to the next, what could we say? How could we compare the action of one day to the action of the next day?*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Allow a few volunteers to share their responses. Then read the second sentence aloud, and have another volunteer supply the missing word. (*harder*) Click the blank to change it to *harder*. Explain that because the action is being compared to the same action on one other day (yesterday), *-er* was added.

WA15

Add *-er* to compare one action to another.

Add *-est* to compare one action to two or more others.

1. Our chorus is practicing hard for the school's Spring Show.
2. We're practicing harder today than yesterday.
3. Tomorrow we will practice hardest of all.

3. Read the next sentence aloud. Ask:

**Q** Now what word goes in the blank? (*hardest*) Why? (*Because the action of practicing is being compared to all the other practicing the chorus has done.*)

Give the students time to think, and invite a volunteer to respond. Then click the blank to change it to *hardest*.

4. Display the next “Comparative and Superlative Adverbs” activity (WA16). Tell the students that not all adverbs that compare are formed by adding *-er* or *-est*. Explain that when an adverb is a long word, such as *smoothly*, *sweetly*, or *beautifully*, you use *more* or *most* instead of adding *-er* or *-est*. Elicit that it is easier to say *more smoothly* than *smoothlier*.

WA16

more most

1. Our music teacher says we sing sweetly.
2. Now we sing more sweetly than we did at first.
3. We hope to sing the most sweetly of all at the Spring Show.

5. Read the first sentence aloud. Have a volunteer identify the adverb. (*sweetly*) Then read sentence 2 aloud. Ask:

**Q** What is being compared? (*how sweetly the chorus sings now to how sweetly they sang before they practiced*) What form of *sweetly* should we use? (*more sweetly*)

Invite one or two volunteers to respond. Then click the blank to reveal *more sweetly*.

- Use a similar process for sentence 3.

---

### Teacher Note

You may want to introduce *less* and *least* as counterparts to *more* and *most*.

Have the students replace *more* with *less* in sentence 2, and *most* with *least* in sentence 3. Ask the students how this changes the meanings of these sentences.

#### Students might say:

"The adverbs are still comparing, but the meaning is totally different."

"I agree with Alexis. Using *less* and *least* gives the opposite meaning."

## GUIDED PRACTICE

- Display the "Comparative and Superlative Adverbs" activity (WA17). Explain to the students that they will work together to read each sentence and choose the correct form of the adverb in parentheses.

- Jacob counted down (slowly, slower) from one hundred.
- I ran the (farther, farthest) I could from Jacob.
- Justin hid (closer, closest) to Jacob than I did.
- He got tagged out (sooner, soonest) than I.
- Becky wins the (oftenest, most often) of all the players.
- She plays hide-and-seek (frequentlier, more frequently) than I do.

WA17

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### Teacher Note

You may wish to explain the rules for hide-and-seek, and expressions like *tagged out*, for English Language Learners before you begin.

- Read aloud the first sentence including the answer choices. Ask:

**Q** Which word should be used to describe how Jacob counts down?

Explain that since nothing is being compared, the correct word choice is *slowly*. Invite a volunteer to the whiteboard to circle *slowly*.

9. Remind students that, in addition to telling *how*, adverbs also tell *where*. Read the second sentence and ask:

Q Which word should be used to compare where the narrator runs in relation to Jacob? (farthest) Why? (Because the narrator is running as far away as he can.)

10. Repeat this process with the remaining sentences.



11. Have the students work in pairs to write a descriptive paragraph, using the comparative and superlative forms of adverbs.

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### Teacher Note

If the students have difficulty thinking of something to describe, have them write about a game or sport they both like to play.

## Optional Practice

Have the students complete pages 64–66 in their *Student Skill Practice Books*, independently or in pairs, to practice using comparative and superlative adverbs. Note that page 66 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 66 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

As with adjectives, in some languages, such as Hmong, Korean, and Spanish, forming the comparative and superlative of adverbs does not include adding endings to the original adverbs. Have the students complete sentences like these, adding *-er* and *-est* to short adverbs, such as *fast*, *soon*, and *long*: “Kat ran \_\_\_\_\_ than Erik.” “She got to the finish line \_\_\_\_\_.” “The cheering lasted \_\_\_\_\_ for Erik.”

**Prerequisite Lessons**

- Lesson 19, “Adjectives”
- Lesson 21, “Adverbs”

**Student Skill Practice Book**

- Pages 67–69

**Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

**Whiteboard Activities**

- “Adjectives and Adverbs” activity (WA20)
- “Adjectives and Adverbs” activity (WA21)
- (Optional reteaching) “Adjectives and Adverbs” activity (WA22)
- (Optional reteaching) “Adjectives and Adverbs” activity (WA23)

**Reproducibles**

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

**Assessment Forms**

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

**INTRODUCTION**

1. Tell the students that they will practice using adjectives and adverbs correctly. Remind them that adjectives are words that describe nouns and pronouns. Explain that adjectives can describe things, such as size, shape, and color. They can also describe how something looks, sounds, smells, tastes, and feels. Tell the students that adverbs are words that describe verbs. Adverbs tell how, when, or where something happens. Explain that good writers use precise adjectives and adverbs to help readers get a clear picture of what is written.
2. Display the “Adjectives and Adverbs” activity (WA20). Read the first sentence aloud. Ask:

**Q** Which word in the sentence is being described? (Colson) Which word to the right of the sentence describes Colson?

Invite a volunteer to respond. Then drag and drop the word *eager* into the blank.

Explain that the word *eager* is an adjective. It describes Colson and how he is feeling

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

about building a tree house. Point out that the word *eagerly* is an adverb. Remind the students that many adverbs end with *ly*.

WA20

1. Colson was eager to build a tree house. eager eagerly
2. Julio said he would gladly help. glad gladly
3. Colson carefully explained his plan to his parents. careful carefully
4. His mother was happy to help. happy happily
5. She went over rules with the boys about how to use tools safely. safe safely

3. Repeat the process for the remaining sentences:

- In sentence 2, the adverb *gladly* describes how Julio *would help*.
- In sentence 3, the adverb *carefully* tells how Colson *explained his plan to his parents*.
- In sentence 4, the adjective *happy* describes Colson's *mother*.
- In sentence 5, the adverb *safely* describes *how to use tools*.

Once the correct word has been chosen, read each completed sentence aloud.

## GUIDED PRACTICE

4. Display the next “Adjectives and Adverbs” activity (WA21). Tell the students that they will read a paragraph that is missing some words. Explain that you will work together to choose the correct adjectives and adverbs to complete the paragraph.

WA21

Adjectives	happy	long	sturdy
Adverbs	hardly	loudly	slowly

Colson's mother and father lifted six long boards to an opening in the tree. The boards would make the floor sturdy enough to stand on. Colson and Julio helped hammer the nails, loudly pounding each one in. They worked slowly, but they got it done. They were having so much fun that they hardly noticed the time. Everyone was happy when the project was finished. The tree house looked great!

5. Read the words in the chart aloud. Then read the first sentence aloud and ask:

**Q** Which word from the chart best describes the boards being used to build the tree house? (long)

Guide the students to see that you would choose from among the adjectives to describe a noun. *Long* is the best choice because it is an adjective that describes the size of the boards or how they look. Click the blank to confirm the answer.

6. Continue guiding the students through the paragraph, reading each sentence aloud, and helping a volunteer choose the correct adjective or adverb from the chart to complete it. Click each blank to confirm the answer. After all of the adjectives and adverbs have been placed, read the completed paragraph aloud.



7. Have the students work in pairs to write a paragraph, using at least two adjectives and two adverbs.

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### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about something they made as a class.

## Optional Practice

Have the students complete pages 67–69 in their *Student Skill Practice Books*, independently or in pairs, to practice using adjectives and adverbs. Note that page 69 can be scored, allowing you to assess how well each student understands the lesson skill.

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### Teacher Note

You might have the students write lists of adjectives and adverbs in the Proofreading Notes section of their *Student Writing Handbooks*.

## Reteaching

For students who need additional instruction, note that Activities A and B on page 69 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

Because the Hmong language uses doubled adjectives or verbs instead of adverbs to describe actions, students whose first language is Hmong may need extra practice distinguishing between adjectives and adverbs and learning when to use them. Have the students use the adverbs and adjectives in the whiteboard activities to create new sentences.

**Prerequisite Lessons**

- Lesson 1, “Complete Sentences”
- Lesson 2, “Incomplete Sentences”

**Student Skill Practice Book**

- Pages 70–72

**Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

**Whiteboard Activities**

- “Formal and Informal English” activity (WA24)
- “Formal and Informal English” activity (WA25)
- (Optional reteaching) “Formal and Informal English” activity (WA26)
- (Optional reteaching) “Formal and Informal English” activity (WA27)

**Reproducibles**

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

**Assessment Forms**

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

**INTRODUCTION**

1. Tell the students that in this lesson they will explore the differences between formal and informal English. Explain that **formal** English is language they should use when speaking or writing to an adult, or giving a report in school. **Informal** English is language to use with their friends.
2. Point out that good writers think about the **audience**, the person or people who will read their writing. They also consider the **purpose**, or the reason they are writing, and choose the style that is best for that situation.
3. Display the first “Formal and Informal English” activity (📄 WA24). Read the first pair of examples aloud and point out that they both tell about the same topic but in different ways. Then ask:

**Q** Which of these sounds like something you’d write to a friend? Which sounds more like the beginning of a report for a school assignment?

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Click the letters *a.* and *b.* to reveal the labels *informal* and *formal*. Invite the students to identify the differences between the two versions. (Example *a.* includes incomplete sentences, an abbreviation, and slang. It sounds more casual. Example *b.* has complete sentences and more formal-sounding words, such as *a really wonderful time.*)

Point out that, when you write to a friend or someone you know well, it's fine to use sentence fragments and slang, but when you are writing for a school assignment or to an older adult, you should use complete sentences and formal words.

WA24

- informal**
1. a. Went to the circus Sat. with family. So cool!
- formal**
- b. Last Saturday my family and I went to see the circus. I had a really wonderful time.
- formal**
2. a. Dear Great-Uncle Hector,
- How are you? I heard that you will be coming to visit us in June. I am very excited about your visit. Lupe and I are making a list of things to do.
- informal**
- b. Hey, Hector.
- Heard you're coming in June. Awesome. Lupe and I, we've got stuff we want to do when you get here.

4. Invite a volunteer to read the next pair of examples aloud. Ask:

**Q** Which of these would you use if you were writing a letter to an older adult relative? Why?

**Students might say:**

"I'd use the first example. It seems more polite."

"I agree with Drew. Also, the second example is the way I might talk to my friends. It has slang, and the sentences aren't even complete."

Click *a.* and *b.* to reveal the labels *formal* and *informal*. Explain that people, especially older adults, take you more seriously when you use formal language. It lets them know that you take them seriously. That may make them more open to your ideas or requests.

Discuss with the students why it's important to change your language to fit the audience, or people you are trying to reach. Compare the examples of more formal language with more informal language.

## GUIDED PRACTICE

5. Display the next “Formal and Informal English” activity (WA25). Explain to the students that they will read several sentences that are written in an informal style, and that they will rewrite the sentences to make them sound more formal.

<ol style="list-style-type: none"><li>1. See cat special last night? <u>Did you see the cat special last night?</u></li><li>2. Nope. Good? <u>No, I didn't. Was it good?</u></li><li>3. Yup. Cats hunting. Playing. Chasing stuff. <u>Yes, it showed cats hunting, playing, and chasing things.</u></li><li>4. Missed it. Playing a game. <u>I didn't see it. I was playing a game.</u></li><li>5. Next time. <u>Try to see it the next time it is on television.</u></li></ol>	WA25
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6. Read the first item aloud, and ask the students to look for informal language they would change, such as casual language (or slang). Invite a few volunteers to respond. Then work with the students to rewrite the sentence in more formal language.
7. Repeat the process with the other sentences.
8. Have the students work in pairs to write two versions of a note between two people, using formal English in one and informal English in the other.



### Teacher Note

If the students have difficulty thinking of a topic to write about, you might suggest that they write about a television show they have seen recently or a game they have both played.

## Optional Practice

Have the students complete pages 70–72 in their *Student Skill Practice Books*, using formal and informal language. Note that page 72 can be scored, allowing you to assess how well each student understands the lesson skill.

# Reteaching

For students who need additional instruction, note that activities A and B on page 72 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

## Teacher Note

You might have the students make a list of all the different kinds of writing they can think of and the best style to use for each one. Have them include their list in the Proofreading Notes section of their *Student Writing Handbooks*.

Formal	Informal
school assignment (research report, book report, etc.)	e-mail or text message
test answers	postcard
presentation	note
letter to an older adult	letter to a friend
	writing in a personal journal

## ELL Note

Many languages have informal and formal ways of saying things, depending on the context and/or the relationship between the speaker and the listener. Invite the students to share formal and informal ways of speaking in their languages, such as different ways to say “hello.”

### Prerequisite Lessons

- Lesson 19, “Adjectives”
- Lesson 20, “Comparative and Superlative Adjectives”
- Lesson 21, “Adverbs”
- Lesson 22, “Comparative and Superlative Adverbs”
- Lesson 23, “Adjectives and Adverbs”
- Lesson 24, “Formal and Informal English”

### Student Skill Practice Book

- Pages 73–75



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

### Whiteboard Activities

- “Review” activity (WA28)
- “Review” activity (WA29)
- “Review” activity (WA30)
- “Review” activity (WA31)

## REVIEW

1. Explain to the students that they are going to review what they have learned about adjectives and adverbs in Lessons 19–24. Remind the students that they have learned how to identify and use:
  - Adjectives
  - Comparative and superlative adjective forms
  - Adverbs
  - Comparative and superlative adverb forms
2. Display the first “Review” activity (WA28). Remind the students that adjectives tell more about nouns and pronouns. Review the kinds of information that adjectives provide.

An **adjective** is a word that describes, or tells more about, a noun or a pronoun. Adjectives can describe many things, such as *size*, *shape*, and *color*. They can also describe how something *looks*, *sounds*, *smells*, *tastes*, or *feels*.

The storm made a size shape big round puddle in the yard.

Splash! Now my color white dog is color brown.

An adjective can also tell *how many* or *how much*.

how many  
My two friends helped me wash my dog.

how much  
We had a little help from my brothers.

3. Have the students read the first sample sentence aloud, identify the adjectives, and tell which nouns they describe. As you point to each adjective, ask:

**Q** *What does big tell you about the puddle? What does round tell you about the puddle? (big describes its size; round describes its shape)*

Give the students time to answer the questions. Confirm the students' responses by clicking each adjective to reveal what it tells the reader about the noun. Repeat the process for the second sample sentence.

4. Review with the students that adjectives also tell *how many* and *how much*. Have the students identify the adjectives in the next two sample sentences and the nouns that they describe. Ask:

**Q** *Which adjective tells how many? Which adjective tells how much?*

Click *two* and then click *a little* to confirm the students' responses.

5. Display the next “Review” activity (🗨️ WA29). Remind the students that adjectives have special forms for comparing two or more people, places, animals, or things. Review the rules for using *-er* or *-est*.

WA29

Adjectives have special forms that can be used to show how two or more people, places, animals, or things are different.

- Use *-er* to compare two people, places, animals, or things.

The sun is brighter today than it was yesterday.

- Use *-est* to compare three or more people, places, animals, or things.

That was the reddest sunset I have ever seen.

- Not all adjectives use *-er* or *-est* to compare. Some use different words.

Jacob’s scary story was really good.

Jocelyn’s scary story was worse than Jacob’s.

Mackenzie’s scary story was the best of all.

6. Have volunteers read the sample sentences and provide adjectives to take the place of the underlined words. Accept all reasonable responses. Then click each adjective to display the sample answers on the whiteboard.

7. Remind the students that not all adjectives use *-er* and *-est* to compare. Some use different words. Have a volunteer read the sample sentences aloud. Ask:

Q *What words would you use to replace worse and worst to change the story from a bad one to a good one? (better and best)*

Allow time for the students to think. Invite volunteers to share their answers, and click to confirm their responses. Then reread the sentences with *good*, *better*, and *best* in place.

8. Display the third “Review” activity (🗨️ WA30). Remind the students that an adverb is a word that tells more about a verb. Adverbs tell how, when, or where something happens.

**Adverbs** are words that tell more about a verb. They tell *how*, *when*, or *where* something happens. Most adverbs that tell how end with *-ly*.

- How: *quickly, loudly, sadly, softly, nicely*
- When: *today, tomorrow, suddenly, later, next*
- Where: *outside, above, below, away, down*

1. The wind whispers **softly** through the leaves.

2. I will read now and play with my friends **later**.

3. I like to sit **outside** in the shade of a tree.

9. Read aloud the lists of adverbs that tell how, where, and when. Point out that most adverbs that tell how end with *-ly*. Invite a volunteer to read sentence 1 aloud, and choose the adverb that would best complete it. Then have the volunteer go to the whiteboard to click the blank to reveal the adverb. Repeat for sentences 2 and 3.
10. Display the last “Review” activity (WA31). Remind the students that, in the same way that adjectives have special forms to compare two or more people, places, animals, or things, adverbs have special forms to compare two or more actions. Review the rules for using *-er* and *-est* to form comparative and superlative adverbs.

Adverbs have special forms that can be used to compare actions.

- Use *-er* to compare two actions.

A **hare** moves faster than a **tortoise**.

- Use *-est* to compare three or more actions.

A **cheetah** runs the fastest of **any animal on Earth**.

- When an adverb is a long word, use *more* or *most* instead of *-er* or *-est* to compare.

Jeb studies quietly.

**Alexis** solves problems more quickly than **Kevin**.

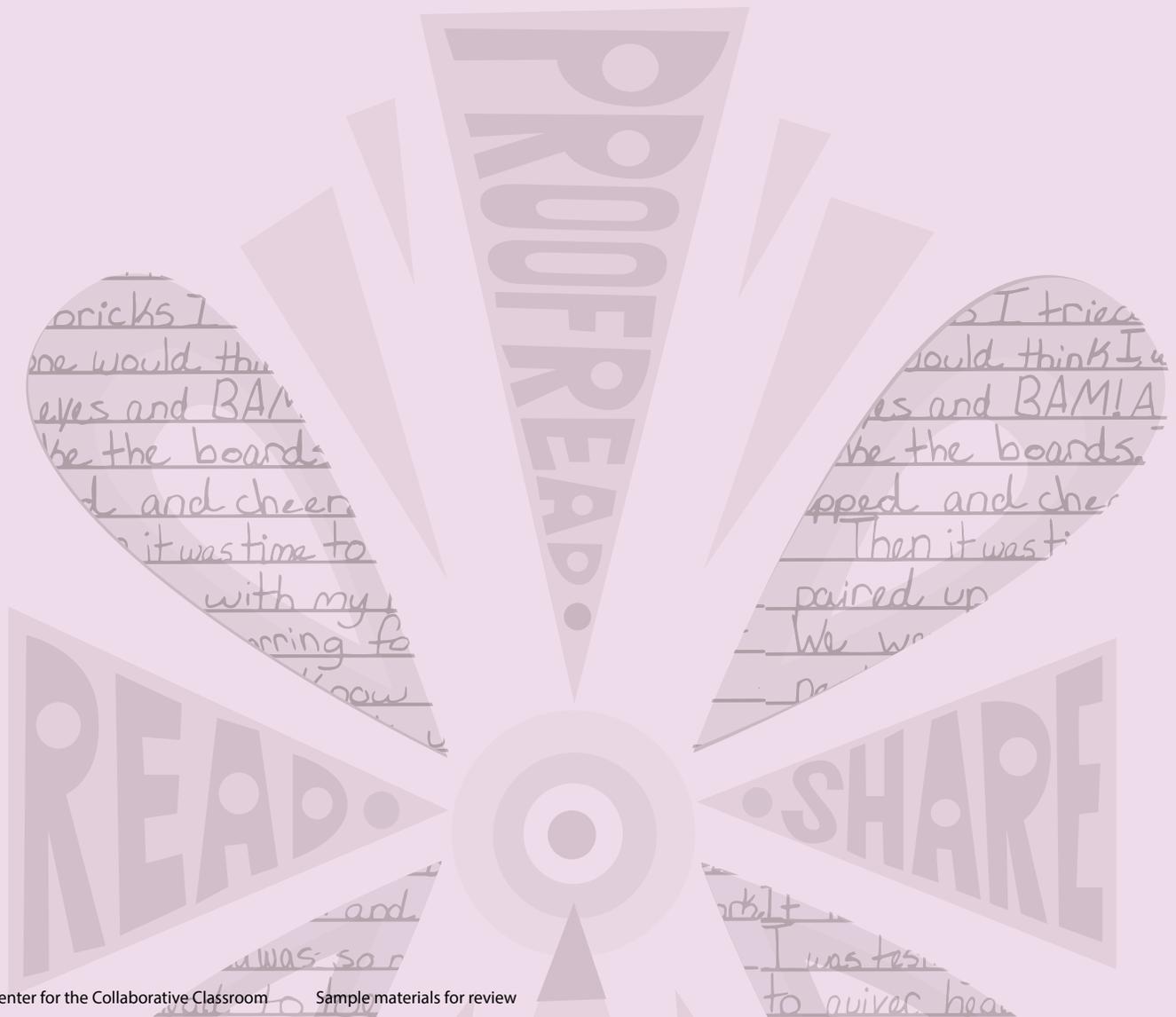
**Kevin** works most carefully of **all the students**.

11. Have volunteers read the first two sample sentences aloud, underline the action being compared, and circle the two or more animals performing the action.
12. Finally, remind the students that, when an adverb (or adjective) is long, *more* or *most* is used instead of *-er* or *-est* to compare. Have volunteers read the last three sample sentences aloud. Underline the actions being compared, and circle the two or more people performing the action.

## Optional Practice

Have the students complete pages 73–75 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using adjectives and adverbs.

# Capitalization and Punctuation



## Student Skill Practice Book

- Pages 76–78



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

## Whiteboard Activities

- “Writing Book Titles” activity (WA1)
- “Writing Book Titles” activity (WA2)
- (Optional reteaching) “Writing Book Titles” activity (WA3)
- (Optional reteaching) “Writing Book Titles” activity (WA4)

## Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

## Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Ask the students what kind of writing they do that requires them to write the title of a book. (Sample answers: book reports, research reports, whenever they write about their reading) Explain to the students that, whenever they write a book title, they should make sure that they write the title correctly.

Explain that when book titles are written, they are either underlined or written in **italic**, or slanted, type. Also explain that there are certain rules for capitalizing the words in a book title. Tell the students that in this lesson they will learn how to capitalize book titles correctly.

2. Display the “Writing Book Titles” activity (WA1). Point to the title in italic type. Explain that when using a computer, a writer can choose italic type for the title. When writing by hand, a writer must underline titles.
3. Explain that this passage is a narrative about a visit to a library. Read the first three sentences aloud, emphasizing the book title in the third sentence. Ask, pausing after each question for one or two volunteers to respond:

**Q** Which words tell the title of a book? (Beezus and Ramona) How do you know these words are a book title? (The words are underlined.)

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Then point to the book title and ask:

Q Which words are capitalized in this book title? (Beezus; Ramona) Why do you think these words are capitalized?

**Students might say:**

"They're important words in the title, and they're also the names of people."

"I agree with Thea. They also come at the beginning and end of the title."

WA1

**Book Titles:** My Friend Jacob (by computer) My Friend Jacob (by hand)

Lucy, her little brother Asa, and their mom love reading.

They go to the library every Saturday. Lucy had just read Beezus

and Ramona, by Beverly Cleary. She wanted to get another book

by the same author. Asa had just finished ~~f~~<sup>F</sup>rog and ~~r~~<sup>T</sup>oad ~~a~~<sup>A</sup>re

~~f~~<sup>F</sup>riends, by Arnold Lobel. Lucy found Beverly Cleary's book,

~~h~~<sup>H</sup>enry and the ~~p~~<sup>P</sup>aper ~~r~~<sup>R</sup>oute, and checked it out. Asa checked out

a book called ~~f~~<sup>F</sup>rom ~~r~~<sup>T</sup>adpole to ~~f~~<sup>F</sup>rog, by Wendy Pfeffer.

4. Allow a few volunteers to respond. As necessary, point out that the first and last words in a book title, and all the important words in between, are capitalized. Explain that important words include nouns, pronouns, verbs, adjectives, and adverbs. Then explain that shorter, less important words, such as *the, a, an, in, on, at, with, by, to,* and *and*, are not capitalized in a title.
5. Work through the rest of the paragraph, having volunteers identify the underlined book titles. Help the students to identify which words should be capitalized and which ones should be left lowercase. Then cross out each letter that should be capitalized and write the capital letter above it.

**Teacher Note**

Explain that movie and song titles also use the same capitalization rules as those for book titles; for example: *How to Train Your Dragon* is the name of a movie, and "On Top of Spaghetti" is a song.

## GUIDED PRACTICE

6. Display the next “Writing Book Titles” activity (WA2). Explain to the students that next they are going to practice capitalizing more book titles.

Miss Jewel, a librarian, lives next door to us. She recommended that I read Charlotte's Web, by E. B. White, which I really liked. The next time I was at the library, I checked out The Trumpet of the Swan and Stuart Little. These books are by the same author. Miss Jewel also recommended that I read some books based on African folktales, such as Why Mosquitos Buzz in People's Ears and Bringing the Rain to Kapiti Plain. They were both wonderful! I can't wait to read more.

WA2

7. Read the first two sentences aloud. Have a volunteer find the first book title. Ask:  
**Q** Which words should be capitalized in this book title? Why? (Both; they are the first and last words in the title, and they're both important words.)
8. Allow the students to respond and discuss the reasons both words are capitalized. Have a volunteer cross out the title and rewrite it correctly in the space above it.
9. Repeat the process with the rest of the passage, having volunteers take turns finding the book titles and rewriting them correctly.
10. Have the students work in pairs to write a paragraph that includes at least three book titles. Tell them that they can use real book titles or make up their own. Remind them to make sure they have underlined the titles and capitalized them correctly.



### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write about going to a library and checking out books on a particular topic or by a certain author.

## Optional Practice

Have the students complete pages 76–78 in their *Student Skill Practice Books*, independently or in pairs, to practice capitalizing book titles correctly. Note that page 78 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 78 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

## Student Skill Practice Book

- Pages 79–81



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

## Whiteboard Activities

- “Contractions” activity (WA5)
- “Contractions” activity (WA6)
- (Optional reteaching) “Contractions” activity (WA7)
- (Optional reteaching) “Contractions” activity (WA8)

## Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

## Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Tell the students that in this lesson they will learn about **contractions**, special words made up of two short words. Ask the students to listen carefully as you say these sentences aloud: “I do not have a bike. I don’t have a bike.” Invite one or two volunteers to tell you what is different about the sentences.
2. If necessary, point out that in the first sentence you used the words *do not*, and in the second sentence you used the word *don’t*. Ask the students if *do not* and *don’t* have the same meaning. (Yes.) Explain that *don’t* is a contraction, a word made up of two words joined together to make a shorter word. Point out that writers use contractions in their writing to make the language sound more like the way people usually talk.
3. Display the “Contractions” activity (🎯 WA5). Point out the words in the word box. Direct the students’ attention to the contraction for *did not*. Explain that many contractions are formed with the word *not*. Point out the apostrophe in the word *didn’t*, and explain that this mark takes the place of a missing letter or letters in a contraction. The apostrophe in *didn’t* takes the place of the missing *o*.
4. Repeat the process for the phrases *you will*, *he is*, *she has*, *I have*, and *they are*. Have volunteers identify the letters that are replaced by the apostrophe in each of these contractions.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

5. Point out the passage beneath the word box and explain that it is about classroom rules. Have the students read it silently. Then read the first two sentences aloud and ask:

**Q** Which words are contractions? (That's; we've) Which two words does each contraction stand for? (That is; we have)

Invite one or two volunteers to respond to each question. Then click the contractions to reveal the two words that make up each one. Ask:

**Q** Which letter is replaced with an apostrophe when That is is combined to make That's? (the i in is) Which letters are replaced with an apostrophe when we have is combined to make we've? (the ha in have)

WA5

did not → didn't	you will → you'll	he is → he's
she has → she's	I have → I've	they are → they're

We get along well. **That is** because **we have** got classroom rules:

1. Be kind to others. **It is** not nice to say mean things.
2. **Do not** interrupt when others are talking.
3. Show respect for others. **We will** all get along better that way.
4. Remember, **we are** all important members of the team.



6. Have students work in pairs to identify the contractions in the rest of the exercise and the words that make up each contraction. As volunteers share their answers, click each contraction to confirm the response. Discuss the letter or letters that the apostrophe replaces.

### Teacher Note

You might discuss with the students when contractions are appropriate to use in their writing. Point out that contractions are used in informal writing, such as a letter to a friend. More formal writing, such as school reports, generally do not include contractions.

## GUIDED PRACTICE

7. Display the next “Contractions” activity (🗨️ WA6). Explain to the students that next they are going to practice identifying and forming contractions.

Truman had a bike accident, but luckily, he **wasn't** seriously hurt. **He's** decided to start a campaign at school to promote bike safety. **He'll** meet with a group of kids on Monday to create safety posters. First, **they're** going to brainstorm safety rules. Then **they'll** make posters to put up around the school. The school will provide the art supplies for the posters, and Ms. Higgs has said **she'll** help the group.

WA6

8. Read the first sentence aloud. Ask:

**Q** *Which two words can be replaced with a contraction? (was not)*

Invite a volunteer to respond. Then click *was not* to reveal the contraction *wasn't*. Have another volunteer identify the letter replaced by the apostrophe. (the *o* in *not*)

9. Repeat the process with the rest of the passage, having volunteers identify the words that can be made into contractions.



10. Have the students work in pairs to write a paragraph in which they use at least four contractions. Have partners exchange papers with other student pairs to ensure that the contractions are written correctly. Ask the students to identify the words that make up the contractions and the letters replaced by the apostrophes.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write a paragraph about the importance of bicycle safety.

## Optional Practice

Have the students complete pages 79–81 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and writing contractions correctly. Note that page 81 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 81 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### **ELL Note**

In Korean the negative marker goes before the verb phrase. For example, someone might say, “I not have read that book” instead of “I have not read that book.” Teaching contractions with the word *not* provides an opportunity to talk about the placement of the word *not* in relation to the verb or verb phrase. You may wish to create a chart of the words that make contractions with *not*, and practice reading those words and then writing the contractions with *not*.

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### **Teacher Note**

Have the students write examples of contractions and the words they stand for in the Proofreading Notes section of their *Student Writing Handbooks*.

## Student Skill Practice Book

- Pages 82–84



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

## Whiteboard Activities

- “Commas in Addresses” activity (WA9)
- “Commas in Addresses” activity (WA10)
- (Optional Reteaching) “Commas in Addresses” activity (WA11)
- (Optional Reteaching) “Commas in Addresses” activity (WA12)

## Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

## Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Remind the students that there are many uses for commas in writing. Explain that in this lesson the students will practice using commas in addresses.
2. Display the first “Commas in Addresses” activity (WA9). Read the first line of the first address aloud. Then ask:

**Q** *What is the first comma between?*

Help the students understand that the first comma is between the street address and the apartment number. Circle the comma to highlight its position in the address. Ask:

**Q** *Why is it helpful to separate these two parts of an address?*

Give the students a few moments to think, and invite one or two volunteers to respond. If necessary, explain that, when reading an address, it helps to identify the street first and then the apartment, suite, or unit number. By using commas correctly in addresses, people can make sure their mail gets to the right place.

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Ms. Jess Newman  
 125 Baylor Drive, Apartment 8  
 Brooklyn, NY 11247

Jolly Fish Toy Company  
 789 Hanover Drive, Suite 110  
 Pittsburgh, PA 15219

3. Repeat the process for the comma that separates the city from the state on the next line. Circle the comma to highlight its position. Then ask the following questions to help students analyze comma usage in the address for the Jolly Fish Toy Company:

**Q** *What does each comma set off or separate? Does having the commas help the reader? Why or why not?*

**Students might say:**

“The first comma separates the street from the suite. Everything would run together without the comma.”

“The next comma helps me know that the two letters aren’t part of the city name. They stand for a state and go with the zip code.”

Some students may think that commas are not important. Suggest that commas are helpful because they break the information into easily recognized units. Explain that commas, like many other punctuation marks, are like road signs that tell you to slow down. They help the reader know where to pause to better read the address.

## GUIDED PRACTICE

4. Display the next “Commas in Addresses” activity (WA10). Explain to the students that it shows an addressed envelope. Point out the address at the top left, and explain that it is the sender’s address. Then point out the address at the center. Explain that this is the address of the person the letter is for.

Regina Jackson  
344 Stanford Avenue, Apartment 3  
Greenfield, CA 93927

Editor-in-Chief  
*Ranger Rob* Magazine  
10100 Wildlife Way  
Jackson Hole, WY 83002

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

WA10

5. Review with the students how commas are used in addresses. (to separate the street addresses from the apartment and unit numbers, and to separate the cities from the states)
6. Invite volunteers to the whiteboard. Have them take turns adding commas to the letter’s addresses. Discuss with students why each comma is used.

---

### Teacher Note

Point out that, in street addresses, a comma also separates the street name from *Unit* and *Suite* and that some addresses are written with a number sign and the number rather than the word *Apartment*, *Unit*, or *Suite*. Explain that the commas that separate parts of an address on an envelope should also be used when the addresses are written within the letter.



7. Have the students work in pairs to write a letter and address an envelope to practice using commas correctly.

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### Teacher Note

If the students have difficulty thinking of someone to write to, suggest that they write a letter to someone they know in another class about something interesting they did at school.

## Optional Practice

Have the students complete pages 82–84 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using commas correctly in addresses. Note that page 84 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 84 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### ELL Note

Because addresses are written and punctuated differently in some parts of the world, you may want to compare writing an address in the students' countries of origin with writing a local address. Have the students write examples of each kind, and circle the commas in both addresses. Discuss with them how the addresses are the same and how they are different.

# Lesson 29

## Commas and Quotation Marks in Dialogue

### Student Skill Practice Book

- Pages 85–87



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

#### Whiteboard Activities

- “Commas and Quotation Marks in Dialogue” activity (WA13)
- “Commas and Quotation Marks in Dialogue” activity (WA14)
- (Optional reteaching) “Commas and Quotation Marks in Dialogue” activity (WA15)
- (Optional reteaching) “Commas and Quotation Marks in Dialogue” activity (WA16)

#### Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–3 (BLM1–BLM3)\*

#### Assessment Forms

- “Skill Practice Student Record” sheet (SR1)
- “Skill Practice Class Record” sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–3: Scoring Keys (DT1–DT3)\*
- (Optional) “Diagnostic Language Skills Tasks: Student Report” (DS1)\*
- (Optional) “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1)\*

## INTRODUCTION

1. Explain to the students that, when they write a story, they may want to include dialogue, or a conversation between two people, that uses each speaker’s exact words. Tell the students that it is important to use commas and **quotation marks** to clearly show the exact words each speaker is saying; otherwise, readers may become confused about who is speaking. Tell the students that in this lesson they will learn how to use quotation marks in their writing. Further explain that they will learn an additional use of commas—to set off the exact words of a speaker.
2. Display the first “Commas and Quotation Marks in Dialogue” activity (📄 WA13). Explain that this passage is a dialogue between a father and his son. Read the passage aloud, pausing at the commas and emphasizing each speaker’s exact words. Then ask:  
**Q** *What is the first thing Dad says? How do you know? (“It’s too beautiful a day to stay inside.” The quotation marks, the comma, and the words Dad said indicate that these are Dad’s exact words.)*

\*Use these assessments to check students’ application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

Dad found Jake lying on the couch, staring at the ceiling.

“It’s too beautiful a day to stay inside,” Dad said. “Let’s get out and do something.”

Jake replied, “I don’t know what there is to do outside.”

“You’ve got to be kidding,” Dad said. “We could go for a walk. We could play catch. We could ride bikes.”

“You’re right,” Jake said, putting his shoes on. “Let’s go!”

3. Point out that quotation marks are used to show the exact words a character is speaking. Click the sentence to highlight the quotation marks around the speaker’s words and the comma that sets off the quote from the rest of the sentence. Ask:

**Q** *What other punctuation is highlighted in this sentence in addition to the quotation marks? (a comma)*

Explain that a comma is usually used to separate the speaker’s exact words from the rest of the sentence. If the comma comes after the quotation, it is placed before the ending quotation mark.

4. Reread Jake’s response in the fourth sentence and click the sentence to highlight the comma that separates the quotation from the speaker and the quotation marks around the speaker’s exact words. Explain that a comma can also come before the speaker’s words.
5. Continue rereading the remaining lines of dialogue. Click to highlight the quotation marks and the commas. As you highlight the punctuation, ask the students whose exact words each set of quotation marks is framing.

## GUIDED PRACTICE

6. Display the next “Commas and Quotation Marks in Dialogue” activity (WA14). Explain to the students that next they are going to practice identifying where quotation marks and commas are placed in a passage of dialogue.

“I have a joke to tell you,” Kim said to Nico.

“OK,” answered Nico.

“Guess what I did when I saw a blue elephant,” Kim said.

“I can’t guess,” Nico replied. “Tell me what you did when you saw a blue elephant.”

“I tried to cheer him up,” Kim answered.

“That is a really bad joke,” said Nico.

“I think it’s funny,” Kim replied.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

7. Read the first line of dialogue aloud. Circle the quotation marks and draw a line under the comma. Ask, pausing after each question for a volunteer to respond:

**Q** *What do the quotation marks set off? What does the comma do in the sentence?*

As necessary, remind the students that quotation marks set off the speaker’s exact words, and the comma separates the speaker’s exact words from the rest of the sentence. Follow the same process for the next two lines of dialogue.

8. Read the rest of the passage aloud. For each line of dialogue, invite a volunteer to tell you where to insert the missing comma and quotation marks. Add these to the whiteboard. Make sure that the students understand how the punctuation marks make it clear who is saying what in the passage.

### Teacher Note

Point out that in dialogue a comma, a period, a question mark, or an exclamation point goes before the ending quotation mark.



9. Have the students work in pairs to write a dialogue. Tell them to make sure that they have used quotation marks to set off each speaker’s words. Remind them to insert commas where necessary.

### Teacher Note

If the students have difficulty thinking of a topic to write about, suggest that they write a dialogue between two family members.

## Optional Practice

Have the students complete pages 85–87 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying and using quotation marks and commas correctly in dialogue. Note that page 87 can be scored, allowing you to assess how well each student understands the lesson skill.

## Reteaching

For students who need additional instruction, note that activities A and B on page 87 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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### **ELL Note**

In some languages—and even in English in Great Britain—dialogue is set off with single quotation marks rather than double. Explain that, in American English, double quotations are used to set off a speaker’s words. Show the students examples of dialogue in some of the books in the classroom.

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### **Teacher Note**

Have the students write examples of the use of quotation marks in dialogue in the Proofreading Notes section of their *Student Writing Handbooks*.

## Prerequisite Lessons

- Lesson 26, “Writing Book Titles”
- Lesson 27, “Contractions”
- Lesson 28, “Commas in Addresses”
- Lesson 29, “Commas and Quotation Marks in Dialogue”

## Student Skill Practice Book

- Pages 88–90



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this lesson.

## Whiteboard Activities

- “Review” activity (WA17)
- “Review” activity (WA18)
- “Review” activity (WA19)

## REVIEW

1. Explain to the students that they are going to review what they have learned about capitalization and punctuation in Lessons 26–29. Remind students that they have learned how to:
  - Capitalize the words in titles
  - Identify and write contractions
  - Use commas in addresses
  - Use commas and quotation marks in dialogue
2. Display the “Review” activity (WA17) and read aloud the rule in the box about capitalizing words in titles of books. Then read the passage aloud as the students follow along. Ask:

**Q** Which words in the title in the first sentence should be capitalized?

Invite one or two volunteers to respond. Confirm the students’ responses by clicking each word in the title, revealing which ones are capitalized. (*The; Mouse; Motorcycle*) Then ask:

**Q** Why are the words *and* and *the* not capitalized?

Remind the students that short words, such as *and*, *the*, and *to*, are not capitalized unless they are the first word in the title.

Remember: The first and last words in a book title, and all the important words in between, are capitalized.

This week we're reading the book *The Mouse and the Motorcycle*. Our group also liked the book *A Letter to Amy*. Next week we're going to read the book *Casey at the Bat*. My favorite book so far is *Bartholomew and the Oobleck*. My friend Jesse's favorite book is *Mirette on the High Wire*. Tonight I'm writing a book report on *Encyclopedia Brown Saves the Day*. I'll definitely recommend it!

- Repeat the process with the titles in the rest of the paragraph, having volunteers take turns reading the sentences aloud and identifying the words they think should be capitalized. Click the letters to reveal the capitalized and highlighted letters.
- Display the "Review" activity (WA18). Review with the students what they learned about placing commas in addresses: Commas are used to separate street addresses from apartment, unit, or suite numbers. Commas are also used to separate the names of cities from the names of states or countries. Ask:

**Q** *Where should we add commas in the address in this letter? (between Street and Unit and between Gary and IN at the top of the letter) Where should we add a comma in the body of the letter? (between Portland and Maine)*

153 Oval Street, Unit 4  
 Gary, IN 46408  
 April 24, 2017

Dear Anika,

Gosh, it's good to hear from you! I'm glad you like your new home in Portland, Maine. It'll be good to see you next summer. Summer isn't that far away.

Your friend,  
 Tyler

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

Have the students take turns pointing out the places where the commas should go as you add them. If they have difficulty locating where the commas should be placed, review the rules and help them locate a place in the example that matches a rule. For example, you might remind the students that a comma always separates a city and a state.

5. Tell the students that next they will review what they have learned about contractions. Remind the students that a contraction is a short way of writing two words. An apostrophe takes the place of the missing letter or letters.



6. Have the students work in pairs to reread the body of the letter to see which words could be changed to contractions to make the letter sound more casual. Allow students time to confer. Then point to the first sentence and ask, pausing after each question for a volunteer to respond:

**Q** *Which words in this sentence could be changed to form a contraction? (it is) What contraction can you form from these words? (it's)*

Invite a volunteer to the whiteboard to write the contraction above the two words. Follow the same procedure for the second, third, and fourth sentences. Then read aloud the letter with the contractions, and discuss how they change the tone.

7. Display the “Review” activity (🗨️ WA19) and read the dialogue aloud. Remind the students that quotation marks are used to set off the exact words of a speaker, and a comma separates the speaker’s exact words from the rest of the sentence. Point out that the examples include the exact words two people are saying to each other. Model adding the missing quotation marks and comma to the first sentence. Then guide the students as they look at each of the remaining sentences, one by one. Ask, pausing after each question for one or two volunteers to answer:

**Q** *Which words in this sentence show the speaker’s exact words?*

**Q** *Where do we need to put the beginning and ending quotation marks?*

**Q** *Where do we need to add a comma?*

For each sentence, have one or two volunteers add the correct punctuation on the whiteboard. Use the third sentence to point out that, when the speaker’s words come at the beginning of the sentence and end with a question mark or exclamation point, a comma is *not* used to separate the speaker’s words from the speaker. After all the sentences are punctuated, elicit a possible response to Trey’s concern. Write the response and, with the students’ help, punctuate it correctly.

Sophie said, <sup>“</sup>I think Book Club is really fun.<sup>”</sup>

Her friend Trey said, <sup>“</sup>I do too, but I don't say much.<sup>”</sup>

<sup>“</sup>Why don't you speak more?<sup>”</sup> Sophie asked.

Trey replied, <sup>“</sup>I'm afraid I'll give the wrong answer.<sup>”</sup>

“Don't worry about that,” Sophie replied. “There's no right or wrong answer in Book Club. Just tell us what you think!”

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When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only. Sample answers are listed above. Answers may vary.

- Remind the students that it is important to capitalize and punctuate their writing correctly. Capitalization and punctuation are like a set of signals that help make the meaning clear to readers.

## Optional Practice

Have the students complete pages 88–90 in their *Student Skill Practice Books*, independently or in pairs, to practice capitalizing and punctuating correctly.



# Appendices

Appendix A, <i>Student Skill Practice Book Corrections</i> . . . . .	126
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STUDENT SKILL PRACTICE  
BOOK CORRECTIONS

## Silly Sandwiches

A. Read each sentence. Underline the complete subject. Circle the simple subject.

1. Lionel loves all kinds of sandwiches.
2. His favorite uncle reaches him how to make unusual sandwiches.
3. One sandwich has pickles and peanut butter.
4. Lionel's older sister makes banana and peanut butter sandwiches.
5. The two children take pictures of their silly sandwiches.

B. Choose a simple subject from the word box to complete each sentence. Then circle the complete subject.

neighbors   winner   rules   person   contest

1. Some neighbors are planning a sandwich-making contest.
2. The contest takes place on Saturday.
3. The rules are easy to follow.
4. Each person makes one strange but tasty treat!
5. The winner gets free sandwiches from the Yummy Sandwich Shop for one month.

C. Write a paragraph about your favorite sandwich. Use complete sentences.

### Try It. You'll Like It!

A. Read each sentence. Underline the complete predicate. Write the simple predicate on the line.

- Lola likes all kinds of food. likes
- She and her family try new foods all the time. try
- One day her dad bought a jar of salsa. bought
- The sauce has tomatoes, onions, and hot peppers in it. has
- The delicious sauce burns her tongue a little. burns

B. Choose a simple predicate from the word box to complete each sentence. Then circle the complete predicate.

chopped    decided    laughed    wiped    squirted

- One afternoon Lola decided to make salsa.
  - First, she chopped the tomatoes into small pieces.
  - The red tomatoes squirted juice all over her clothes.
  - Her sister laughed at the red juice on Lola's shirt.
  - Lola wiped the juice off easily.
- C. Write a short passage about a new food you tried. Use complete sentences.

### Vanilla or Chocolate?

A. Read the sentences. Draw one line under each complete subject. Draw two lines under each complete predicate. Then circle the simple subject and simple predicate in each sentence. (5 points)

My brother (Jake works in an ice-cream shop). (He loves ice cream). (Jake tastes all the different flavors). (The customers love his tasty ice-cream sundaes). (My dad takes me to the shop sometimes).

B. Draw a line to connect each subject on the left to a predicate on the right. Write the complete sentences on the lines. (6 points)

The small shop — buy ice-cream cones.  
 Many people — is chocolate.  
 The most popular flavor — gets busy on weekends.

- The small shop gets busy on weekends.
- Many people buy ice-cream cones.
- The most popular flavor is chocolate.

C. Write a paragraph about your favorite dessert. Include four sentences, and underline the simple subjects and predicates. (4 points)

### A Special Walk

A. Circle C if the group of words is a complete sentence. Circle I if it is an incomplete sentence.

1. Ramon cares about his street.  C  I
2. Decides to pick up the litter.  C  I
3. The people next door.  C  I
4. He finds a pair of gloves.  C  I
5. They will keep his hands clean.  C  I

B. Read each incomplete sentence. Rewrite it as a complete sentence by adding a word or phrase from the chart.

Subject	Predicate
The neighbors Ramon	puts the litter in the bag. are on the sidewalk.

1. Two candy wrappers.  
Two candy wrappers are on the sidewalk.
  2. Grabs a plastic bag.  
Ramon grabs a plastic bag.
  3. This helpful boy.  
This helpful boy puts the litter in the bag.
  4. Greet Ramon with a smile.  
The neighbors greet Ramon with a smile.
- C. Write a short passage about something you have done or could do to keep your neighborhood clean. Be sure to use complete sentences.

### What a Surprise!

A. Read the passage. Draw a line under each group of words that is not a complete sentence.

Tina woke up early on Saturday. Was a beautiful sunny day.  
Tina loved the outdoors. She looked out the window. Saw her  
mom's car. She would wash the car for her mom. A clean car.

B. Add a subject or predicate from the chart to make each group of words a complete sentence. Write the new sentences on the lines.

Subject	Predicate
Tina Tina and Dan	wanted to help Tina. got a bucket of soapy water.

1. Put on her old T-shirt and shorts.  
Tina put on her old T-shirt and shorts.
  2. She.  
She got a bucket of soapy water.
  3. Tina's younger brother Dan.  
Tina's younger brother Dan wanted to help Tina.
  4. Would surprise their mom with a clean car.  
Tina and Dan would surprise their mom with a clean car.
- C. Write a short passage about a time you tried to surprise someone. Be sure to use complete sentences.

### Let It Rain

A. Match each subject to its predicate. Write the new sentences on the lines. (5 points)

Subject	Predicate
The rain	was a fun movie to watch.
Mia's grandpa	made popcorn together.
Mia	ruined Mia's plans for outdoor fun.
Mia and Grandpa	liked her grandpa's ideas.
The Wizard of Oz	used his pen to list ideas for a rainy day.

- The rain ruined Mia's plans for outdoor fun.
- Mia's grandpa used his pen to list ideas for a rainy day.
- Mia liked her grandpa's ideas.
- Mia and Grandpa made popcorn together.
- The Wizard of Oz was a fun movie to watch.

B. Read each word or group of words. Add a subject or predicate. Write the sentence on the line. (4 points)

- Mia.  
Mia drew her favorite scene from the movie.
- Read the next chapter in her mystery book.  
She read the next chapter in her mystery book.
- Fell asleep for an hour after that.  
She fell asleep for an hour after that.
- Her sister.  
Her sister woke her with a great idea for more fun.

C. Write a paragraph about a rainy-day activity. Use three complete sentences. (6 points)

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### Crawly Caterpillars

A. Read each sentence. Decide whether it is a simple sentence (S) or a compound sentence (C). Write S or C on the line.

- A caterpillar has many legs. S
- It can crawl, but it cannot fly. C
- A caterpillar builds a soft shell around itself. S
- The shell protects caterpillars from the wind, and it keeps them dry. C
- A caterpillar may be all green, or it may be red and yellow. C
- Some caterpillars have smooth skin. S
- Others have bumps all over their skin. S
- A caterpillar changes shape inside its shell, and it becomes a butterfly. C

B. Complete each compound sentence by adding a comma and a conjunction. Use each conjunction from the word box one time.

and but or

- A caterpillar eats a lot of plants, and it grows and grows.
- A caterpillar has twelve eyes, but it does not have ears.
- People may love caterpillars, or they may be afraid of these insects.

C. Write a paragraph about caterpillars or butterflies. Use both simple and compound sentences.

Sample answers are listed above. Answers may vary. Carets used to indicate insertion of punctuation are for reference only.

## Ants: Friends or Enemies?

- A. Read the paragraph. Find the four compound sentences. Draw a line under each one.

Ants have been on Earth a long time. Ants may live under the ground, or they may live inside trees. Some ants make nests from leaves. Ants live in groups, and they share food. Most ants are very tiny, but some grow to be an inch long. They may be small, but they are strong. An ant can lift things that weigh ten times more than it does. That's one powerful ant!

- B. Complete the paragraph by writing *and*, *or*, or *but* in each space. Add a comma before each one.

Many people think ants are pests, ^ *but* ants can be helpful. They eat other insects, ^ *and* they dig up soil. The digging makes the soil healthier. Sometimes ants bother us. They may get into our houses. They may crawl on our skin. Do you like ants, ^ *or* do you think they are pests?

- C. Write a paragraph about whether an ant would make a good pet. Use simple and compound sentences.

## Grasshoppers

- A. Read the paragraph. Find three mistakes with the compound sentences. Cross out each mistake you find, and write the correction above it. (3 points)

A grasshopper's body has three parts, ^ *and* it is covered by a shell. The grasshopper has six legs, and it uses all six to walk. Its legs are strong, but the back legs are strongest. The grasshopper uses its powerful back legs to jump. To protect themselves, grasshoppers can jump away, ^ *or* they can hide in the grass.

- B. Rewrite each pair of sentences to form one compound sentence. Write the new sentences on the lines. (8 points)

1. Alonzo's class went to the park. The students looked for grasshoppers.  
Alonzo's class went to the park, and the students looked for grasshoppers.
2. Alonzo took his notebook. He left his heavy backpack at school.  
Alonzo took his notebook, but he left his heavy backpack at school.
3. Hannah found a grasshopper in the grass. She pointed it out.  
Hannah found a grasshopper in the grass, and she pointed it out.
4. The students had to be quiet. The grasshopper would hop away.  
The students had to be quiet, or the grasshopper would hop away.

- C. Write a paragraph about a field trip you took with your class. Include four compound sentences. (4 points)

### A Birthday Party That Pops

A. Read each sentence. Draw one line under the group of words that tells a complete thought. Draw two lines under the group of words that does not tell a complete thought. Circle the conjunction.

1. Grace wakes up earlybecause today is her birthday.
2. She feels excitedbefore she even gets out of bed.
3. Grace counts the hoursuntil her party begins.
4. She starts getting readyafter she walks the dog.

B. Connect each sentence on the left to a word group on the right that makes the most sense. Write the new sentences on the lines. Circle the conjunction.

The party could not begin \_\_\_\_\_ before Grace shared her cake.  
 Kids played lots of games \_\_\_\_\_ after everyone left.  
 Grace thanked her mom \_\_\_\_\_ until all the guests arrived.

1. The party could not beginuntil all the guests arrived.
2. Kids played lots of gamesbefore Grace shared her cake.
3. Grace thanked her momafter everyone left.

C. Write a short passage about a birthday party you would like to have. Use simple sentences and complex sentences.

### The Best Day!

A. Read each sentence. Circle the conjunction that works best. Then write it on the line.

1. Yesterday was Georgio's best day at school \_\_\_\_\_ because \_\_\_\_\_ he made a new friend. (before, because)
2. Georgio saw Sally \_\_\_\_\_ when \_\_\_\_\_ she got off of the school bus. (when, until)
3. Sally was scared \_\_\_\_\_ because \_\_\_\_\_ it was her first day of school. (because, after)
4. Georgio said hello to Sally \_\_\_\_\_ before \_\_\_\_\_ she got to the school door. (before, until)
5. He brought Sally to the office \_\_\_\_\_ because \_\_\_\_\_ she didn't know where to go. (after, because)
6. Sally felt better \_\_\_\_\_ after \_\_\_\_\_ Georgio walked her to her classroom. (after, before)
7. He waited \_\_\_\_\_ until \_\_\_\_\_ Sally's teacher introduced her to the class. (until, before)
8. Sally thanked Georgio \_\_\_\_\_ before \_\_\_\_\_ he left for his class. (because, before)
9. Sally didn't think she would like her new school \_\_\_\_\_ until \_\_\_\_\_ she made a new friend. (because, until)

B. Write a short passage about a time when you helped someone. Use simple sentences and complex sentences.

## Grandpa's Present

A. Read the passage. Circle the correct conjunctions. (4 points)

Avi was worried (because) (after) she didn't have a birthday present for her grandpa. She needed to think of something (before) (after) tomorrow. What could she get? She didn't have money to buy anything. Avi thought and thought (because, (until) she finally came up with an idea. She would write a poem for Grandpa David. Avi drew pictures of Grandpa's favorite things all around the poem (after) (until) she had carefully copied it onto shiny paper.

B. Use a conjunction from the word box to combine each sentence pair to form a complex sentence. Write the new sentence on the lines. (6 points)

after because before

1. Avi was a little nervous. Grandpa opened his present.  
Avi was a little nervous before Grandpa opened his present.
2. She felt much better. He gave her a big, warm hug.  
She felt much better after he gave her a big, warm hug.
3. Grandpa David loved his present. No one had ever written a poem for him.  
Grandpa David loved his present because no one had ever written a poem for him.
- C. Write a short passage about the best present you have given to someone. Include three simple sentences and two complex sentences. (5 points)

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## A Family Trip

A. What is needed to make each phrase a complete sentence? Write S (for subject) or P (for predicate).

1. Visited San Francisco. S
2. One of the nicest parks for kids. P
3. Pours water into a wading pool. S
4. A big grassy field. P
5. A giant merry-go-round. P

B. Read each incomplete sentence. Correct it by adding a subject or predicate. Write the new sentence on the line.

1. Will visit the Space Center this summer.  
Many people will visit the Space Center this summer.
2. Stays open at night.  
The Space Center stays open at night.
3. Like the center's outdoor slumber parties.  
Many families like the center's outdoor slumber parties.
4. Helps you look at the stars through a telescope.  
A guide helps you look at the stars through a telescope.
5. My family.  
My family loves looking at the stars!
- C. Write a brief passage about a trip you took. Be sure to use complete sentences.

Sentences ■ Lesson 5 | 13

Sample answers are listed above. Answers may vary.

## On the Beach

A. Draw a line to connect each simple sentence on the left to a sentence on the right. Add a comma and a conjunction from the word box. Write the sentences on the lines.

and but or

I like to swim in a pool. I swim with fish at the same time.

I ride the ocean waves. I can look for seashells in the sand.

I can build sandcastles. I like the ocean even more.

1. I like to swim in a pool, but I like the ocean even more.
2. I ride the ocean waves, and I swim with fish at the same time.
3. I can build sandcastles, or I can look for seashells in the sand.

B. Read each sentence pair. Circle the conjunction at the end of each sentence pair that could be used to combine the sentences correctly.

1. I always put on sunscreen. I go to the beach. (after, before)
2. Dad sets up an umbrella. It offers shade from the sun. (because, until)
3. We swim, play, and read. It gets dark. (after, until)

C. Write a brief passage about something you like to do in the summer. Use simple, compound, and complex sentences.

## Space Camp

A. Read the passage. Correct each incomplete sentence.

Would you like to go to Space Camp? It's lots of fun. NASA astronauts, you can sit at the controls of the space shuttle. Kids can try some space exploration activities. Kids ages 14 and older can attend Space Camp training program.

Then you train to be an astronaut. You can sit at the controls of the space shuttle. You can try some space exploration activities. Kids

ages 14 and older can attend Space Camp training program.

ages 14 and older can attend Space Camp training program.

ages 14 and older can attend Space Camp training program.

ages 14 and older can attend Space Camp training program.

ages 14 and older can attend Space Camp training program.

B. Read each incomplete sentence. Add a subject or a predicate to complete it.

1. A journey into space. A journey into space must be exciting.
2. Visitors at the Space Center. Visitors at the Space Center take their own journey into space.
3. Strap in to a make-believe shuttle. They strap in to a make-believe shuttle.
4. People of all ages. People of all ages experience the sights, sounds, and feeling of lifting off into space.

C. Write a passage about what you imagine being in space might be like. Use complete sentences.

Sample answers are listed above. Answers may vary.

### The Walls Around Me

A. Read each sentence. Circle the two nouns in each one. Then underline the noun that is plural.

1. My parents stared at my bedroom.
2. The paintings on the wall were old.
3. My brother said to draw puppies.
4. A forest with deer is also interesting.
5. My sister said to paint different shapes.

B. Circle the noun that correctly completes each sentence. Write the noun on the line.

1. My friend Beth said to draw men and women in a circus. (womans, women)
2. Then I thought about painting butterflies with colorful wings. (butterflys, butterflies)
3. I could also draw sheep and then count them at night. (sheeps, sheep)
4. There were so many waves to paint the walls! (ways, waves)
5. Finally, I just picked up one of the brushes and started to paint. (brushs, brushes)

C. Write a paragraph about what you would paint on the walls of a bedroom. Use singular and plural nouns.

### Making a Mural

A. Circle the S if the underlined noun is singular and the P if it is plural.

1. The fourth graders are making a mural about their community. **S** **P**
2. The children talk about what to include in the mural. **S** **P**
3. They decide to show some important buildings. **S** **P**
4. They want to include their new school bus. **S** **P**
5. They also want to show geese sitting near the lake. **S** **P**

B. Choose the nouns from the chart that correctly complete the story. Write the nouns on the lines.

Singular	crayon	bench	man	baby	paper
Plural	crayons	benches	men	babies	papers

The students plan to draw children of all ages,

including babies. They will also include

men and women who work in the community.

They will show parks with benches so people can

sit. First, the students will draw their picture in pencil on the

mural, which is made of paper. Then they will

use crayons to add bright colors.

C. Write a short passage about a drawing or painting. Use singular and plural nouns.

## Welcome Home, Welcome Home!

- A. Proofread the passage. Cross out each incorrect singular or plural noun. Write the correct form of the noun above it. (5 points)

Aunt Li came home from the hospital today with her two ~~babies~~ banners. We made a big ~~banners~~ that said, "Welcome Home!" It was six ~~feets~~ feet long. We decorated it with pictures of ~~foxes~~ foxes, little bears, ~~foxs~~, and other baby animals. Then we made some ~~sandwiches~~ sandwiches for everyone in the family to eat.

- B. Replace each singular noun with its plural form. Write the new sentence on the line. (5 points)

1. We heard the car door shut.

We heard the car doors shut.

2. Aunt Li walked in, and all the child ran up to her.

Aunt Li walked in, and all the children ran up to her.

3. "I hope you are not giving speech today," she said.

"I hope you are not giving speeches today," she said.

4. Instead, my brother gave Aunt Li two stuffed sheep for her girls.

Instead, my brother gave Aunt Li two stuffed sheep for her girls.

5. Aunt Li thanked us and said, "I love homecoming party."

Aunt Li thanked us and said, "I love homecoming parties."

- C. Write a paragraph about a fun way to welcome someone home. Use three singular and two plural nouns. (5 points)

## Hats, Feathers, and Pirates

- A. Read the sentences. Underline the common nouns. Circle the proper nouns. You should mark three words or groups of words in each sentence.

- My mom works for the Cookoo Costume Company in Springtown.
- Arthur Featherman, who moved here from Canada, owns the shop.
- My mother once made a hat that looked like the Statue of Liberty.
- Her costumes for Thanksgiving are very popular in November.
- Robin Hawks, a friend, just bought a special shirt.

- B. Read the passage. Underline the common nouns. Circle the proper nouns.

My friend went to Maysville Costume Museum on June 12.

That was the day it opened. Last Friday my whole family

went there. The museum has amazing costumes. Some clothes

belonged to pirates, such as Davey Doolittle. His jacket was

covered with bright feathers. Doolittle lived on an island near

Florida. The Doolittle Bridge got its name from another person—

not from Davey. Would you want to go across a bridge named

after a pirate?

- C. Write a paragraph about a place you would like to visit. Use common nouns and proper nouns. Include people, places, and things.

## A Holiday for Trees

A. Read the sentences. Circle the correct form of the nouns.

1. People plant trees on a holiday called Arbor day.  
Arbor day
2. A man named J. Sterling Morton started the holiday.  
J. Sterling Morton
3. He was from detroit, Michigan.  
detroit, Michigan  
Detroit, Michigan
4. He moved to a part of the state of nebraska that had no trees.  
State of Nebraska  
state of Nebraska
5. The first Arbor Day was on friday, April 10, 1872.  
Friday, April  
friday, April

B. Read the sentences and underline the proper nouns. Circle the words at the end of the sentences that tell what the proper nouns name.

1. The students at Goodmont Elementary School learned all about trees. (person, place)
2. The fourth-grade teacher, Mrs. Chen, brought in books about trees. (thing, person)
3. The students went to Golden Leaf Park to learn about different kinds of trees. (place, thing)
4. They made pictures of trees for the Spring Art Show. (person, thing)
5. The mayor of Maplewood came to the school to see all of the art. (person, place)

C. Write a paragraph about a project that took place at your school. Use common nouns and proper nouns.

## Small Towns, Big Things

A. Proofread the paragraph. Find five mistakes with common and proper nouns. Cross out each mistake and write the correction above it. (5 points)

Many small <sup>+</sup>fowrns have interesting things to see. Some have big sculptures made of wood and plastic. One town has a huge statue called the <sup>L</sup>World's <sup>L</sup>Ingest Crayon. It is in Easton, <sup>P</sup>pennsylvania. It was built in <sup>O</sup>ctober 2003. My family visited it last year. My cousins Freda and <sup>D</sup>fale came with us.

B. Underline the common nouns and circle the proper nouns. Rewrite each sentence on the line, using capital letters correctly. (5 points)

1. Many people visit North Carolina.  
Many people visit North Carolina.
  2. Some visitors go to see The coffee Pot.  
Some visitors go to see The coffee Pot.
  3. That famous site is in Winston-Salem.  
That famous site is in Winston-Salem.
  4. My friend visited the City last Sunday.  
My friend visited the City last Sunday.
  5. It was the weekend of Memorial Day.  
It was the weekend of Memorial Day.
- C. Write a paragraph about an unusual object you have seen or read about. Use five proper nouns. (5 points)

## Clean-up Day

A. Read the sentences. Circle the possessive nouns. Circle S if the possessive noun is singular and P if it is plural.

1. My brother's friends are cleaning up the park.      S      P
2. The park clean-up was Bess's idea.      S      P
3. The friends plan is to pick up trash.      S      P
4. The park's lawn is covered with litter.      S      P
5. The children's playground needs more trash cans.      S      P

B. Read the paragraph. Underline the singular possessive nouns. Circle the plural possessive nouns.

The friends eat their lunches at the lake's edge.

They watch baby geese swim in the water. They listen to

the birds songs. Then they are back to work. They find

a person's camera on the ground. Suddenly, they hear

women's voices. The women are searching for a lost camera.

The friends are glad the camera's owner has returned.

C. Write a paragraph about your favorite park. Use singular and plural possessive nouns.

## Putting on a Play

A. Read each sentence. Circle the possessive noun that correctly completes it. Then write the word on the line.

1. Leah's friends decided to put on a play.  
(Leah's, Leah's)
2. They used the community center's basement for their show. (centers, center's)
3. They had to move the room's furniture to set up a stage. (room's, rooms)
4. My mom sewed the children's costumes.  
(children's, childrens')
5. The kids borrowed some fun hats from Ross's grandfather. (Ross's, Rosses)
6. They found umbrellas and other things in a neighbor's attic. (neighbors, neighbor's)
7. The actors' families came to see the play.  
(actors', actors)
8. The audience's cheers proved that the play was a success. (audiences, audience's)

B. Write a short passage about a play you took part in or went to see. Use singular and plural possessive nouns.

## Save the Library!

A. Proofread the passage. Cross out each incorrect form of a possessive noun. Write the correct form of the possessive noun above it. (5 points)

~~Tammy's~~ librariy's  
~~Tammy's~~ class loves going to the library. The ~~library's~~ rooms are filled with exciting books. Now the city's leaders want to close the library. They say there is not enough money to keep it open. The librarians have asked for the ~~community's~~ help. They want the ~~children's~~ help, too. The kids could make posters to show how important the library is to them. All of the ~~student's~~ posters could make a difference.

B. Replace each underlined phrase with the correct possessive noun. Then write the sentence on the line. (6 points)

1. The signs belonging to the kids were put in stores and parks.  
The kids' signs were put in stores and parks.
  2. The poster belonging to Tammy was read by hundreds of people.  
Tammy's poster was read by hundreds of people.
  3. The posters made by the children helped to keep the library open.  
The children's posters helped to keep the library open.
- C. Write a paragraph about a library you have visited. Use four possessive nouns. (4 points)

## The Spinner

A. Read the sentences. Circle the subject pronouns.

1. Gil read a book about dog tricks. He decided to teach an old dog a new trick.
2. Gil's friends were excited. They wanted to make a video of the dog.
3. Gil's sister wondered if the dog could learn tricks. She had heard that old dogs can't learn new tricks.
4. Gil said to his sister Rita, "You just wait. I can teach this dog anything!"

B. Read the sentences. Circle the object pronouns.

1. Gil got some dog treats and put them in his pocket.
  2. He called the dog over to him.
  3. Gil pulled out a treat and the dog sniffed it.
  4. Gil moved the treat in a circle, again and again. The dog followed it.
  5. "Look! The dog is spinning in circles!" Gil cried out. "The two of us are a real team!"
  6. "I told you I could teach Spinner to spin!" Gil said to Rita.
- C. Write a short passage about an animal trick you have seen. Use two subject pronouns and two object pronouns.

## Misty's Eyes

- A. Read each sentence. Circle the pronoun that correctly completes it. Then write the pronoun on the line.
1. My friend Rana and \_\_\_\_\_ met a dog that was blind. (I, me)
  2. \_\_\_\_\_ saw the dog at a neighborhood picnic. (Us, We)
  3. Rana saw \_\_\_\_\_ first. (it, them)
  4. \_\_\_\_\_ ran over to talk to the dog's owner, Mr. Moore. (She, Her)
  5. "Do you want to pet Misty?" \_\_\_\_\_ asked. (him, he)
  6. The two of \_\_\_\_\_ gently patted the dog's head. (we, us)
  7. Then Rana showed \_\_\_\_\_ another dog, standing nearby. (me, I)
  8. "Do \_\_\_\_\_ know what this pup can do?" Mr. Moore asked. (you, her)
  9. We watched as \_\_\_\_\_ picked up Misty's leash and led the dog around. (them, it)
  10. Rana and I exclaimed, "\_\_\_\_\_ are amazing!" (They, Them)
- B. Write a short passage about an amazing animal. Use two subject pronouns and two object pronouns.

## Catch Me If You Can

- A. Proofread the passage. Cross out the five incorrect pronouns and write the correct pronouns above them. (5 points)
- Nick and his dog Pepito played in the park. ~~They~~ both got muddy. Back at home, Nick's mom told ~~he~~ to take a bath. ~~Her~~ also said Pepito needed a bath. "We should wash Pepito first," Nick said. Pepito does not like bath time, so ~~him~~ ran away. "Pepito, come back to ~~I~~ right now!" shouted Nick.
- B. Read the passage. Replace the underlined words with pronouns to make the sentences sound smoother. Write each pronoun above the underlined word or words. (5 points)
- Nick found Pepito. ~~Nick~~ grabbed the dog by the collar. ~~It~~ ~~The collar~~ came off. The dog ran away again and knocked into the table. Two lamps fell over. Luckily, ~~the lamps~~ did not break. Nick picked ~~the lamps~~ up. The boy finally caught the dog and put it in the tub. Pepito splashed water all over ~~the boy~~. At least Pepito was having fun!
- C. Write a short passage about caring for a pet or animal. Use the pronouns I, me, it, they, and them. (5 points)

## Owls in the Night

A. Read the sentences. Circle the possessive pronoun in each sentence.

1. Owls are one of my favorite animals.
2. My mom likes all kinds of birds, especially the owl.
3. We went out at night to look for owls near our house.
4. We wanted to find their nests.
5. We took Dad's camera because Mom couldn't find hers.

B. Read the passage. Circle each possessive pronoun.

After about an hour, Mom and I spotted an owl. Its nest was in the hole of a tree. Mom took the camera out of her pocket and snapped a picture. Then it was my turn to take a photo. I looked right into the owl's eyes. It stared back into mine. The owl seemed to wink. I took a bunch of pictures. Later we showed our photos to Dad.

Yours are a real hoot, Vanessa!" he said.

C. Write a short passage about a real or make-believe animal that comes out at night. Use at least three possessive pronouns.

## To the Lighthouse

A. Read each sentence. Circle the possessive pronoun that correctly completes it. Then write the pronoun on the line.

1. Tanya goes on a lot of hikes with her dad. they his
  2. She says, "My favorite hike is to the lighthouse."  
(Mine, My)
  3. The lighthouse is on a hill, and its light flashes all night. his
  4. The light helps sailors keep their boats away from rocky shores. theirs, they
  5. On Friday evening, Tanya's dad says, "Let's leave for our hike in an hour." our her
  6. "Put an extra sweater in your backpack," he reminds Tanya. your, yours)
  7. Then he adds, "I already put flashlights and water in mine."  
(my, mine)
  8. "Yours will be really heavy," Tanya says to her father.  
(Yours, You)
  9. Tanya and her dad follow the trail to its end. his, their)
  10. On a quiet night, the lighthouse seems like it is all theirs.  
(their, theirs)
- B. Write a short passage about your favorite place. Use at least four possessive pronouns.

## Fireflies and Frogs

- A. Proofread the passage. Cross out each incorrect possessive pronoun. Write the correct possessive pronoun above it. (5 points)

A firefly is an insect. ~~Our~~ body has a part that flashes light.  
<sup>their</sup>  
 Often parents and ~~you~~ children go outside at night to see the  
<sup>his</sup>  
 fireflies. Jonah likes to go to ~~his~~ neighbor's backyard to watch the  
 fireflies with Clare. One friendly firefly lands on Clare's arm.  
 Another lands on Jonah's hand. "Wow," Jonah says. "~~Your~~  
~~Yours~~  
<sup>mine</sup>  
 firefly is bright." He adds, "It is a lot brighter than ~~his~~!"

- B. Read the sentences. Then choose a possessive pronoun from the word box to complete each one. Write the pronoun on the line. (5 points)

his   its   their   her   mine

- Jonah and Clare went to a pond near their school to look for frogs.
  - Clare took her cell phone to record the frogs' sounds.
  - Jonah wore his rain boots in case the ground was muddy.
  - "I wish I had worn mine," Clare said.
  - Clare forgot about her wet feet when she saw a frog and heard its croaking sound.
- C. Write a paragraph about a fun adventure you have had with a friend. Use five possessive pronouns. (5 points)

## Trash, You Say?

- A. Read the sentences. Circle each pronoun. Then circle C if the pronoun correctly matches the underlined noun. Circle I if the pronoun is incorrect.

- Gerald took a walk in his neighborhood. C I
- The boy carried a big bag with they. C I
- Gerald found a plastic bag on the ground and put it in the bag. C I
- Three paper clips sat on the sidewalk, and Gerald grabbed they, too. C I
- A friend asked Gerald, "What are you going to do with these things?" C I

- B. Read the sentences. Circle the noun that each underlined pronoun refers to. Then circle S if the pronoun is singular. Circle P if the pronoun is plural.

- Gerald collects things so he can make little animals. S P
- Paper clips become insects. Old twist ties become their legs. S P
- Gerald hangs up the plastic bag. It looks like a jellyfish. S P
- Gerald's friends love the art. They start to collect trash, too. S P
- Gerald's parents proudly say, "Our son turns trash into art!" S P

- C. Write a short passage about something you might make from trash. Use three pronouns. Make sure they match the nouns they are replacing.

## Lost and Found

A. Read the sentences. Circle the pronoun that correctly refers to the underlined noun or nouns. Write the pronoun on the line.

1. Mollie is looking for a sweatshirt in her closet. (they, their)  
them there. (they, them)
  2. Sweaters are piled up on the closet floor. Mollie has tossed them there. (they, them)
  3. Old shoes sit in another pile. Mollie says, "Some of these shoes aren't even mine." (his, mine)
  4. Some toys sit in a dark corner of the closet. They broke somehow. (it, they)
  5. The sweatshirt Mollie is looking for is red. It has a hood. (it, she)
  6. "I can't find anything in this closet," Mollie thinks to herself. (we, I)
  7. Finally, the girl finds the sweatshirt. She puts it on. (her, she)
  8. Just then Mollie's sister, Hannah, walks in. "What are you doing with that sweatshirt, Mollie?" Hannah asks. (you, they)
  9. Hannah tells Mollie. "That sweatshirt isn't yours!" (yours, his)
  10. Hannah adds, "I've been looking for that sweatshirt for weeks! Thanks for finding it." (it, them)
- B. Write a short passage describing a closet in your home or at school. Use three pronouns. Make sure that each one matches the noun it is replacing.

## A Lucky Day

A. Read the paragraph. Find six pronouns that are used incorrectly. Cross out each one and write the correct pronoun above it. (6 points)

Dan looks out the window at the first snow of winter. He is excited to go out and play. Dan grabs her scarf, mittens, and warm jacket. Dan's dad tells them to wear a warm hat, too. Suddenly, Dan feels something in his jacket pocket. He finds a small wooden eagle. It was a gift from Grandfather. Dan yells out, "you found the eagle! This is really their lucky day!"

B. Read the sentences. Complete each sentence by writing the correct pronoun on the line. (5 points)

1. Dan wants to put his eagle somewhere safe.
2. Dan's sister, Lily, shows him a safe place for the eagle.
3. Lily has put some special things there, and they have stayed safe.
4. "What happens if I forget where the safe place is?" Dan asks.
5. "Then you will just have to ask me," Dan's sister says, smiling.

C. Write a paragraph about a safe place to keep your favorite things. Use four pronouns. Make sure that each matches the noun it is replacing. (4 points)

### Fairy Tales

- A. Complete each sentence. Write the plural form of the word in parentheses.
- Fairy tales are make-believe stories. (tale)
  - Sometimes a character is granted three wishes. (wish)
  - Tattered dresses turn into beautiful ball gowns. (dress)
  - Pumpkins become golden coaches. (coach)
  - Horses appear where mice once stood. (mouse)
  - Country girls get to dance with princes. (prince)
  - Do you like these stories? Do you wish they could come true? (story)
- B. Underline the common nouns. Circle the proper nouns.
- girl
  - Dorothy
  - land
  - Oz
  - dog
  - Toto
  - friend
  - Scarecrow
  - Wicked Witch
  - enemy
  - home
  - Kansas
- C. Write a brief passage about your favorite fairy tale or story. Use singular, plural, common, and proper nouns.

### After-school Fun

- A. Complete each sentence. Use the correct subject pronoun for the word or words in parentheses.

You He She It We

- We want to start a crafts club at school. (My friends and I)
- She would teach us how to make puppets. (Mrs. Burrell)
- He would teach us to build models with wood. (Mr. Moore)
- It would offer two new crafts every year. (The crafts club)

- B. Read the passage. Replace the underlined words with an object pronoun in the word box. Write it above the words.

me you him her it us them

My family went to Margie's Pizza Place. My dad told her ~~the server~~ that we wanted an extra large mushroom pie. She suggested to my family and me that we add broccoli and us ~~them~~ peppers. "The price includes three toppings!" she said.

"That sounds like a delicious pizza!" my dad said. My family decided to order the pizza with three toppings. ~~it~~

- C. Write a brief passage about something you like to do with your friends or family. Use subject and object pronouns in your passage.

## The Great Outdoors

A. Read the passage. Find and circle four possessive nouns. Write *S* above each singular possessive noun and *P* above each plural possessive noun.

The clouds<sup>P</sup> gray darkness began to fill the sky. The seagulls<sup>S</sup> squawks pierced through the growing wind. The beach's salty air was lifting blankets off of the sand. A storm was coming in. Our family's<sup>S</sup> picnic would have to move indoors. Luckily, my grandma has a house near the shore.

B. Rewrite each sentence. Replace the underlined words with a possessive pronoun.

1. My family's hiking trip will take place this spring.

Our hiking trip will take place this spring.

2. Dad's dream has been to visit Yosemite National Park.

His dream has been to visit Yosemite National Park.

3. There is wildlife everywhere along Yosemite's trails.

There is wildlife everywhere along its trails.

4. I am going to use Mom's camera for the first time.

I am going to use her camera for the first time.

C. Write a brief passage about a place you would like to visit and what you would bring on the trip. Use four possessive nouns and three possessive pronouns.

## Polar Bears

A. Read the passage. Circle each action verb.

Polar bears live in the cold north. They hunt seals on the ice. A polar bear also swims. Its big front paws pull it through the water. A thick layer of fat protects the bear from the cold.

B. Read the sentences. Write *H* above each helping verb. Write *M* above each main verb.

A polar bear can smell a seal on the ice 20 miles away!

<sup>H</sup> The bear can also find seals through holes in the ice. A

seal may pop up for air. If a seal does come up, the polar

bear will grab it. Polar bears have survived this way for a

long time.

C. Make up a story about a polar bear. Write a paragraph about what the bear does. Use at least three verbs.

## Grizzly Bears

A. Read the paragraph. Write a verb from the word box on each line. Use each verb only once.

have digs sleep eat live catch will do keeps run

Grizzly bears live in Alaska, Canada, and other

places. These giant bears eat both plants and meat.

Some grizzlies catch fish in streams. Others will eat animals as big as moose!

A grizzly bear digs a den, or hole, for the winter.

The bear will sleep there all winter long. The den also keeps baby bears, or cubs, safe.

Grizzly bears are huge, and they can run very

fast. I have seen many pictures of grizzly bears. But I do not want to meet one in person!

B. Make up a story about an animal that lives in the woods. Write a short paragraph about it. Use at least four verbs.

## Bear-y Hungry

A. Read the passage. Circle the action verb in each sentence. Underline the helping verb, if there is one. (5 points)

A big bear has circled out of its den. The bear yawns.

Then its stomach grows. The bear does not see any food.

Maybe it can find some nearby.

B. Write a verb from the word box to complete each sentence. (5 points)

have holds chew grows can

1. A panda bear can eat a lot of bamboo.

2. Its strong teeth can chew the tough plant.

3. The panda holds the stems with its fingers.

4. The bamboo plant that pandas eat grows in China.

5. Bamboo forests have grown for millions of years.

C. Write a short passage about what you eat. Use five verbs, including two helping verbs. (5 points)

## My Aunt and Uncle

A. Read the passage. Circle each linking verb. If it has a helping verb, write *H* above the helping verb.

My uncle and aunt are both artists. Unde Victor is a painter.

He paints pictures of animals and plants. The pictures look very realistic. Aunt Carmen carves pretty bowls out of wood. They feel smooth and soft.

Aunt Carmen and Uncle Victor have been together since college. They met each other in art class. At first they were friends. Then they married. Next Saturday will be their tenth anniversary.

B. Describe something you have made. Use at least three linking verbs.

## Picture This

A. Read each sentence. Circle the linking verb that completes the sentence. Write the verb on the line.

1. I \_\_\_\_\_ *am* \_\_\_\_\_ a good artist. (are, am)

2. The drawing of the sunset \_\_\_\_\_ *was* \_\_\_\_\_ pretty. (was, were)

3. Be careful! That paint \_\_\_\_\_ *is* \_\_\_\_\_ wet. (is, am)

4. My uncle \_\_\_\_\_ *has been* \_\_\_\_\_ an artist for ten years. (have be, has been)

5. I \_\_\_\_\_ *will be* \_\_\_\_\_ happy when I finish my drawing. (will be, were)

B. Write a verb from the word box to complete each sentence. Use each verb only once.

smells	looks	feels
--------	-------	-------

1. The art room \_\_\_\_\_ *looks* \_\_\_\_\_ messy.

2. The ball of clay \_\_\_\_\_ *feels* \_\_\_\_\_ soft and wet.

3. The paint \_\_\_\_\_ *smells* \_\_\_\_\_ stinky.

C. Describe your classroom. Use at least four linking verbs.

### Art Everywhere!

A. Read the passage. Circle each verb. If it is a linking verb, write *L* above it. If it is an action verb, write *A* above it. (7 points)

My school<sup>L</sup> is near the art museum. Last week my class<sup>A</sup> went to the museum. Each room<sup>L</sup> was full of beautiful art objects. We looked<sup>A</sup> at many paintings and drawings. Some pictures<sup>L</sup> seemed very old. Others<sup>L</sup> were newer. We<sup>A</sup> learned interesting facts about each one.

B. Write three sentences. Choose a subject, a linking verb, and the word or words that go best with the subject. (3 points)

Subject	Linking Verb	Words That Tell About the Subject
I	feels	in the paint
The glue	were	sticky
The brushes	am	a good writer

- I am a good writer.
- The glue feels sticky.
- The brushes were in the paint.

C. Describe a work of art that you have seen or made. It can be a drawing, a painting, a photograph, a statue, or a mural on a wall. Use five linking verbs to tell about it. (5 points)

### To the Moon

A. Read the passage. Write *present*, *past*, or *future* above each underlined verb.

On July 20, 1969, two astronauts landed on the moon.  
 Neil Armstrong stepped out first. Buzz Aldrin followed him.  
 People back on Earth cheered!

Today astronauts from many countries work in space.  
 They live together in a big station. They study the stars and planets up close.

Maybe someday you will live in space. Or maybe you will walk on the moon!

B. Read each sentence. Circle the correct form of the verb.

- Neil Armstrong (will walk, walked) on the moon in 1969.
- Next week my class (will visit, visited) the Space Museum.
- In the past, rockets (blasted, blast) astronauts into space.
- Today astronauts (traveled, travel) on a space shuttle.

C. Make up a story about going to the moon. Use the *past*, *present*, and *future* tenses in your writing.

## The Stinky Planet

A. Read the story. Use verbs from the word box to complete it. Make sure you write the correct form to show past, present, or future. Remember to write the word *will* before each future-tense verb.

save shout wait smell open look walk need

James and Julia peeked out the window of the spaceship.

"Wow!" Julia shouted. "Look at this planet!" She went to the door. She slowly opened it. Then she walked down the steps.

James was afraid to go with her. "I will wait here," he said.

Julia sniffed the air. "I smell something funny," she said. Then she looked at the ground. She was stuck in brown goo. "James, help! I need you right now!"

"Don't worry!" James said. "I will save you!"

B. Write about what happens next to James and Julia. Use the past, present, and future tenses correctly.

## Space Is the Place

A. Complete the chart. Fill in the missing verbs. (5 points)

Present	Past	Future
wait	waited	<u>will wait</u>
walk	<u>walked</u>	will walk
<u>land</u>	landed	will land
learn	learned	<u>will learn</u>
<u>look</u>	looked	will look

B. Read each sentence. Circle the correct verb to complete the sentence. Write it on the line. (4 points)

- In 1942 the first rocket zoomed into space.  
(zoomed, will zoom)
  - Today computers help astronauts in space.  
(help, helped)
  - Last night I gazed up at the stars.  
(gazed, will gaze)
  - Maybe someday people will live on Mars.  
(live, will live)
- C. Pretend you are lost in space. How did you get there? What will you do? Write six sentences, and use the past, present, and future tenses correctly. (6 points)

## Moving Land

A. Read the passage. Underline the past-tense verbs.

Mountains are tall landforms. They are formed in different ways. The Rocky Mountains formed millions of years ago. Earth's crust moved, and big pieces of land pushed into each other. Slowly, one piece slipped under the other. The land rose up. It became a string of mountains. These mountains now stretch from Canada to New Mexico. Maybe mountains will form somewhere else someday.

B. Read each sentence. Circle the correct form of the verb.

1. Yesterday people in Japan (felt, feeled) a small earthquake.
2. The ground (rockked, rocked) for a few seconds.
3. Buildings (shakeed, shook), but nothing (break, broke).
4. The quake (stoped, stopped). Life (goed, went) back to normal.

C. Imagine you felt the earth move. What happened? Write about it. Use at least three past-tense verbs.

## The Volcano

A. Read the passage. Find each underlined verb. Write its past-tense form above it.

lived  
Akahi live on the island of Hawaii. One day when he was looked  
little, he was outside on his bike. He look up at a faraway float  
mountain. A cloud of smoke float above it.  
His heart skipped a beat. He feel afraid. He hopped on his bike  
and raced home. "Mom! The mountain is on fire!" he said.  
Akahi's mother hurried outside. She smiled. "The mountain  
is not on fire. It is a volcano," she said. "It form long ago. Hot,  
came  
melted rock come out of an opening at the top of the mountain.  
The melted rock run down the sides. Then it cool. But the inside  
of the mountain is still hot. Sometimes steam comes out of the  
top. That is what you saw."

B. Write the beginning of a story about a boy or a girl who visits a volcano. Use at least four past-tense verbs.

## Rock and Roll

A. Complete the chart. Fill in the missing verb forms. (6 points)

Present	Past
stop	<u>stopped</u>
<u>move</u>	moved
<u>go</u>	went
feel	<u>felt</u>
<u>rub</u>	rubbed
hurry	<u>hurried</u>

B. Proofread the paragraph. Cross out each incorrect past-tense form and write the correct form above it. (5 points)

One day a rock ~~fell~~ tell off a cliff. It ~~dropped~~ dropped on the ground.

When it landed, it ~~brekked~~ broke into smaller rocks. Over time the

rocks ~~becemmed~~ became even smaller. They ~~turn~~ turned to bits of sand.

C. Pretend you are a rock that formed long ago. What happened to you? Use at least four past-tense verbs. (4 points)

## Sunflower Seeds

A. Read each sentence. Underline the simple subject. Then circle the correct form of the verb.

1. Mrs. Ming grows grow) sunflowers.
2. The sunflowers (gets, get) very tall.
3. Each flower (has, have) bright yellow petals.
4. The seeds (are, am) in the center of the flower.
5. Sometimes Mrs. Ming (dry, dries) the seeds.
6. She (have, has) given me some to eat.
7. You (cracks, crack) the shell with your teeth.
8. The seed inside (is, are) tiny but tasty.
9. I (am, is) helping Mrs. Ming this afternoon.
10. We (are, is) collecting seeds from flowers.

B. Write five sentences about making or eating a healthy snack. Make sure each verb agrees with its subject. Use at least three of these verbs: *am, is, are, has, or have*.

## Plant Parts

A. Read the story. Write a verb from the word box to complete each sentence. Add an ending to the verb if it needs one.

make know hold carry drink

I know the main parts of a plant.

The roots are at the bottom. They hold water from the ground. The stem holds up the plant.

It also carries water to the leaves. The leaves make food from the water and the sun.

B. Read the sentences. Write a helping verb from the word box to complete each sentence.

am is are have has

1. I am learning about seeds in school.
2. We are growing lima beans.
3. Most of the seeds have sprouted.
4. My seedling is getting bigger.
5. It has grown a tiny leaf.

C. Write four sentences about the parts of a plant. Make sure each verb agrees with its subject. Use at least three of these verbs: *am, is, are, has, or have*.

## Lions and Bees

A. Proofread the passage. Cross out any verb that does not agree with its subject. Write the correct form of the verb above it. (5 points)

~~see~~ <sup>is</sup> I sees a pretty flower. It are growing next to the sidewalk.

~~has~~ It have a long stem with leaves at the bottom. The flower has little yellow petals. They ~~forms~~ <sup>form</sup> a circle around the center. It look like a lion's mane! It is a dandelion.

B. Write the correct verb from the word box to complete each sentence. (6 points)

fly lands flower flies flowers land

One bee flies around the pink flower. Three bees

fly around the red flower. The flowers smell

sweet. One flower smells the sweetest. A bee lands on it. Soon the other bees land there, too.

C. Imagine you are a bee. What do you see and do? Write at least four sentences. Use a different verb in each sentence. Make sure each verb agrees with its subject. (4 points)

## Shooting Hoops

- A. Write a verb from the word box to complete each sentence. Use each verb only once. Add an ending to the verb if it needs one.

catch wave throw jump bounce try

Jessica \_\_\_\_\_ throws the ball to Josh. He

\_\_\_\_\_ catches the ball. He \_\_\_\_\_ bounces it

twice on the floor. Two players \_\_\_\_\_ try to steal

the ball from him. They \_\_\_\_\_ wave their arms.

They \_\_\_\_\_ jump up and down.

- B. Read the passage. Circle each helping verb. Draw an arrow from the helping verb to its main verb.

Josh looks at the basket. He will score two points

if the ball goes in. Can he do it? Finally he throws. He

does not miss. Swish! The ball has dropped through the net.

- C. Write about playing your favorite sport. Use at least three action verbs, and include at least one helping verb.

## Football, Outside and In

- A. Read the passage. Circle each linking verb. Include the helping verb if it has one.

A football field is big. It is 100 yards long. Most football

fields are outside. But they can be inside, too. They may be

under a big dome. The grass is fake, but it looks and feels

almost real. The Superdome is in New Orleans. I saw a game

there once. It was fun! I have been a fan ever since.

- B. Circle the correct form of the linking verb to complete each sentence. Then write it on the line.

1. My brother \_\_\_\_\_ is \_\_\_\_\_ on the football team. (is, are)

2. He \_\_\_\_\_ has been \_\_\_\_\_ the kicker for two years.

(have be, has been)

3. I \_\_\_\_\_ am \_\_\_\_\_ too young to play. (is, am)

4. Someday I \_\_\_\_\_ will be \_\_\_\_\_ old enough. (will be, will been)

- C. Write about a place where you like to play. Use at least three linking verbs, and include at least one helping verb.

### Soccer Saturday

A. Proofread the story. Cross out each incorrect verb form. Write the correct form above it.

Last Saturday I ~~go~~<sup>went</sup> to a soccer game. The Sharks played against the Bobcats. The Bobcats ~~will score~~<sup>scored</sup> three points, but the Sharks ~~was~~<sup>were</sup> better. They ~~kick~~<sup>kicked</sup> four goals. The Sharks ~~win~~<sup>won</sup> always wins. Next Saturday they will face the Hawks. The Hawks ~~lose~~<sup>will lose</sup> lose, probably.

B. Complete the chart. Fill in the missing verbs.

Present	Past	Future
throw	threw	<u>will throw</u>
drop	<u>dropped</u>	will drop
<u>jump</u>	jumped	will jump
come	<u>came</u>	will come

C. Write a story about an exciting game you have seen. Include at least four verbs. Use the past, present, and future tenses correctly.

### Perfect Pie

A. Read the story. Circle each adjective. Draw an arrow to the noun or pronoun it tells about.

Jack made the perfect pie. The crust was crispy and golden. The inside was filled with sweet juicy fruit. He had used some peaches and three apples. They were red. Jack left the pie on the table. Later he heard a loud crash. He ran in and found a big terrible mess. His dog, Roxy, was lapping up his wonderful pie!

B. Read each sentence. Look at the underlined adjective. What does it describe? Circle the answer.

1. I would like a big piece of pie. (how many, how much, what size)
  2. We need three forks. (how many, how much, what size)
  3. There is no pie left. (how many, how much, what size)
- C. Pretend you are making a cake or a pie. Write three sentences telling what you put in it. Use an adjective in each sentence.

## Tricks with Treats

A. Read each sentence. Circle the adjective that best completes it. Then write the adjective on the line.

1. We made a gingerbread house with four walls.  
(round, four)
2. We used square pieces of candy for bricks.  
(square, loud)
3. We covered the roof with green frosting.  
(few, green)
4. I sprinkled some sugar on it to look like snow.  
(some, six)

B. Write an adjective from the word box to complete each sentence.

creamy long one salty funny

I like food that tastes sweet and salty.

Sometimes I cut a banana into long slices.

Then I spread creamy peanut butter on each

slice. Next, I place one or two pretzels on

top. It may sound funny, but it's good!

C. Invent a silly snack. Write four sentences about it. Use a different adjective in each sentence.

## Pepper Popcorn

A. Read the story. Write a word from the word box on each line. (5 points)

crunchy two spicy round much

Clara made two bags of popcorn. She emptied the bags into a round bowl. The popcorn was crunchy, but it didn't have much taste. So she added pepper to make it spicy.

B. Read the adjectives in the word box. Write the adjective that answers each question. Use each word only once. (5 points)

squeaky cold nine white bitter

1. Which word tells how something can feel? cold
  2. Which word tells how something can sound? squeaky
  3. Which word tells how something can look? white
  4. Which word tells how something can taste? bitter
  5. Which word tells how many? nine
- C. What do you like to eat? Write about it. Use at least five different adjectives in your description. (5 points)

### How to Get There

- A. Read each sentence. Circle the correct form of the adjective. Write it on the line.
- There are three ways to get to school, but one is the easiest. (easier, easiest)
  - Oak Drive is much nicer than First Street. (nice, nicest)
  - First Street has a lot of cars, but it is shorter than Oak Drive. (shorter, shortest)
  - Carter Road has the fewest cars, and it is easy to find. (fewer, fewest)
  - I think Carter Road is the best way to go. (better, best)
- B. Read the paragraph. Circle each adjective. Write 1 above each adjective that compares one thing to another thing. Write 2 above each adjective that compares one thing to two or more things.
- The street I live on is a steep road. However, the street to my school is steeper. The school is at the top of a tall hill. It is the tallest hill in the city. Once I rode my bike to the top. The way down was easier than the way up! I'm glad I take the bus to school. That is the best way to go. It is more comfortable than my bike.
- C. Write three sentences about the best way to get to your school. Use adjectives that compare the different streets or types of transportation.

### A Good Day for Boating

- A. Read the first sentence in each group. Write the correct form of the underlined adjective to complete the other two sentences.
- Captain Breeze took his sailboat out on a windy day. It was windier than the day before. It was the windiest day that week.
  - "Today is a good day for sailing," thought Captain Breeze. "It is better than yesterday." "It is the best day this week."
  - A fisherman passed by in a small rowboat. It was smaller than the sailboat. The rowboat was the smallest of all the boats on the lake.
  - The fisherman shouted, "The sky is beautiful today, isn't it?" "Yes!" Captain Breeze shouted back. "It is even more beautiful than yesterday." "I think this is the most beautiful weather we have had all year."
- B. Write four sentences about the weather this week. Use adjectives to compare the weather on different days.

## Flying High

A. Proofread the story. Cross out each incorrect adjective. Write the correct form of the adjective above it. (5 points)

I saw two airplanes in the sky. One was a jet. It was ~~highest~~ <sup>higher</sup> than the other plane. It was also ~~bigger~~ <sup>bigger</sup>. Then a third airplane flew by. It was the ~~smallest~~ <sup>smallest</sup> plane of the three. It was also the ~~slowest~~ <sup>slowest</sup> of all. However, it was the ~~more~~ <sup>most</sup> colorful plane I have ever seen.

B. Complete the chart. Fill in the missing adjectives. (5 points)

One	Compared to Another	Compared to Two or More
strong	stronger	<u>strongest</u>
<u>heavy</u>	heavier	heaviest
thin	thinner	<u>thinnest</u>
good	better	<u>best</u>
important	<u>more important</u>	most important

C. Write five sentences about things you might see in the sky. Use adjectives to compare them. Use *better* or *best* at least once. (5 points)

## Penny and Copper

A. Read the story. Circle each adverb. Underline the verb that it tells about.

Princess Penny sat sadly by her castle window. She was a happy girl, but today she cried. Her favorite horse, Copper, had disappeared. Penny missed him terribly. Suddenly, she heard a noise. She looked outside and saw Copper. "You're back!" she shouted joyfully. She ran downstairs and hugged him tightly.

B. Read each sentence. Circle the adverb. Write whether it tells *how*, *where*, or *when*.

1. Penny gently stroked Copper's mane. how
2. Penny rode Copper around. where
3. Later they returned to the barn. when

C. Where do you think Penny's horse went the day before? Write at least three sentences about it. Use three adverbs to tell *how*, *where*, and *when*.

## Across the River

A. Write the adverb from the word box that means the opposite of the underlined adverb in each sentence. Then reread the sentences.

later   carefully   early   lightly   slowly   brightly

- Penny and her horse left the castle late one day. early
- The princess sat heavily on Copper's back. lightly
- Copper quickly trotted along the stone path. slowly
- They reached the bridge and crossed it carelessly. carefully
- On the other side, Penny smiled darkly. brightly
- We can rest and eat lunch now," she said. later

B. Write an adverb from the word box to complete each sentence.

sleepily   away   back   soon

- Princess Penny yawned sleepily.
  - She leaned back and closed her eyes.
  - She soon fell asleep and began to dream.
  - When Penny woke up, she saw that Copper had run away.
- C. Make up a short story about Penny or Copper. Write at least four sentences, and use adverbs to tell how, where, and when.

## Copper's New Friend

A. Read the paragraph. Write an adverb from the word box to complete each sentence. (5 points)

loudly   finally   everywhere   slowly   happily

"Copper, where are you?" Princess Penny screamed loudly. She searched everywhere for him but could not find him. So she walked slowly back to the castle. When she finally got there, Copper was prancing happily in the courtyard. A beautiful white mare pranced with him.

B. Write each adverb under the correct heading. (6 points)

softly   tomorrow   often   there   quickly   ahead

Tells How	Tells Where	Tells When
<u>softly</u>	<u>there</u>	<u>tomorrow</u>
<u>quickly</u>	<u>ahead</u>	<u>often</u>

C. Pretend you live in a castle. Write a short story about something that happens there. Use at least two adverbs that tell how, one adverb that tells where, and one adverb that tells when. (4 points)

### A Chinese Festival

- A. Circle the adverbs that compare two actions. Underline the adverbs that compare three or more actions. Make sure you include the word *more* or *most* when it is used to compare.

Tamra and her family went downtown to see the

Chinese New Year Festival. Her dad drove slower than usual.

There was so much city traffic. When they arrived, they had to run more quickly than they expected. Tamra's brother

reached the stands and climbed higher than Mom and Dad

to find four seats. Tamra could see the most clearly because

she had binoculars. The drummers played the loudest of all the groups. The festival was amazing!

- B. Circle the correct adverb to complete each sentence.

1. The festival dragon moved (most gracefully, more gracefully) than a fire-breathing dragon.

2. When the dancing ended, Tamra raced (more quickly, most quickly) to the food court than her brother.

3. Tamra's brother gulped down his lunch (hungriest, most hungrily) of all, though!

- C. Write a paragraph about a festival or fair you have attended. Use adverbs that compare in your paragraph.

### St. Patrick's Day

- A. Write words from the word box to complete the sentences.

slower longer most sooner earlier

I won't have to wait longer than a

few days until St. Patrick's Day. The more excited I get,

the slower the days move. Mom says that

the earlier I go to bed each night, the

sooner the day will come. I most

often listen to my mom because she knows a thing or two!

- B. Read the paragraph. Use the correct form of the adverb in parentheses to complete each sentence.

I don't think any family celebrates St. Patrick's Day

more happily (happily) than mine. My father streams

his corned beef longer (long) than many recipes

say. He adds carrots, potatoes, and cabbage to the corned beef

later (late) than my mother does. We all fight to

see who can load their plates the highest (high).

- C. Write a paragraph about some fun family event. Use adverbs that compare in your paragraph.

### Family Holidays

- A. Proofread the paragraph. Cross out each incorrect adverb. Write the correct form of the adverb above it. (5 points)

My family celebrates holidays ~~often~~ <sup>more often</sup> than anyone I know. They have been doing this ~~longer~~ <sup>longer</sup> than I can remember. We have the parties at our house because we can fit a big group the ~~most easily~~ <sup>harder</sup>. My mother works ~~more hard~~ <sup>harder</sup> than usual to get things ready. As it gets ~~more close~~ <sup>closer</sup> to the time, people begin arriving. Everyone brings something good to eat. It's so much fun!

- B. Write *more* or *most* to complete each sentence correctly. (5 points)

- After dinner the cousins race to see who runs the most swiftly.
- Cousin Tino runs more quickly than I do.
- Tino runs more slowly than Cousin Gus, though.
- Cousin Annie runs the most swiftly of us all.
- Cousin Frankie glides the most gracefully. He likes to race on skates!

- C. Write about a family holiday. Use five adverbs that compare in your descriptions. (5 points)

### We're Making a Collage!

- A. Read the sentences. Circle the adjectives. Draw a line under the adverbs.

- Mia and her friends wanted to make an interesting collage for school.
- They quickly gathered a stack of magazines.
- They cut colorful pictures to use in the collage.
- They carefully glued the pictures on a piece of cardboard.
- When they finally finished, they hung the picture in the hall at school.

- B. Label the underlined word by writing *adjective* or *adverb* on the line.

- The kids at school looked at the big collage \_\_\_\_\_ as they walked by it. adjective
- Students started putting comments on colorful sticky notes next to the collage. \_\_\_\_\_ adjective
- The number of comments quickly grew. \_\_\_\_\_ adverb
- Mia and her friends happily read the \_\_\_\_\_ comments. \_\_\_\_\_ adverb
- They loved reading the nice things people \_\_\_\_\_ said about their work. \_\_\_\_\_ adjective

- C. Write a paragraph about a project you have done with friends. Use adjectives and adverbs in your paragraph.

## It's for the Birds!

A. Read the sentences. Add words from the chart to complete each sentence.

Adjectives	sloping	tall	tiny	wooden	one
Adverbs	quietly	carefully	suddenly	often	slowly

- Pedro was building a birchhouse for the birds who \_\_\_\_\_ *often* \_\_\_\_\_ visited his backyard.
  - He glued together \_\_\_\_\_ *wooden* \_\_\_\_\_ sticks he had saved from ice-cream bars.
  - He \_\_\_\_\_ *carefully* \_\_\_\_\_ cut a hole for the birds to use to get into the birchhouse.
  - Pedro made a \_\_\_\_\_ *sloping* \_\_\_\_\_ roof and glued it on top.
  - He attached the birchhouse to a \_\_\_\_\_ *tall* \_\_\_\_\_ stick and put it in the yard.
  - At first only \_\_\_\_\_ *one* \_\_\_\_\_ little bird visited the birchhouse.
  - Then another \_\_\_\_\_ *tiny* \_\_\_\_\_ bird joined the first one.
  - Pedro was surprised when \_\_\_\_\_ *suddenly* \_\_\_\_\_ the yard was filled with birds.
  - His papi whispered \_\_\_\_\_ *quietly* \_\_\_\_\_, "Let's take a picture."
  - Papi \_\_\_\_\_ *slowly* \_\_\_\_\_ pushed the button and took the picture.
- B. Write a paragraph about birds you have seen in your yard or in a park. Use adjectives and adverbs to describe the birds.

## Taking on a Project

A. Read the paragraph. Circle the incorrect adjective or adverb. Write the correct form above it. (8 points)

My friend Tomás and I were eagerly *eager* to make something fun for our art project. We soon *soon* decided to make a mobile of the planets. Mobiles can be made of all kinds of great *great* things. All you need is some string, a hanger, and some interesting *interesting* things to put together. We gathered markers, scissors, and some heavy *heavy* cardboard. We quick *quickly* cut out the planet shapes. Then *Then* we cut tiny holes at the top of the round *round* shapes and threaded them with strings.

B. Write a paragraph about a project you and a classmate have made for school. Use four adjectives and three adverbs to describe what you made and how you made it. (7 points)

## Gators!

A. Write *F* (for *formal*) or *I* (for *informal*) above each underlined group of words.

Dear Jackson,

Mom, Dad, and I had quite an interesting time at

Gatorland. It was totally awesome. There were gators

everywhere! We learned many fascinating facts about

alligators. These guys are really cool. I hope to prepare a report on them for class.

Sincerely, yours,

Kyle

B. Underline each sentence that is too informal for this report on alligators.

Alligators almost became extinct. What bummer

news! American alligators were placed on the endangered species list in 1967. By 1987 they were removed from the endangered list. How great is that? There are now more than a million American alligators. Pretty amazing, huh?

C. Write a short paragraph about an animal that interests you. Write it in formal language.

## Visiting the Alligators in Florida

A. Circle *a.* or *b.* to show which sentence you would use for each type of writing.

1. Type of writing: a research report

- a. The alligator became the state reptile of Florida in 1987.  
b. If you wanna see gators, go to Florida.

2. Type of writing: a postcard to a friend

- a. Wow, these alligators are something to see!  
b. Alligators are considered a tourist attraction in Florida.

3. Type of writing: a letter to your teacher

- a. Man, you oughta see these guys!  
b. I think you would find the alligators very interesting.

B. Read the paragraph. Rewrite it to sound more formal.

My sis says gators are kinda creepy. I think they're totally cool. I'm gonna check them out on the Web.

My sister says alligators are kind of scary. I think they are really interesting. I am going to find out about them by searching the Internet.

C. Imagine you are giving a report at school about a topic that interests you. Write the first paragraph.

Sample answers are listed above. Answers may vary.

## Greetings

A. Read the informal sentences on the left. Draw a line from each one to the sentence that shows a more formal way of writing it. (5 points)

- |                           |                               |
|---------------------------|-------------------------------|
| 1. No sweat.              | a. Try to relax.              |
| 2. Sorry.                 | b. Try not to make a mistake. |
| 3. That's gross!          | c. That is really disgusting. |
| 4. Don't goof up.         | d. Please accept my apology.  |
| 5. You need to chill out. | e. That is not a problem.     |

B. Read the sentence pairs. Circle the informal sentence and underline the more formal one. (5 points)

- Boy, was it totally cool to visit Florida!  
It was a lot of fun to visit Florida!
  - We stayed in a nice hotel near the sights.  
Me and my parents had a cool room near most stuff.
  - The amusement parks were well worth the visit.  
(Those parks were awesome!)
  - My favorite activity was taking a cruise on the St. Johns River.  
Best thing, the St. Johns trip!
  - (There were all kinds of gators and birds.)  
We saw a lot of alligators and bald eagles.
- C. Write a short letter to an older relative. Then rewrite it, changing a few words or phrases to make it an informal letter. (5 points)

## Mr. Larue's Cooking Class

A. Read the paragraph. Circle the adjectives that tell about the underlined nouns or pronouns.

Mr. Larue is a great cook. He is happy to share his skills with the children in the neighborhood. Every Saturday Mr. Larue has a class for ten kids. Today he is making a big pot of jambalaya. Mr. Larue shows the young cooks how to make it. The children are careful to do what he does.

Mr. Larue uses a hot red sauce. His special jambalaya is spicy.

B. Read the paragraph. Circle the adverbs that tell about the underlined verbs.

Mr. Larue always tells stories while he cooks. We listen and watch him carefully. Then we slowly follow his directions. If we make a mistake, Mr. Larue kindly corrects us. He doesn't treat us harshly. That's why kids eagerly join Mr. Larue's cooking classes.

C. Write a paragraph about something you have learned in a class. Use adjectives and adverbs to describe it.

## Learning More About Cooking

- A. Circle the correct form of the adjective in parentheses. Then write the adjective on the line.
1. Carmine's chili is hotter than mine. (~~hotter~~, hot)
  2. I sprinkle parsley on top of my chili, so it is prettier than Carmine's. (more pretty, ~~prettier~~)
  3. The new student, Marita, is already the most successful cook of all. (successfulest, ~~most successful~~)
  4. Mr. Larue thinks Marita's chili is tastier than his. (~~tasty~~, ~~tastier~~)
- B. Read the paragraph. Cross out the mistakes with the adverbs that compare. Write the correct form above each crossed-out word.
- Mr. Larue prepares his dishes ~~more careful~~ than some of us. He has cooked the ~~longer~~ of all. We're still learning. I'm trying to mix the ingredients ~~more slower~~ so I won't forget something. If I need to beat eggs, though, I have to stir them ~~more quiet~~. The electric mixer beats ingredients the ~~most fastest~~.
- C. Write a paragraph comparing two things you like to eat. Use adjectives and adverbs to compare them.

## Open House at Mr. Larue's

- A. Proofread the paragraph. Cross out each incorrect adjective or adverb and write the correct form above it. (Hint: There are 10 mistakes.)
- We had a very ~~successful~~ open house at Mr. Larue's last Saturday. Every one of the children in our cooking class made ~~special~~ specialty foods to serve. We made chili, submarine sandwiches, ~~yummy~~ desserts—all kinds of ~~yummies~~ foods. We spent many days ~~careful~~ preparing the food to get ready for Saturday. On the day of the open house, family members of all ages came to taste what we had ~~happy~~ cooked. Everyone ~~total~~ liked the food we made, and there were ~~fewest~~ leftovers when the open house was over. We were all so ~~proudly~~ ~~Next~~ year we are going to train ~~other~~ ~~otherer~~ young students to cook.
- B. Write a paragraph about an open house you have been to at school or for an after-school class. Use formal language. Then change a few words or phrases to make it informal.

## The Children's Book Store

A. Find each book title and cross it out. Write the title correctly above it.

There is a wonderful bookstore in our town called Books

for Kids. They have every book you can imagine, from little

~~House on the Prairie~~ Dogzilla

~~house on the prairie~~ to ~~dogzilla~~. The other day I noticed a book

that had just come in, ~~the case of the diamond dog collar~~ The Case of the Diamond Dog Collar

mysteries, so I added it to my pile. I also picked up a copy of Encyclopedia Brown and the Case of the Secret Pitch

~~encyclopedia brown and the case of the secret pitch~~.

B. Write each book title correctly and underline it.

1. a wrinkle in time

A Wrinkle in Time

2. mufaro's beautiful daughters

Mufaro's Beautiful Daughters

3. don't sit on my lunch

Don't Sit on My Lunch

4. nate the great

Nate the Great

5. jack and the wonder beans

Jack and the Wonder Beans

C. Write a paragraph about two fiction books you like a lot. Make sure you underline the titles and capitalize them correctly.

## Summer Knights

A. Read the paragraph. Find and underline three book titles. Write them correctly on the lines.

During the summer, Lincoln and his family like to go to the park to read. Last week Lincoln read danny, the champion of the world. His sister was reading the cricket in times square. This week Lincoln is going to read knights of the round table.

Danny, the Champion of the World

The Cricket in Times Square

Knights of the Round Table

B. Read the paragraph and find the book titles. Cross them out and rewrite them correctly above. Make sure to underline them.

Lincoln and Tran are writing a book about King Arthur. To

research the topic, they read books on the subject, such as

The Sword in the Stone, Legends of King Arthur

The sword in the stone, legends of King Arthur, and

The Making of a Knight

The making of a knight. They also read books about other

characters from the King Arthur legends. Lincoln's favorite was

Merlin and the Dragons

Merlin and the Dragons. Tran's favorite was A pup in King

Arthur's Court

Arthur's court.

C. Write a paragraph about two nonfiction books you have read and liked. Make sure you underline book titles and capitalize them correctly.

### At the Book Fair

- A. Proofread the passage. Cross out any words that have not been capitalized correctly in the book titles. Write them correctly above the crossed-out words. (10 points)

Sam and his friend Chanase were excited about the book fair at their school. Sam found a copy of ~~theek on A Bike~~, a picture book for his little sister. Chanase found ~~frindle~~, a book about a boy who invents a new word for the pencil. Sam saw his favorite ~~Diary Wimpy Kid~~ in ~~Morning~~. His best friend bought a copy. Sam decided to buy ~~Mummies in the morning~~. Then Chanase found a mystery novel, ~~The secret of The Old mill~~. The book fair raised lots of money for the school library.

- B. Write a list of five books you would recommend to your friends. Make sure you underline the titles and capitalize them correctly. (5 points)

### Going to the Park

- A. Read the paragraph and circle the contractions. Write the words that make up each contraction above the circled words.

There is a park in the neighborhood where Shantal lives. She loves to go there with her friends. The park used to be an ugly did not place. Children didn't feel safe there. People in the neighborhood they will have been cleaning it up. Once the park is all cleaned up, they'll post rules and enforce them. They've come up with a list of rules for people to follow: Don't litter. Put your trash in the trash bins. Do not hang out by yourself at the park. You are safer if you stick with a buddy.

- B. Rewrite each sentence, using a contraction for the underlined words.

- We have always wanted to make sure that students ride safely.  
We've always wanted to make sure that students ride safely.
  - Tomorrow I will hand out the rules we want students to follow.  
Tomorrow I'll hand out the rules we want students to follow.
  - Ms. Sanchez has read the rules and thinks they are good.  
Ms. Sanchez has read the rules and thinks they're good.
- C. Write a list of safety rules for a park. Make sure you write contractions correctly.



### Wish You Were Here!

A. Read the postcard. Circle the comma in the body of the letter that separates a city name from a state name. Also circle the commas in the address.

Dear Papi,

I hope you're well. I am having a good time with Miami visiting our cousins in Franklin, Massachusetts. I'm learning about being a ranger. I can't wait to tell you all about it.

Love,  
Roberto

Mr. Mateo Gonzales  
112 Jupiter Way, Apartment 27  
Houston, TX 77006

B. Read the addresses. Circle each comma that separates the street name from the apartment number. Draw a box around each comma that separates the city name from the state name.

Gus Medina  
77 107th Street, Apartment 3  
Detroit, MI 48207

Jason Lin  
2371 San Pablo Street, #117  
Phoenix, AZ 85085

C. Write a letter to someone in your family about a place you have visited. Write the address on an envelope.

### From Me to You

A. Read the addresses for the letter. Add commas where they belong.

535 Jackson Drive, Suite 222  
Atlanta, GA 30306

Mr. Jonti Singh  
8 Sullivan Way, #2  
Bridgewater, NJ 08807

October 12, 2017

Dear Jonti,

I was so glad to get your letter. We can't wait to see you next week. We have all kinds of fun things planned. See you soon!

Love,  
Uncle Hari

B. Read the addresses on the envelope. Add commas where they belong.

Erica Jacoby  
747 Concord Lane, Unit 43  
Sacramento, CA 95825

Santana Washington  
1812 Campos Street, Apartment 4  
Los Angeles, CA 90021

C. Write a letter to a friend who lives in another town. Use commas correctly in your address and your friend's address.

Carets used to indicate insertion of punctuation are for reference only.

## Dear Aunt Julia

A. Find four mistakes with commas in the addresses. Circle each comma that is in the wrong place. Draw an arrow from it to where it belongs. (8 points)

Marlin Watkins  
3 Summer Street Apt. 2  
Hampton NH 03842

Mrs. Julia Zahn  
429 Jackson Avenue Unit 47  
St. Martin MS 39532

B. Add the missing commas where they belong. (3 points)

Helen Grush  
3 Summer Street, Apt. 2  
Hampton, NH 03842

Ms. Patti Bloston  
24520 Shady Brook Lane  
Carmel, CA 93923

C. Write a letter to a family member about something you would like to do when you grow up. Write your address at the top of the letter. Write your family member's address on an envelope. Make sure you use commas correctly. (4 points)

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Carets used to indicate insertion of punctuation are for reference only.

## The Big Apple

A. Circle the quotation marks. Underline each comma that separates a speaker's words from the speaker.

“I just found out that New York is called the Big Apple.”  
Toni told her grandmother.

“I didn't know that!” Mrs. Crowe replied to her  
granddaughter.

“Maybe everyone in New York really likes apples,”  
said Toni.

Her grandmother smiled and replied, “Maybe it rains  
apple juice there!”

“Maybe all the houses are made from apples!”  
laughed Toni.

Her grandmother looked at her and said, “Maybe we  
should go to New York to see for ourselves!”

“Let's go!” said Toni.

B. Write a dialogue between two people who are talking about a fascinating fact. Use quotation marks and commas correctly.

Punctuation = Lesson 29 | 85

Carets used to indicate insertion of punctuation are for reference only.

## Jack and the Daisy

A. Read the story. Add any missing quotation marks and commas.

"Jack, please don't pick me," said the daisy.

"I didn't know daisies could talk," Jack replied.

"Well, this daisy can, so please don't pick me," said the daisy.

"I'm sorry, but I have to pick you," Jack answered. "My sister isn't well, and I thought a daisy might cheer her up."

"I have an idea," said the daisy.

"Tell me," Jack replied.

"Plant me in a flowerpot, and I'll live in your sister's room forever," the daisy explained.

"My sister would love that," Jack replied. "I think that's a great idea!"

B. Write a dialogue between Jack's sister and the daisy. Use quotation marks to show each speaker's exact words. Add commas to set off the speakers' words from the person speaking.

Carets used to indicate insertion of punctuation are for reference only.

## Going to a Concert

A. Proofread the dialogue. Add any missing quotation marks and commas. (10 points)

"Dad, I'd like to go see the Jensen Boys concert on Friday night," Bella said to her father.

"No," he replied. "I don't want you at a concert alone."

"I wouldn't be going alone," Bella replied. "Shayna, Ali, and Emma are going, too."

Bella's father replied, "You need an adult to go with you."

"What a great idea, Dad," Bella said as she hugged her father.

"You can come with us. Then all the parents will be happy."

"Hmmm," Bella's father said as he rubbed his chin. "Aren't you the clever one!"

B. Imagine what the concert was like with Bella, her friends, and her father.

Write at least five more lines of dialogue between Bella and her father about the concert. Use commas and quotation marks correctly. (5 points)

Carets used to indicate insertion of punctuation are for reference only.

### We're Reading All the Time!

A. Rewrite each book title on the line. Capitalize the words in each title correctly. Then draw a line under the title.

1. the cat in the hat

The Cat in the Hat

2. anansi the spider

Anansi the Spider

3. chang and the bamboo flute

Chang and the Bamboo Flute

4. the boy of a thousand faces

The Boy of a Thousand Faces

B. Read the contractions. Write the words that make up each contraction.

1. isn't \_\_\_\_\_ is not

2. we'll \_\_\_\_\_ we will

3. I've \_\_\_\_\_ I have

4. you're \_\_\_\_\_ you are

C. Write a paragraph recommending a book that you've read. Use at least two contractions.

### Don't Forget to Write!

A. Read the addresses. Add commas where they belong.

Matr Bellamy

17 Lions Lane, #2

Carson City, NV 89701

Andy Shanahan

2731 Cobalt Street, Apartment 7

Wilkes-Barre, PA 18711

B. Read the letter. Cross out any words that could be replaced by a contraction. Write the contraction above the crossed-out words.

Dear Mags,

I heard ~~you are~~ <sup>you're</sup> having fun on vacation. ~~We will~~ be

leaving on our trip soon. I think ~~it is~~ <sup>it's</sup> going to be fun

visiting my cousins. ~~I have~~ <sup>I've</sup> never been to St. Louis before.

~~I'm~~ <sup>I'm</sup> sure ~~you will~~ hear all about it when we get back. See

you in a month!

Your friend,

Tamara

C. Write a letter to a friend. Write your address at the top of the letter. Write your friend's address on an envelope. Make sure you use commas correctly.

Carets used to indicate insertion of punctuation are for reference only.

## What Are You Doing Here?

A. Proofread this dialogue between Antoine and Jake. Add missing quotation marks and commas where they belong.

Antoine ran into his friend Jake at the grocery store.

"Hey, Jake! What are you doing here?" Antoine asked.

Jake smiled and said, "My dad wanted to pick up something special."

Antoine looked around. Then he said, "Oh, I see your dad over there."

Jake replied, "He had to have this special sauce for a dish he's making."

"I wish my dad cooked," Antoine said, laughing.

Jake laughed and said, "You sound like my mom!"

Antoine turned and said, "Enjoy your dinner!"

Jake waved and said, "See you on Monday, Antoine."

B. Write a dialogue between two friends who run into each other. Use commas and quotation marks correctly.

# Appendix B

## SKILL PRACTICE ASSESSMENT

### USING THE SKILL PRACTICE PAGES

Each mini-lesson in the *Skill Practice Teaching Guide* has three corresponding practice pages in the *Student Skill Practice Book*. (These are referenced in the “Optional Practice” section at the end of each mini-lesson.) The first two practice pages provide opportunities for the students to practice a language skill in pairs or individually. The third page can be assigned for additional practice, or it can be completed by students independently and then scored to evaluate progress and inform instruction. You can also use the scores as a basis for assigning a language skills grade and/or include the scores in each student’s overall unit score on the “Individual Writing Assessment.” (For more information, see “Individual Writing Assessment” in the *Assessment Resource Book*.)

You can use the “Skill Practice Student Record” sheet (SR1) on page 175 to create a cumulative record of each student’s scores, and you can use the “Skill Practice Class Record” sheet (CR1) on page 176 to record and track your students’ progress as a class.

#### Scoring the Skill Practice Pages

- ✓ After the students complete the first two practice pages for a lesson (either in pairs or individually), have each student complete the third practice page independently. (We recommend having students complete the practice pages over several days.)
- ✓ Make a class set of “Skill Practice Student Record” sheets (SR1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 175. If you would like to record your assessment data electronically, go to [classview.org](http://classview.org) to access the record sheet using the CCC ClassView app.
- ✓ Collect each student’s *Student Skill Practice Book* and locate the practice page you wish to score. (The page number of the practice page can be found in the “Optional Practice” section at the end of each lesson in the teaching guide.)
- ✓ Locate the answer key for the practice page you wish to score in Appendix A, “*Student Skill Practice Book Corrections*,” in this teaching guide.
- ✓ For each student, score the practice page and then calculate the total number of points earned using the point values indicated on the answer key. For example, the activities on *Student Skill Practice Book* page 3 are worth 5, 6, and 4 points respectively. (See the facsimile of the annotated practice page on page 127 of this teaching guide.)

- ✓ Record the total number of points earned out of 15 in the “Score” column on the “Skill Practice Student Record” sheet (SR1). Record the *Being a Writer* unit during which the lesson was taught and any notes you have about the student’s work. (For example, if you taught Lessons 1–3 while teaching Unit 2 in *Being a Writer* you might record a “2” in the “Taught in Unit/Genre” column.)
- ✓ Consider whether you would like to include the scores from the practice pages in each student’s overall unit score on the “Individual Writing Assessment” record sheet (located in the *Assessment Resource Book*) for the *Being a Writer* unit during which the lessons were taught. For example, if you taught Lessons 1–3 while teaching Unit 2 in *Being a Writer*, consider whether you will include the scores for the practice pages from those lessons in the overall unit score in the Individual Writing Assessment for Unit 2. (Note that if you include the scores from the practice pages, the overall unit score in the Individual Writing Assessment will be based equally on the student’s writing score and the total points earned on the practice pages. You might wish to weight the scores differently to align with your school’s or district’s grading system.)
- ✓ If you choose to enter this data directly into the CCC ClassView app, you have the option of having the scores automatically appear in the “Individual Writing Assessment” record sheet and calculated into each student’s overall unit score. Scores will also automatically appear in each student’s Student Profile. From there, the data can be shared digitally with parents, colleagues, and administrators.

© Center for the Collaborative Classroom      Sample materials for review

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Lesson	Score	Taught in Unit/Genre	Notes
1 Complete Sentences	___/15		
2 Incomplete Sentences	___/15		
3 Compound Sentences	___/15		
4 Complex Sentences	___/15		
*5 Review			
6 Singular and Plural Nouns	___/15		
7 Common and Proper Nouns	___/15		
8 Possessive Nouns	___/15		
9 Subject and Object Pronouns	___/15		
10 Possessive Pronouns	___/15		
11 Noun-Pronoun Agreement	___/15		
*12 Review			
13 Verbs	___/15		
14 Linking Verbs	___/15		
15 Simple Verb Tenses	___/15		
16 Regular and Irregular Past-tense Verbs	___/15		
17 Subject-Verb Agreement	___/15		
*18 Review			
19 Adjectives	___/15		
20 Comparative and Superlative Adjectives	___/15		
21 Adverbs	___/15		
22 Comparative and Superlative Adverbs	___/15		
23 Adjectives and Adverbs	___/15		
24 Formal and Informal English	___/15		
*25 Review			
26 Writing Book Titles	___/15		
27 Contractions	___/15		
28 Commas in Addresses	___/15		
29 Commas and Quotation Marks in Dialogue	___/15		
*30 Review			

\*Shaded rows represent review lessons for which there are no scored skill practice pages.

**Unit/Genre Key:** 1 = Unit 1 2 = Unit 2 PN = Personal Narrative F = Fiction EN = Expository Nonfiction FW = Functional Writing  
 OW = Opinion Writing P = Poetry 9 = Unit 9

Skill Practice Class Record ■ CR1

STUDENT NAMES															
L1															
L2															
L3															
L4															
*L5															
L6															
L7															
L8															
L9															
L10															
L11															
*L12															
L13															
L14															
L15															
L16															
L17															
*L18															
L19															
L20															
L21															
L22															
L23															
L24															
*L25															
L26															
L27															
L28															
L29															
*L30															

\*Shaded rows represent review lessons for which there are no scored skill practice pages.



## Appendix C

# GRADE-LEVEL LANGUAGE SKILLS ASSESSMENT

Three diagnostic language skills tasks offer formative assessment of grade-level language standards. Each task gives students two opportunities to demonstrate their mastery of a set of grade-level language skills. Numbered sentences and phrases appear in the context of stories, e-mails, and friendly letters, and students must choose which of three answers best corrects or completes an item. The diagnostic language skills tasks appear in the back of the *Student Skill Practice Book* on page 103, while annotated versions of the tasks are provided in this appendix as scoring keys. If student responses indicate the need for additional practice with a skill, you may teach the lesson in the *Skill Practice Teaching Guide* that corresponds to that skill.

There are two cumulative reports that identify which skill is addressed in each assessment item and where that skill is taught in the *Skill Practice Teaching Guide*. The “Diagnostic Language Skills Tasks: Student Report” (DS1) can be used to track an individual student’s progress throughout the year, whereas the “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1) is used to group the students around language skills for which they need additional practice. To assess student mastery of grade-level skills throughout the year, administer a diagnostic language skills task at the beginning, middle, and end of the year. Then use the student and class reports to identify students who are struggling with specific skills and may benefit from instruction, practice, or review in small groups.

Everything you need to conduct each assessment, including instructions and forms, can be found in this appendix or on the CCC ClassView assessment app ([classview.org](http://classview.org)). You may choose to record your students’ progress using printed copies of the forms from this guide or from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). You can access the CCC ClassView app by tapping the linked assessment icons in the *Digital Teacher’s Set*, by directly accessing the app at [classview.org](http://classview.org), or via the CCC Learning Hub.



# Diagnostic Language Skills Task 1

## CONDUCTING THE ASSESSMENT

1. Have the students turn to “Diagnostic Language Skills Task 1” on page 104 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to download, print, and distribute to each student the “Diagnostic Language Skills Task 1” (BLM1).
2. Tell the students that today they are going to answer some questions to show what they know about good writing.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students’ attention to the first set of directions and read it aloud.
5. Give the students a few moments to silently read the first question and the answer choices below it. Remind them that they will mark the right answer by drawing a line beneath it. Have the students mark their answers for item 1, while you check to be sure they are drawing lines below their answer choices.
6. Repeat this procedure for the second set of directions. Remind the students that they will mark their answers in the same way.
7. Ask the students to return to item 1 and begin.
8. When the students have finished, collect their work.

## SCORING THE ASSESSMENT

1. Use the “Diagnostic Language Skills Task 1: Scoring Key” (DT1) to review student work. Compare each student’s completed language skills task against the scoring key.
2. Annotate each scoring key using the following marks:
  - a. Place a check mark beside each item that the student has answered correctly.
  - b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the “Diagnostic Language Skills Tasks: Student Report” (DS1) as follows:
  - a. Write the student’s name at the top of the report. If this is not the first language skills task of the year, you might skip this step and use your previous student report.

- b. Find the column labeled *Items for Task 1*. Insert the date the assessment was conducted.
  - c. Circle the corresponding number for each assessment item the student has marked correctly.
  - d. Tally the number of items correct and insert that number in the last row of the Items for Task 1 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in “Diagnostic Language Skills Task 1.”
4. After all three language skills tasks have been completed, tally the number of items correct across each row, and insert the total in the Total Items Correct column. This will show you how the student performed across all three language skills tasks.

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### Teacher Note

The diagnostic language skills task results can also be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher’s Set* or through the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of the two items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record her name in the Task 1 column of the “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the “Class Grouping Report” to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students’ assessment folders.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Task 1**

A student is writing a story. Draw a line under the correct answers to finish the sentences.

(1) I found something interesting \_\_\_\_\_ I went to Grandma's house. (2) In one of the closets, I saw a box of old books for \_\_\_\_\_. (3) I \_\_\_\_\_ up the box and took it to the kitchen. (4) Grandma was there, packing our lunch.

(5) "Grandma, are these your books? I asked.

(6) "No" she answered. (7) "Those were your \_\_\_\_\_ books." (8) The one on top was titled *How to train a Puppy*.

(9) I \_\_\_\_\_ the book. (10) I saw a \_\_\_\_\_ handwriting.

(11) It said, "This book belongs to Ruth Ann Martin, who lives at 10 Garden Street Tampa, Florida." (12) My mom wrote this when \_\_\_\_\_ was a little girl!

1. Which word correctly completes sentence 1?
  - a. when
  - b. since
  - c. until
2. Which word correctly completes sentence 2?
  - a. children
  - b. childs
  - c. child

\_\_\_\_ 1 Coordinating and subordinating conjunctions

\_\_\_\_ 2 Regular and irregular plural nouns

(continues)

3. Which one correctly completes sentence 3?  
 a. pick  
 b. picked  
 c. will pick
4. Which is the correct way to write sentence 5?  
 a. “Grandma, are these your books?” I asked.  
 b. “Grandma, are these your books? I asked.”  
 c. Correct as is
5. Which is the correct way to write sentence 6?  
 a. “No, she answered.”  
 b. “No,” she answered.  
 c. Correct as is
6. Which word correctly completes sentence 7?  
 a. mothers  
 b. mothers’  
 c. mother’s
7. Which is the correct way to write the title in sentence 8?  
 a. *How to train a puppy*  
 b. *How to Train a Puppy*  
 c. Correct as is
8. Which one correctly completes sentence 9?  
 a. open  
 b. will open  
 c. opened
9. Which word correctly completes sentence 10?  
 a. child  
 b. child’s  
 c. child’s’

- \_\_\_ 3 Simple verb tenses  
(past, present, future)
- \_\_\_ 4 Commas and  
quotation marks in  
dialogue
- \_\_\_ 5 Commas and  
quotation marks in  
dialogue
- \_\_\_ 6 Possessives
- \_\_\_ 7 Capitalize appropriate  
words in titles
- \_\_\_ 8 Simple verb tenses  
(past, present, future)
- \_\_\_ 9 Possessives



10. Which is the correct way to write the underlined part of sentence 11?

- a. 10 Garden Street, Tampa, Florida.
- b. 10 Garden Street, Tampa Florida.
- c. Correct as is

11. Which word correctly completes sentence 12?

- a. they
- b. her
- c. she

Here is more of the story. Draw a line under the correct answers to finish the sentences.

(13) I \_\_\_\_\_ home from Grandma’s house with a big box of books. (14) Mom was really surprised, \_\_\_\_\_ she started digging in the box. (15) “Here it is!” she exclaimed. “I’ve found *The Wind in the willows*. (16) This was the book I liked \_\_\_\_\_ of all. (17) Your Uncle Mike loved this book, too.”

(18) My Uncle Mike \_\_\_\_\_ near us now. (19) He used to live in Denver Colorado. (20) He moved here two \_\_\_\_\_ ago for a new job. (21) Yesterday I \_\_\_\_\_ excited to see Uncle Mike in our house. (22) He was even \_\_\_\_\_ than my mom when I gave him the book.

\_\_\_\_ 10 Commas in addresses

\_\_\_\_ 11 Subject-verb and pronoun-antecedent agreement

12. Which word correctly completes sentence 13?  
 a. goed  
b. went  
 c. wented
13. Which word correctly completes sentence 14?  
 a. but  
b. and  
 c. or
14. Which is the correct way to write the title in sentence 15?  
a. *The Wind in the Willows*  
 b. *The wind in The Willows*  
 c. Correct as is
15. Which word correctly completes sentence 16?  
 a. better  
 b. bestest  
c. best
16. Which word correctly completes sentence 18?  
 a. live  
b. lives  
 c. lived
17. Which is the correct way to write the underlined part of sentence 19?  
a. Denver, Colorado  
 b. Denver Colorado,  
 c. Correct as is
18. Which word correctly completes sentence 20?  
 a. month  
b. months  
 c. monthes

- \_\_\_ 12 Regular and irregular verbs
- \_\_\_ 13 Coordinating and subordinating conjunctions
- \_\_\_ 14 Capitalize appropriate words in titles
- \_\_\_ 15 Comparative and superlative adjectives and adverbs
- \_\_\_ 16 Subject-verb and pronoun-antecedent agreement
- \_\_\_ 17 Commas in addresses
- \_\_\_ 18 Regular and irregular plural nouns



19. Which word correctly completes sentence 21?

- a. feel
- b. feeled
- c. felt

20. Which word correctly completes sentence 22?

- a. happyer
- b. happier
- c. happiest

\_\_\_ 19 Regular and irregular verbs

\_\_\_ 20 Comparative and superlative adjectives and adverbs



Student's Name: \_\_\_\_\_

Standards for Language	Items for Task 1 Date: _____	Items for Task 2 Date: _____	Items for Task 3 Date: _____	Total Items Correct	Skill Practice Teaching Guide Lesson(s)
<b>Grammar and Usage Standards</b>					
Form and use <b>regular and irregular plural nouns</b> .	2 18	1 11	7 10	___/6	Lesson 6
Form and use <b>regular and irregular verbs</b> .	12 19	6 12	3 6	___/6	Lesson 16
Form and use the <b>simple</b> (e.g., <i>I walked; I walk; I will walk</i> ) <b>verb tenses</b> .	3 8	3 17	13 17	___/6	Lesson 15
Ensure <b>subject-verb and pronoun-antecedent agreement</b> .	11 16	14 16	18 20	___/6	Lessons 11 and 17
Form and use <b>comparative and superlative adjectives and adverbs</b> , and choose between them depending on what is to be modified.	15 20	8 9	9 15	___/6	Lessons 20 and 22
Use <b>coordinating and subordinating conjunctions</b> .	1 13	2 19	4 8	___/6	Lessons 3 and 4
<b>Conventions Standards</b>					
<b>Capitalize</b> appropriate words in <b>titles</b> .	7 14	15 18	11 14	___/6	Lesson 26
Use <b>commas in addresses</b> .	10 17	10 20	1 2	___/6	Lesson 28
Use <b>commas and quotation marks in dialogue</b> .	4 5	5 7	16 19	___/6	Lesson 29
Form and use <b>possessives</b> .	6 9	4 13	5 12	___/6	Lesson 8
<b>Total Number Correct:</b>	___/20	___/20	___/20		

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	Task 3 Date: _____	
<b>Grammar and Usage Standards</b>				
Form and use <b>regular and irregular plural nouns</b> .				Lesson 6
Form and use <b>regular and irregular verbs</b> .				Lesson 16
Form and use the <b>simple</b> (e.g., <i>I walked; I walk; I will walk</i> ) <b>verb tenses</b> .				Lesson 15
Ensure <b>subject-verb and pronoun-antecedent agreement</b> .				Lessons 11 and 17
Form and use <b>comparative and superlative adjectives and adverbs</b> , and choose between them depending on what is to be modified.				Lessons 20 and 22
Use <b>coordinating and subordinating conjunctions</b> .				Lessons 3 and 4

(continues)

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	Task 3 Date: _____	
<b>Conventions Standards</b>				
Capitalize appropriate words in titles.				Lesson 26
Use commas in addresses.				Lesson 28
Use commas and quotation marks in dialogue.				Lesson 29
Form and use possessives.				Lesson 8

**Notes:**



## Diagnostic Language Skills Task 2

### CONDUCTING THE ASSESSMENT

1. Have the students turn to “Diagnostic Language Skills Task 2” on page 109 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to download, print, and distribute to each student the “Diagnostic Language Skills Task 2” (BLM2).
2. Tell the students that today they are going to answer some questions to show what they know about good writing.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students’ attention to the first set of directions and read it aloud.
5. Give the students a few moments to silently read the first question and the answer choices below it. Remind them that they will mark the right answer by drawing a line beneath it. Have the students mark their answers for item 1, while you check to be sure they are drawing lines below their answer choices.
6. Repeat this procedure for the second set of directions. Remind the students that they will mark their answers in the same way.
7. Ask the students to return to item 1 and begin.
8. When the students have finished, collect their work.

### SCORING THE ASSESSMENT

1. Use the “Diagnostic Language Skills Task 2: Scoring Key” (DT2) to review student work. Compare each student’s completed language skills task against the scoring key.
2. Annotate each scoring key using the following marks:
  - a. Place a check mark beside each item that the student has answered correctly.
  - b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the “Diagnostic Language Skills Tasks: Student Report” (DS1) as follows:
  - a. Write the student’s name at the top of the report. If this is not the first diagnostic language skills task of the year, you might skip this step and use your previous student report.

- b. Find the column labeled *Items for Task 2*. Insert the date the assessment was conducted.
  - c. Circle the corresponding number for each assessment item the student has marked correctly.
  - d. Tally the number of items correct and insert that number in the last row of the Items for Task 2 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in “Diagnostic Language Skills Task 2.”
4. After all three language skills tasks have been completed, tally the number of items correct across each row, and insert the total in the Total Items Correct column. This will show you how the student performed across all three language skills tasks.

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### Teacher Note

The diagnostic language skills task results can also be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher’s Set* or through the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one in two items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record his name in the Task 2 column of the “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the “Class Grouping Report” to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students’ assessment folders.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Task 2**

A student is writing a story. Draw a line under the correct answers to finish the sentences.

(1) Kai is flying to California next week to see his \_\_\_\_\_, Dave and Dan. (2) It is Dave's birthday, \_\_\_\_\_ Kai will join the boys and their parents for vacation. (3) They \_\_\_\_\_ at a campground near the beach. (4) Kai always has a good time with his \_\_\_\_\_ family.

(5) "Dave sent me his address, so we can mail his present," Kai told his mom. (6) "He \_\_\_\_\_ to my e-mail just a few minutes ago."

(7) "I'll also send those shoes Dave left here last summer. Mom said. (8) "Dave's feet are probably \_\_\_\_\_ than they were last year, but the shoes may fit Dan."

1. Which word correctly completes sentence 1?
  - a. cousins
  - b. cousin
  - c. cousin's
  
2. Which word correctly completes sentence 2?
  - a. but
  - b. and
  - c. since

\_\_\_ 1 Regular and irregular plural nouns

\_\_\_ 2 Coordinating and subordinating conjunctions



(continues)

3. Which one correctly completes sentence 3?
- stay
  - stayed
  - will stay
4. Which word correctly completes sentence 4?
- cousins
  - cousins'
  - cousin's
5. Which is the correct way to write sentence 5?
- "Dave sent me his address, so we can mail his present." Kai told his mom.
  - "Dave sent me his address, so we can mail his present, Kai told his mom."
  - Correct as is
6. Which word correctly completes sentence 6?
- reply
  - replied
  - replied
7. Which is the correct way to write sentence 7?
- "I'll also send those shoes Dave left here last summer," Mom said.
  - "I'll also send those shoes Dave left here last summer, Mom said."
  - Correct as is
8. Which word correctly completes sentence 8?
- big
  - bigger
  - biggest

- \_\_\_ 3 Simple verb tenses  
(past, present, future)
- \_\_\_ 4 Possessives
- \_\_\_ 5 Commas and  
quotation marks in  
dialogue
- \_\_\_ 6 Regular and irregular  
verbs
- \_\_\_ 7 Commas and  
quotation marks in  
dialogue
- \_\_\_ 8 Comparative and  
superlative adjectives  
and adverbs

Read this e-mail. Draw a line under the correct answers.

**From:** Dave  
**To:** Kai  
**Subject:** Summer fun!

(9) This is going to be the \_\_\_\_\_ summer ever! (10) The campgrounds are at 1404 Bayside, Street. (11) They have a great beach, and they also have a few \_\_\_\_\_. (12) Last July I \_\_\_\_\_ on the beach every morning. (13) You can use \_\_\_\_\_ swim fins. (14) Dan has grown so much that they don't fit \_\_\_\_\_ anymore.

(15) I just finished a book titled the *Best science fiction Stories of All Time*. (16) This book \_\_\_\_\_ my favorite now. (17) Last year you \_\_\_\_\_ the story "the thing from Venus." (18) One story in the book is like that one, \_\_\_\_\_ the ending is different.

(19) I know that your mom asked for my mailing address. (20) It is 643 Luna Street Pasadena, CA 91107.

9. Which one correctly completes sentence 9?
- more exciting
  - excitingest
  - most exciting
10. Which is the best way to write the underlined part of sentence 10?
- 1404 Bayside Street
  - 1404, Bayside Street
  - Correct as is

- \_\_\_\_\_ 9 Comparative and superlative adjectives and adverbs  
\_\_\_\_\_ 10 Commas in addresses

GO ON 

(continues)

11. Which word correctly completes sentence 11?  
a. pony  
b. ponies  
c. ponys
12. Which word correctly completes sentence 12?  
a. run  
b. runned  
c. ran
13. Which is the correct way to complete sentence 13?  
a. Dans'  
b. Dan's  
c. Dans's
14. Which word correctly completes sentence 14?  
a. her  
b. him  
c. them
15. Which is the correct way to write the title in sentence 15?  
a. *The Best Science Fiction Stories of All Time*  
b. *The best Science Fiction Stories Of All Time*  
c. Correct as is
16. Which word correctly completes sentence 16?  
a. is  
b. are  
c. was
17. Which one correctly completes sentence 17?  
a. enjoy  
b. enjoyed  
c. will enjoy

- \_\_\_ 11 Regular and irregular plural nouns
- \_\_\_ 12 Regular and irregular verbs
- \_\_\_ 13 Possessives
- \_\_\_ 14 Subject-verb and pronoun-antecedent agreement
- \_\_\_ 15 Capitalize appropriate words in titles
- \_\_\_ 16 Subject-verb and pronoun-antecedent agreement
- \_\_\_ 17 Simple verb tenses (past, present, future)

18. Which is the correct way to write the title in sentence 17?
- a. “The Thing from Venus”
  - b. “The thing From Venus”
  - c. Correct as is
19. Which word correctly completes sentence 18?
- a. and
  - b. or
  - c. but
20. Which is the correct way to write the underlined part of sentence 20?
- a. 643 Luna Street Pasadena CA 91107
  - b. 643 Luna Street, Pasadena, CA 91107
  - c. Correct as is

- \_\_\_ 18 Capitalize appropriate words in titles
- \_\_\_ 19 Coordinating and subordinating conjunctions
- \_\_\_ 20 Commas in addresses



Student's Name: \_\_\_\_\_

Standards for Language	Items for Task 1 Date: _____	Items for Task 2 Date: _____	Items for Task 3 Date: _____	Total Items Correct	Skill Practice Teaching Guide Lesson(s)
<b>Grammar and Usage Standards</b>					
Form and use <b>regular and irregular plural nouns</b> .	2 18	1 11	7 10	___/6	Lesson 6
Form and use <b>regular and irregular verbs</b> .	12 19	6 12	3 6	___/6	Lesson 16
Form and use the <b>simple</b> (e.g., <i>I walked; I walk; I will walk</i> ) <b>verb tenses</b> .	3 8	3 17	13 17	___/6	Lesson 15
Ensure <b>subject-verb and pronoun-antecedent agreement</b> .	11 16	14 16	18 20	___/6	Lessons 11 and 17
Form and use <b>comparative and superlative adjectives and adverbs</b> , and choose between them depending on what is to be modified.	15 20	8 9	9 15	___/6	Lessons 20 and 22
Use <b>coordinating and subordinating conjunctions</b> .	1 13	2 19	4 8	___/6	Lessons 3 and 4
<b>Conventions Standards</b>					
<b>Capitalize</b> appropriate words in <b>titles</b> .	7 14	15 18	11 14	___/6	Lesson 26
Use <b>commas in addresses</b> .	10 17	10 20	1 2	___/6	Lesson 28
Use <b>commas and quotation marks in dialogue</b> .	4 5	5 7	16 19	___/6	Lesson 29
Form and use <b>possessives</b> .	6 9	4 13	5 12	___/6	Lesson 8
<b>Total Number Correct:</b>	___/20	___/20	___/20		

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	Task 3 Date: _____	
<b>Grammar and Usage Standards</b>				
Form and use <b>regular and irregular plural nouns</b> .				Lesson 6
Form and use <b>regular and irregular verbs</b> .				Lesson 16
Form and use the <b>simple</b> (e.g., <i>I walked; I walk; I will walk</i> ) <b>verb tenses</b> .				Lesson 15
Ensure <b>subject-verb and pronoun-antecedent agreement</b> .				Lessons 11 and 17
Form and use <b>comparative and superlative adjectives and adverbs</b> , and choose between them depending on what is to be modified.				Lessons 20 and 22
Use <b>coordinating and subordinating conjunctions</b> .				Lessons 3 and 4

(continues)

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	Task 3 Date: _____	
<b>Conventions Standards</b>				
Capitalize appropriate words in titles.				Lesson 26
Use commas in addresses.				Lesson 28
Use commas and quotation marks in dialogue.				Lesson 29
Form and use possessives.				Lesson 8

Notes:



## Diagnostic Language Skills Task 3

### CONDUCTING THE ASSESSMENT

1. Have the students turn to “Diagnostic Language Skills Task 3” on page 114 in the *Student Skill Practice Book*. You may also visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to download, print, and distribute to each student the “Diagnostic Language Skills Task 3” (BLM3).
2. Tell the students that today they are going to answer some questions to show what they know about good writing.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students’ attention to the first set of directions and read it aloud.
5. Give the students a few moments to silently read the first question and the answer choices below it. Remind them that they will mark the right answer by drawing a line beneath it. Have the students mark their answers for item 1, while you check to be sure they are drawing lines below their answer choices.
6. Repeat this procedure for the second set of directions. Remind the students that they will mark their answers in the same way.
7. Ask the students to return to item 1 and begin.
8. When the students have finished, collect their work.

### SCORING THE ASSESSMENT

1. Use the “Diagnostic Language Skills Task 3: Scoring Key”(DT3) to review student work. Compare each student’s completed language skills task against the scoring key.
2. Annotate each scoring key using the following marks:
  - a. Place a check mark beside each item that the student has answered correctly.
  - b. Place an X beside each incorrect answer.
3. Transfer results from the scoring key to the “Diagnostic Language Skills Tasks: Student Report” (DS1) as follows:
  - a. Write the student’s name at the top of the report. If this is not the first language skills task of the year, you might skip this step and use your previous student report.

- b. Find the column labeled *Items for Task 3*. Insert the date the assessment was conducted.
  - c. Circle the corresponding number for each assessment item the student has marked correctly.
  - d. Tally the number of items correct and insert that number in the last row of the Items for Task 3 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in “Diagnostic Language Skills Task 3.”
4. After all three language skills tasks have been completed, tally the number of items correct across each row, and insert the total in the Total Items Correct column. This will show you how the student performed across all three language skills tasks.

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### Teacher Note

The diagnostic language skills task results can also be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher's Set* or through the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

## ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one in two items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record her name in the Task 3 column of the “Diagnostic Language Skills Tasks: Class Grouping Report” (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the “Class Grouping Report” to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students’ assessment folders.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_ 1 Commas in addresses

**Task 3**

A student wrote a letter to a friend. Draw a line under the correct answers to finish the sentences.

(1) 75 Teaberry, Lane

(2) Cleveland Ohio 44130

(3) June 20, 2019

(4) Dear Milo,

(5) Mom says your family is coming here for the Fourth of

July. (6) When I heard that, I \_\_\_\_\_ a cartwheel! (7) We'll

go to the parade in the morning, \_\_\_\_\_ we'll have a picnic

afterward. (8) I am already dreaming of \_\_\_\_\_ apple pie.

(9) After the picnic we'll swim in the pool. (10) Last year I

\_\_\_\_\_ in the water with my clothes on! (11) This year we'll

put on our suits and wear fins on our \_\_\_\_\_. (12) The

fireworks will start \_\_\_\_\_ it gets dark. (13) They will probably

be even \_\_\_\_\_ than last year. (14) We can watch them from

the \_\_\_\_\_.

1. Which is the correct way to write line 1?

a. 75 Teaberry Lane

b. 75, Teaberry Lane

c. Correct as is

*(continues)*

2. Which is the correct way to write line 2?
- a. Cleveland Ohio, 44130
  - b. Cleveland, Ohio 44130
  - c. Correct as is
3. Which word correctly completes sentence 6?
- a. do
  - b. doed
  - c. did
4. Which word correctly completes sentence 7?
- a. but
  - b. or
  - c. and
5. Which one correctly completes sentence 8?
- a. Aunt Ritas
  - b. Aunt Rita's
  - c. Aunt Ritas'
6. Which word correctly completes sentence 10?
- a. fall
  - b. falled
  - c. fell
7. Which word correctly completes sentence 11?
- a. foot
  - b. foots
  - c. feet
8. Which word correctly completes sentence 12?
- a. when
  - b. until
  - c. so

- \_\_\_ 2 Commas in addresses
- \_\_\_ 3 Regular and irregular verbs
- \_\_\_ 4 Coordinating and subordinating conjunctions
- \_\_\_ 5 Possessives
- \_\_\_ 6 Regular and irregular verbs
- \_\_\_ 7 Regular and irregular plural nouns
- \_\_\_ 8 Coordinating and subordinating conjunctions

A black arrow pointing to the right with the words "GO ON" written in white capital letters inside the arrow's body.

9. Which word correctly completes sentence 13?

- a. big
- b. bigger
- c. biggest

10. Which word correctly completes sentence 14?

- a. benchs
- b. benchis
- c. benches

\_\_\_ 9 Comparative and superlative adjectives and adverbs

\_\_\_ 10 Regular and irregular plural nouns

Here is the rest of the letter. Correct all the errors you find.

(15) I have other great news! (16) I will be marching with the school band in the parade. (17) I have been learning to play “the Stars And Stripes Forever.” (18) I use my older \_\_\_\_\_ trumpet. (19) Next month I \_\_\_\_\_ on my very own trumpet. (20) Luckily, I don’t have to play “the Star-Spangled Banner.” (21) It’s the \_\_\_\_\_ song ever written! (22) Last week I tried to play it. (23) My brother yelled, “Vicky, stop that awful noise!” (24) Then Mom \_\_\_\_\_, “Leave your sister alone. (25) \_\_\_\_\_ needs to practice.” (26) “There aren’t enough years in a lifetime for her to learn that song” my brother shouted back. (27) Even I had to laugh. (28) I \_\_\_\_\_ to play a different song for you next week!

Your cousin,

Vicky

11. Which is the correct way to write the title in sentence 17?  
 a. “The Stars and Stripes Forever”  
 b. “The Stars and stripes forever”  
 c. Correct as is
12. Which word goes in the blank in sentence 18?  
 a. brother  
 b. brothers’  
 c. brother’s
13. Which one correctly completes sentence 19?  
 a. play  
 b. played  
 c. will play
14. Which is the correct way to write the title in sentence 20?  
 a. “the star-spangled banner”  
 b. “The Star-Spangled Banner”  
 c. Correct as is
15. Which one correctly completes sentence 21?  
 a. difficulter  
 b. difficultest  
 c. most difficult
16. Which is the correct way to write sentence 23?  
 a. My brother yelled, Vicky, stop that awful noise.  
 b. My brother yelled “Vicky, stop that awful noise.”  
 c. Correct as is
17. Which one correctly completes sentence 24?  
 a. hollers  
 b. hollered  
 c. will holler

- \_\_\_ 11 Capitalize appropriate words in titles
- \_\_\_ 12 Possessives
- \_\_\_ 13 Simple verb tenses (past, present, future)
- \_\_\_ 14 Capitalize appropriate words in titles
- \_\_\_ 15 Comparative and superlative adjectives and adverbs
- \_\_\_ 16 Commas and quotation marks in dialogue
- \_\_\_ 17 Simple verb tenses (past, present, future)



18. Which word correctly completes sentence 25?
- a. It
  - b. He
  - c. She
19. Which is the correct way to write sentence 26?
- a. “There aren’t enough years in a lifetime for her to learn that song,” my brother shouted back.
  - b. “There aren’t enough years in a lifetime for her to learn that song, my brother shouted back.”
  - c. Correct as is
20. Which word correctly completes sentence 28?
- a. promise
  - b. promises
  - c. promising

- \_\_\_ 18 Subject-verb and pronoun-antecedent agreement
- \_\_\_ 19 Commas and quotation marks in dialogue
- \_\_\_ 20 Subject-verb and pronoun-antecedent agreement



Student's Name: \_\_\_\_\_

Standards for Language	Items for Task 1 Date: _____	Items for Task 2 Date: _____	Items for Task 3 Date: _____	Total Items Correct	Skill Practice Teaching Guide Lesson(s)
<b>Grammar and Usage Standards</b>					
Form and use <b>regular and irregular plural nouns</b> .	2 18	1 11	7 10	___/6	Lesson 6
Form and use <b>regular and irregular verbs</b> .	12 19	6 12	3 6	___/6	Lesson 16
Form and use the <b>simple</b> (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) <b>verb tenses</b> .	3 8	3 17	13 17	___/6	Lesson 15
Ensure <b>subject-verb and pronoun-antecedent agreement</b> .	11 16	14 16	18 20	___/6	Lessons 11 and 17
Form and use <b>comparative and superlative adjectives and adverbs</b> , and choose between them depending on what is to be modified.	15 20	8 9	9 15	___/6	Lessons 20 and 22
Use <b>coordinating and subordinating conjunctions</b> .	1 13	2 19	4 8	___/6	Lessons 3 and 4
<b>Conventions Standards</b>					
<b>Capitalize</b> appropriate words in <b>titles</b> .	7 14	15 18	11 14	___/6	Lesson 26
Use <b>commas in addresses</b> .	10 17	10 20	1 2	___/6	Lesson 28
Use <b>commas and quotation marks in dialogue</b> .	4 5	5 7	16 19	___/6	Lesson 29
Form and use <b>possessives</b> .	6 9	4 13	5 12	___/6	Lesson 8
<b>Total Number Correct:</b>	___/20	___/20	___/20		

Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	Task 3 Date: _____	
<b>Grammar and Usage Standards</b>				
Form and use <b>regular and irregular plural nouns</b> .				Lesson 6
Form and use <b>regular and irregular verbs</b> .				Lesson 16
Form and use the <b>simple</b> (e.g., <i>I walked; I walk; I will walk</i> ) <b>verb tenses</b> .				Lesson 15
Ensure <b>subject-verb and pronoun-antecedent agreement</b> .				Lessons 11 and 17
Form and use <b>comparative and superlative adjectives and adverbs</b> , and choose between them depending on what is to be modified.				Lessons 20 and 22
Use <b>coordinating and subordinating conjunctions</b> .				Lessons 3 and 4

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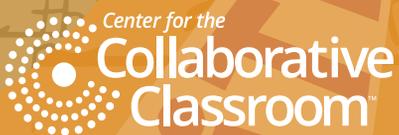
Standards for Language	Student Names			Skill Practice Teaching Guide Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	Task 3 Date: _____	
<b>Conventions Standards</b>				
Capitalize appropriate words in titles.				Lesson 26
Use commas in addresses.				Lesson 28
Use commas and quotation marks in dialogue.				Lesson 29
Form and use possessives.				Lesson 8

Notes:

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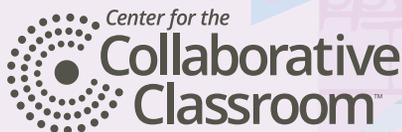
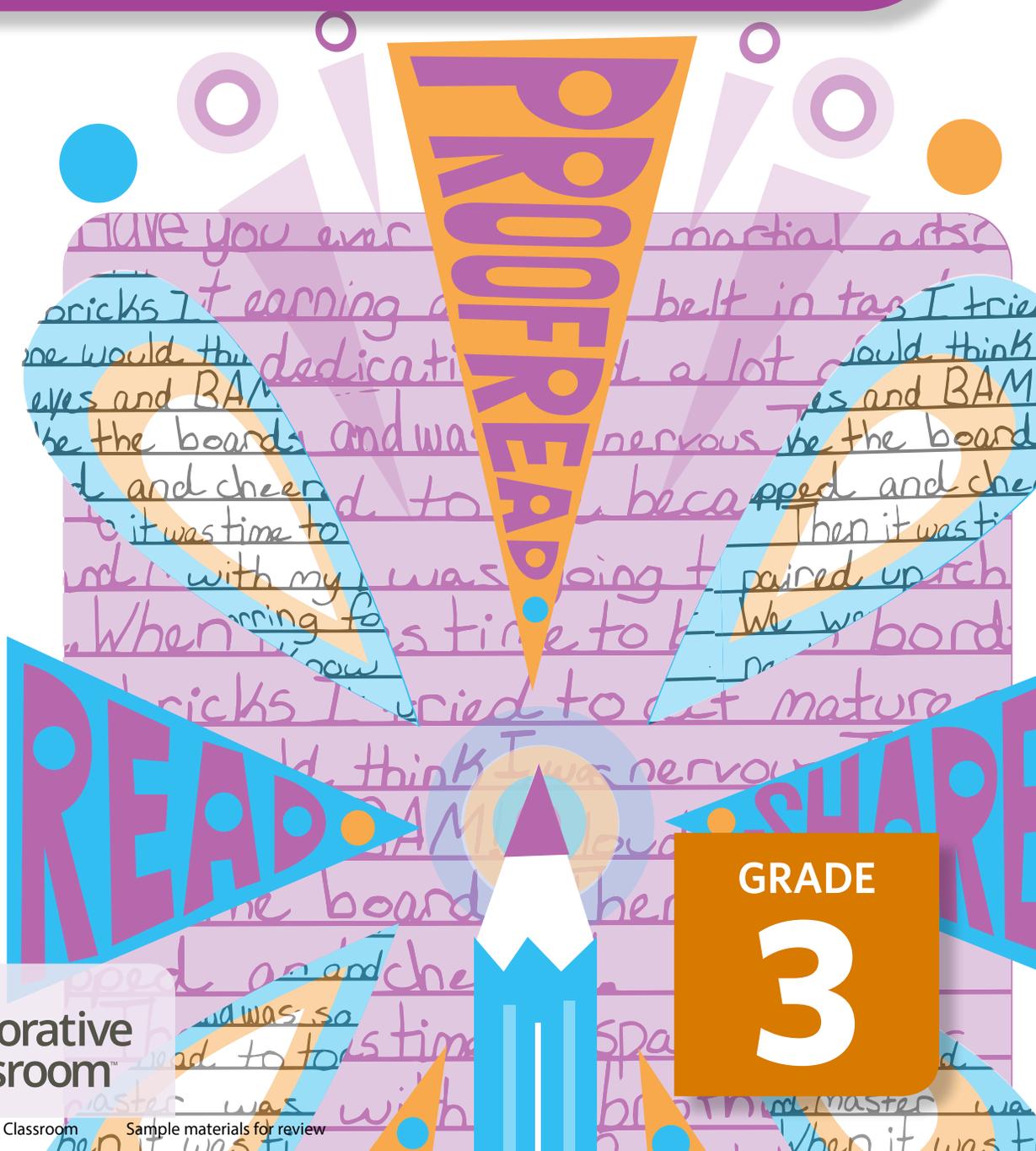
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# Writing Performance Task Preparation Guide

CCC Collaborative Literacy

# Being a Writer™

SECOND EDITION



GRADE  
**3**

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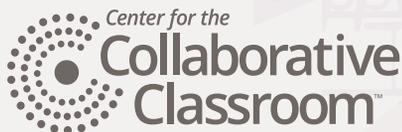
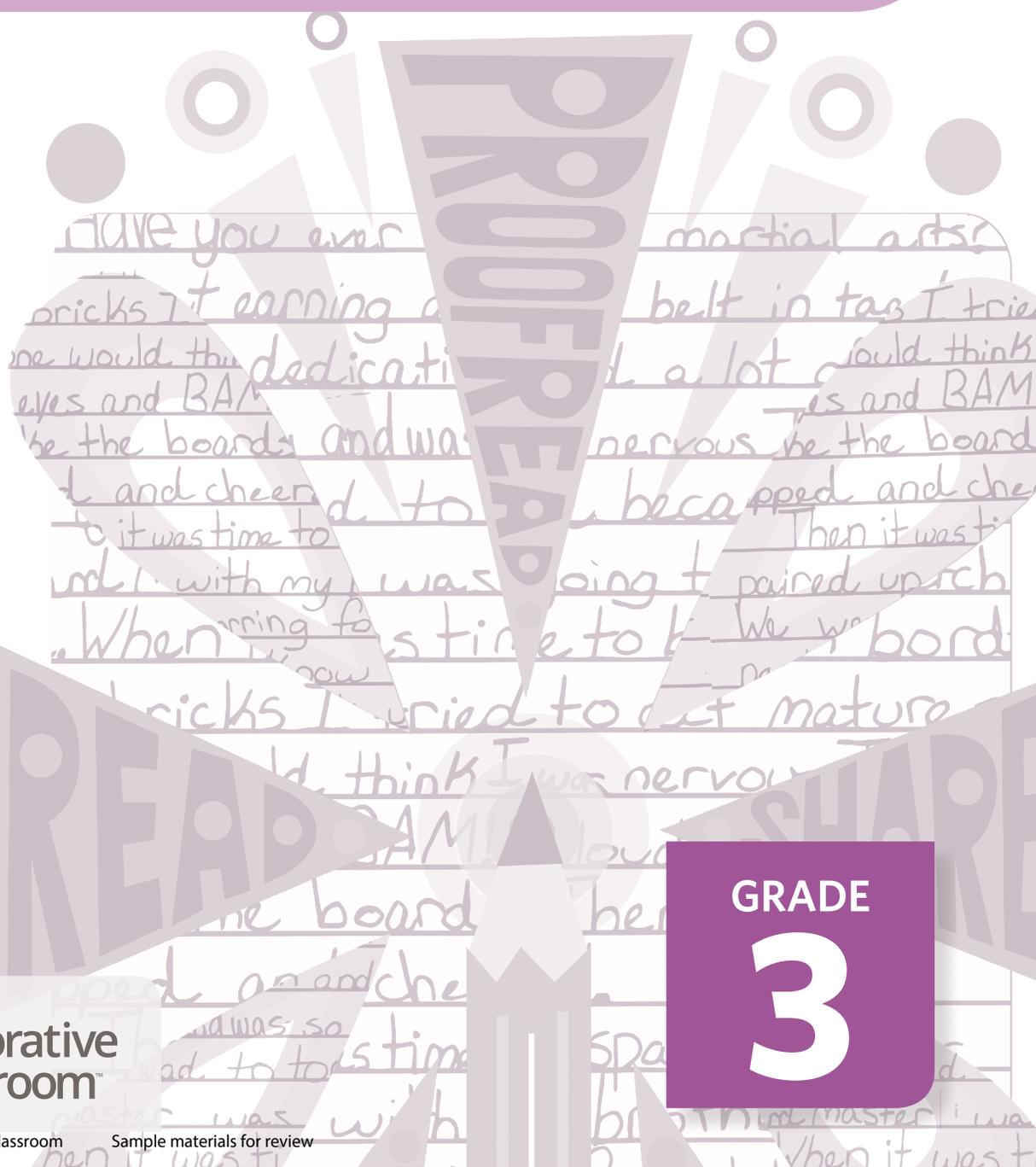
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# Writing Performance Task Preparation Guide

CCC Collaborative Literacy

# Being a Writer™

SECOND EDITION



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# Introduction

With the advent of standards-based performance assessments, students are required to analyze and gather information from multiple sources and then produce writing in a specified genre. In standards-based end-of-year summative writing assessments, students are assessed on how well their writing exhibits the qualities of effective writing, as well as how successfully they evaluate, interpret, and integrate information from the sources. These performance-based writing assessments provide teachers, administrators, parents, and the students themselves with evidence of how well students have acquired the skills needed for research and writing.

The goal of the *Writing Performance Task Preparation Guide* is to provide students with strategies they can use to do their best writing in three genres: narrative, informative/explanatory, and opinion. The instruction helps you guide the students through the entire performance task, step by step. The students learn that each task has several parts, and they find out what is expected of them in each part. The guided practice also shows them how to apply what they already know about good writing. This practice and support helps the students gain the confidence they need to perform well when they take a standards-based writing assessment.

The units in this guide use the same pedagogy and five-day lesson structure as other units in the *Being a Writer* program. Support materials—including student handouts, interactive whiteboard activities, assessment record sheets, and instructional media—can be accessed via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information about the CCC Learning Hub, see “Using the Technology Features” on page xliv of the *Teacher’s Manual*.

# Teaching the Units

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## How the Units Are Organized

The *Writing Performance Task Preparation Guide* includes three units: Narrative Writing, Informative/Explanatory Writing, and Opinion Writing. Each unit includes a Guided Practice Performance Task and one week of lessons. During the one week of lessons, the students complete the Guided Practice Performance Task as a class with support from you.

### **GUIDED PRACTICE PERFORMANCE TASK**

The Guided Practice Performance Tasks in this guide are designed to elicit the same types of thinking that will be required of students when completing standards-based writing performance tasks. These tasks require each student to gather and evaluate information about a given topic from multiple sources, use the information to answer research questions, and then produce an extended piece of writing.

Each performance includes teacher directions, student directions, source materials, graphic organizers, research questions, and scoring rubrics for the research questions. The tasks are not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

### **LESSONS**

Each one-week unit consists of five days of lessons. During the lessons, the students work as a class, in pairs, and independently to complete each portion of a performance task. As the students progress through the lessons, they are introduced to and then practice using strategies such as asking themselves questions about a source while reading, rereading a source, and rereading and analyzing their writing. These strategies help the students:

- Check for comprehension while reading or viewing a variety of sources (a video, articles, and a travel guide)
- Take notes from the sources and use graphic organizers to sort and record information
- Analyze directions to determine what they are being asked to do
- Evaluate, interpret, and integrate information from multiple sources to answer research questions
- Write cohesive pieces using the characteristics of good writing for the genre
- Evaluate their writing for characteristics of good writing and for elements of the genre

**Day 1** The students discuss the purpose of a performance-based writing assessment and the importance of doing their best on the assessment. They think about what they have learned about the characteristics of good writing and the elements of the genre. Then the students are introduced to the topic they will write about. They are provided with one or more sources about the topic and learn to stop occasionally when reviewing the source(s) to ask themselves questions about what they are learning. In pairs, they take notes on the source(s) and they each use a graphic organizer to sort and record information from the source(s).

**Day 2** The students are introduced to one or more additional sources, and they use the strategies from Day 1 to analyze what they have learned from the source(s). They again work in pairs to take notes, and they each use a graphic organizer to record and organize information from the source(s).

**Day 3** The students learn how to analyze three research questions to determine exactly what each question is asking them to do. They work in pairs to generate answers to the questions and then write their own answers to each question using information from the sources and their notes. With guidance from you, the students review their answers to make sure that they have crafted quality responses to each question.

**Day 4** The students focus on using information from the sources, with the aid of their notes and their answers to the research questions, to each write a cohesive piece in response to a provided writing assignment. First, the students analyze the writing assignment to determine what it is asking them to do. Then you model writing the first few paragraphs of your own piece using information from all of the sources. (You can write your own piece or use the model provided in the lesson.) The students talk with their partners about what they might write and then write their own pieces.

**Day 5** On the final day, you share your completed piece with the students. (You can use your own piece or the model provided in the lesson.) As you share, you point out how you incorporated what you know about good writing and how you met the requirements of the writing assignment. The students then analyze their own writing for the qualities of a well-written piece during a guided rereading, facilitated by you.

---

## Planning and Teaching the Lessons

The units in this guide can be taught in any order; however, we recommend teaching each unit after you complete the corresponding genre unit in the *Teacher's Manual*. (For a suggestion on how to include the units in this guide in your instruction for the year, see the Sample Calendar on page xxxiii of the *Teacher's Manual*.)

To prepare to teach the lessons, begin by reading the unit's introductory pages. The unit's opening page introduces you to the topic of the Guided Practice Performance Task and acquaints you with the goals of the unit, while the Overview table provides a general outline of the unit. The Resources list specifies the physical materials and the supplemental activities

for the entire unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

Next, read the writing and social development focuses in the Week Overview. The Do Ahead section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the unit’s writing and social development focuses from lesson to lesson. Also note the lessons that may require an extended class period.

## **USING A GUIDED PRACTICE PERFORMANCE TASK AS A PRACTICE TEST**

Since the students complete each Guided Practice Performance Task with extensive support from you and in collaboration with their partners, the students’ writing is not scored. However, if you feel that your students are ready to complete a performance task independently after completing two of the units, the final Guided Practice Performance Task in this guide can be administered as a practice test. Simply administer the final performance task without the instructional support.

**Scoring the Students’ Writing** If you choose to administer one of the Guided Practice Performance Tasks as a practice test, the research questions in Part 1 can be scored using the rubrics included at the end of the performance task. (For an example, see “Scoring Rubrics for Research Questions” on page 87.)

We recommend that you score the students’ writing using your state test’s writing rubric, which will identify the elements of writing emphasized in your state. The qualities of good writing emphasized in this guide are those taught and practiced throughout the *Being a Writer* program: writing a strong opening and closing; using transition words, sensory details, and interesting words; including elements of the genre; following writing rules for punctuation, spelling, grammar, and capitalization; and clear organization. If your state test’s writing rubric emphasizes other elements, you might incorporate instruction of those elements in the lessons by modeling their use during the teacher modeling in Day 4 of each unit.

# Units

READ.

SHARE

WRITE.

PLAN



# Unit

# Narrative Writing

During this one-week unit, the students prepare for the narrative writing portion of a standards-based end-of-year writing performance task. They discuss what they have learned about narrative (fiction) writing and complete a practice performance task as a class, guided by the teacher. The task requires the students to each write a story about going on an imaginary safari during the yearly animal migration in Africa. To learn about this yearly event, the students read an article, watch a short video, and read a travel guide. They take notes about what they learn and use information from the sources and their notes to answer research questions and write their stories. Socially, the students listen respectfully to the thinking of others and share their own, make decisions with their partners, and explain their thinking.



## RESOURCES

### Source Materials

- “The Great Wildebeest Migration” article
- “Wildebeest Migration” video
- “East African Safari” travel guide

### Extensions

- “Complete a Diagnostic Language Skills Task”
- “Complete a Writing Practice Performance Task Independently”

### Guided Practice Performance Task: Narrative Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–7

### Assessments

- “Class Assessment Record” sheets



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

### Whiteboard Activities

- WA1–WA6

### Instructional Media

- “Wildebeest Migration” video (IV1)

### Reproducibles

- “The Great Wildebeest Migration” article (BLM1)
- “Article Notes” sheet (BLM2)
- “Student Directions for Part 1” (BLM3)
- “East African Safari” travel guide (BLM4)
- “Travel Guide Notes” graphic organizer (BLM5)
- “Research Questions” sheet (BLM6)
- “Student Directions for Part 2” (BLM7)

### Assessment Forms

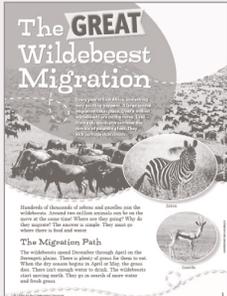
- “Class Assessment Record” sheets (CA1–CA3)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week	<p><b>Reading an Article, Taking Notes, and Watching a Video:</b> “The Great Wildebeest Migration” article, “Wildebeest Migration” video</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Thinking about what they learned about good narrative (fiction) writing</li> <li>Taking notes from an article</li> <li>Using graphic organizers to sort information</li> </ul>	<p><b>Reading a Travel Guide and Taking Notes:</b> “East African Safari” travel guide</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Taking notes from a travel guide</li> <li>Using graphic organizers to sort information</li> </ul>	<p><b>Writing Responses to Research Questions</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write responses to research questions</li> <li>Reflecting on and revising responses to research questions</li> </ul>	<p><b>Writing a Story</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write stories</li> </ul>	<p><b>Revising and Proofreading a Story</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Revising stories</li> <li>Proofreading stories</li> </ul>

# Week

# OVERVIEW



## “The Great Wildebeest Migration” article (BLM1)

This article describes the yearly migration of wildebeests and other animals in East Africa.



## “East African Safari” travel guide (BLM4)

The experiences and sights of going on an East African safari are described in this travel guide.



## “Wildebeest Migration” video (IV1)

This short video shows various animals during the yearly animal migration in East Africa.

### Writing Focus

- Students reflect on what they have learned about narrative (fiction) writing.
- Students read an article and watch a video about the topic, and take notes.
- Students read a travel guide about the topic and take notes.
- Students answer research questions about the topic, and plan and write stories.
- Students revise and proofread their writing.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions together.
- Students explain their thinking.

## DO AHEAD

- ✓ Prior to Day 1, read “Guided Practice Performance Task: Narrative Writing” on pages 32–36. This unit’s lessons are based on this guided practice performance task. During the unit, the students complete this

(continues)

## 1 DO AHEAD *(continued)*

performance task with instructional support and guidance from the teacher. For more information about how the performance task is used in the lesson, see “About the Guided Practice Performance Task” on page 6.

- ✓ Prior to Day 1, read the article “The Great Wildebeest Migration” (BLM1) to familiarize yourself with the content.
- ✓ Prior to Day 1, watch the “Wildebeest Migration” video (IV1). Familiarize yourself with the content of the video.
- ✓ Prior to Day 1, prepare a sheet of chart paper so that it resembles the “Article Notes” sheet (BLM2) the students will use.
- ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the student handouts (see “Reproducibles” on page 2). Make a class set of copies of the handouts listed, except for “Student Directions for Part 1” (BLM3). You might want to have extra copies of the note-taking sheet and graphic organizer available for the students.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the “East African Safari” travel guide (BLM4) to familiarize yourself with the content.
- ✓ Prior to Day 2, prepare a sheet of chart paper so that it resembles the “Travel Guide Notes” graphic organizer (BLM5) the students will use.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 50.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the “Research Questions” sheet (BLM6) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 51.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 52.



## TEACHER AS WRITER

*“A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.”*

— Nelson Mandela

As your students approach the day of the end-of-year writing performance task, take a step back and view the larger picture. Naturally you want your students to do well on the test. Beyond the demands of this particular test, what are your hopes for your students as writers? How do you hope that having a “literate pen” combined with a good head and a good heart will serve each of them? Write in your journal about your aspirations for your students. Consider sharing your writing with your students.

# Day 1

## Reading an Article, Taking Notes, and Watching a Video

### Materials

- Copy of the article “The Great Wildebeest Migration” (BLM1) for each student
- “Wildebeest Migration” video (IV1)
- Chart paper and a marker
- “The Great Wildebeest Migration” chart (WA1)
- “Article Notes” chart, prepared ahead
- Copy of the “Article Notes” sheet (BLM2) for each student
- A writing folder for each student

### Teacher Note

We recommend that you teach this unit after the class completes the Fiction genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 5 and then finish the lesson later in the day or the next day.

### Teacher Note

The partners you assign today will stay together for the entire unit.

### In this lesson, the students:

- Work with new partners
- Reflect on what they know about good narrative (fiction) writing
- Read and discuss an article
- Take notes on the article as a class and in pairs
- Watch and discuss a short video
- Explain their thinking

### ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete a narrative writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for standards-based end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students’ writing is neither timed nor scored. This unit’s performance task is not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

The topic of the performance task is taking an imaginary safari in East Africa during the yearly animal migration. The task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine two sources), Part 1 (students examine an additional source and answer research questions about the topic), and Part 2 (students write their own stories). For more information about each section, see “Task Overview” on page 33. For the complete performance task on which this unit’s instruction is based, see “Guided Practice Performance Task: Narrative Writing” on pages 32–36.

## GETTING READY TO WRITE

### 1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other’s names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a “job that needs to be done.”) Explain that the purpose for the performance task is to show how well they are developing and growing as readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing fiction writing. Explain that fiction writing is sometimes called narrative writing and that a narrative is a story. Tell the students that narrative, or story, writing is one type of writing they will do on the end-of-year performance task. Explain that during the next several days they will learn strategies for doing well on the narrative writing portion of the performance task.

## 2 Discuss What the Class Has Learned About Narrative Writing

Point out that the students have learned a lot about how to write good narrative, or fiction, pieces. Explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

- Q *What have you learned about good narrative, or fiction, writing?*
- Q *What did you do to make your narrative piece interesting and easy to read?*

### Students might say:

“It gets the reader hooked right from the beginning of the story.”

“I agree with [Sal]. I also think it has interesting characters and events.”

“Sometimes it includes dialogue.”

“It describes where the story is happening.”

“In addition to what [Sal and Daisy] said, it stays focused and makes sense.”

As the students respond, record their ideas on a sheet of chart paper titled “What We Have Learned About Narrative Writing.” If the students do not mention the following qualities of good narrative writing, briefly review them and add them to the chart.

### Teacher Note

You might explain to the students that narrative writing can be about true events from their own lives, which we call *personal narrative*, or about fictional (made-up) events. For the next several days, they will be focusing on fictional narratives.

### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because...”
- “I disagree with \_\_\_\_\_ because...”
- “In addition to what \_\_\_\_\_ said, I think...”

### What We Have Learned About Narrative Writing

- Begins with an opening that makes the reader want to keep reading
- Includes interesting characters and events
- Describes the setting of the story
- Has a chronological sequence of events
- Sometimes includes dialogue
- Stays focused and makes sense
- Uses sensory details
- Has a point of view
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good narrative writing in mind as they prepare for the narrative writing performance task.

### 3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task, and they will read an article and watch a short video about the topic. In the coming days, they will learn more about the topic by reading a travel guide. Then, as a class, they will use what they learned to answer research questions and write stories about the topic.

Tell the students that they are going to learn about an animal migration that takes place in Africa every year. Write the word *migration* where everyone can see it. Explain that a *migration* is “when animals move from one place to another, usually as the seasons change.” Tell the students that during this animal migration huge numbers of animals, such as wildebeests and zebras, travel long distances to find food and water. Write the word *safari* where everyone can see it. Explain that a *safari* is a “trip to watch animals where they live in the wild” and that many people like to go on safaris to Africa to see this yearly animal migration.

### 4 Introduce the Article and Read It with Stops

Tell the students that they will read an article about the yearly animal migration in East Africa. Explain that the article describes what happens during the migration and includes pictures of the animals that migrate and a map of where they go. Display the chart “The Great Wildebeest Migration” (WA1) and distribute a copy of the article (BLM1) to each student. Tell the students that for this task you will read the article

aloud, but when they do performance tasks on their own they will read any source materials independently.

Ask the students to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning. Read the title and the first two paragraphs aloud, slowly and clearly. Stop after:

“They must go where there is food and water.”

Ask and briefly discuss:



**Q** *What did you learn about the yearly animal migration in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading the article aloud. Following the same procedure, have the students discuss what they learned at the following stops:

“For wherever rain falls, new grass grows.”

“There, they wait for next year’s migration.”

After reading the article, point to the the maps at the end of the article. Tell the students that these maps show where the continent of Africa is in the world and where in East Africa the yearly migration takes place. Then point to the main map and tell the students that this map shows the migration path of the animals, or where the animals move to, during different months of the year. Ask and briefly discuss:

**Q** *What questions do you have about the map?*

## WRITING TIME

### 5 Reread the Article and Take Notes as a Class and in Pairs

Post the “Article Notes” chart that you prepared ahead and distribute a copy of the “Article Notes” sheet (BLM2) to each student.

Tell the students that you will read the article again and that, as a class, they will use this note-taking sheet to take notes on what they are learning about the animal migration in Africa. Point to and read the heading aloud. Tell the students that they will list descriptions and details about the animal migration below this heading. Explain that as you read the article again you will stop, as you did before, and that at each stop the students will discuss what they have learned and what notes they will write on their note-taking sheets. Tell the students that this information will be useful when they plan and write their stories about going on an East African safari during the yearly migration.

Read the article and stop (as you did before) after:

“They must go where there is food and water.”

Discuss as a class:

**Q** *What did you learn about the animal migration in the part of the article you just heard?*

### Teacher Note

You might explain that a *source* is “something that information comes from, such as a book, video, website, or article.”

## Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer's own words rather than copied exactly from the source.

### Students might say:

"I learned that more than a million wildebeests migrate together and that their feet make a lot of noise and dust clouds."

"Other animals, like zebras and gazelles, migrate with the wildebeests."

"They migrate because they are looking for food and water."

As the students respond, model writing their responses as notes on the chart, and have the students copy the notes onto their own note-taking sheets.

Using the same procedure, read the next section of the article. Have the students discuss what they learned as a class, and model taking notes.

Stop after:

"For wherever rain falls, new grass grows."



At the last stop, have the students discuss what they learned in pairs (rather than as a class) and record their notes on their note-taking sheets. Stop after:

"There, they wait for next year's migration."

Have a few volunteers share what they discussed and what notes they recorded on their note-taking sheets. As they share, add their ideas to the chart.

### Article Notes

#### Descriptions and Details of the Wildebeest Migration

- over one million wildebeests migrate
- animals' pounding feet make dust clouds and rumbling noise
- zebras and gazelles migrate, too
- looking for food and water
- animals migrate every year
- happens in East Africa
- spend December–April on the Serengeti plains
- in April–May, the grasses die, so animals move north to find rain and new grass
- cross the Mara River in July through August
- follow the weather to find fresh grass
- begin returning to the Serengeti plains in October or November
- the animals travel in a loop

## 6 Watch and Discuss a Video

Tell the students that now they will watch a short video that shows the animal migration on the Serengeti plains. Tell the students that you will play the video two times; then they will discuss what they learned with the class. Play the “Wildebeest Migration” video (🎥 IV1) twice. Ask and briefly discuss:

- Q *What more did you learn about the animal migration from watching the video?*
- Q *What did you notice about the [animals/landscape] while watching the video?*

### Students might say:

“I learned that other animals migrate too.”

“I noticed most of the animals moved in the same direction.”

“The plains are really big and flat.”

“It was amazing to see how many animals there were, especially the wildebeests!”

Use “Think, Pair, Share” to discuss:



- Q *What details did you see in the video that you might add to your notes? [pause] Turn to your partner.*

Have a few volunteers share their thinking, and then give the students a few moments to add any information to their notes. Tell the students that tomorrow they will learn what it is like to go on a safari during the animal migration by reading a travel guide for an East African safari.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

## SHARING AND REFLECTING

### 7 Reflect

Ask and briefly discuss:

- Q *What did you and your partner do to work well together today?*

### Teacher Note

Save the “What We Have Learned About Narrative Writing” chart and the “Article Notes” chart to use throughout the unit.

# Day 2

## Reading a Travel Guide and Taking Notes

### Materials

- Copy of the “East African Safari” travel guide (BLM4) for each student
- “Article Notes” chart from Day 1
- “Student Directions for Part 1” chart (WA2); also available as (BLM3)
- “East African Safari” chart (WA3)
- “Travel Guide Notes” chart, prepared ahead
- Copy of the “Travel Guide Notes” graphic organizer (BLM5) for each student
- A marker
- “Class Assessment Record” sheet (CA1)

### Teacher Note

The purpose for showing the “Student Directions for Part 1” chart (WA2) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of “following” the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

### In this lesson, the students:

- Review what they have learned about the yearly animal migration in East Africa
- Read and discuss a safari travel guide
- Take notes on the travel guide in pairs
- Make decisions together
- Work in a responsible way

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Review that the students are working together to complete a narrative writing task about going on an East African safari to prepare for the end-of-year performance task. Review that yesterday they discussed what they have learned about good narrative writing. They also read an article and watched a video about animal migration in East Africa. They read and discussed the article as a class and took notes about what they learned.

Direct the students’ attention to the “Article Notes” chart from Day 1. Briefly review the notes by asking:

**Q** *What did you learn about the wildebeest migration in Africa from the article we read yesterday?*

Tell the students that today they will learn about what it is like to go on a safari during the migration by reading a travel guide.

### 2 Introduce Student Directions for Part 1

Display the “Student Directions for Part 1” chart (WA2). Explain that these are directions for the first part of the performance task, in which the students read a travel guide about a safari in East Africa and write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will read the travel guide aloud, rather than have the students read it on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

### 3 Introduce the Travel Guide and Read It Aloud with Stops

Tell the students that today’s source is a travel guide titled “East African Safari.” Explain that the travel guide includes photos of animals that can be seen on the safari and a description of the safari’s camp and activities. Display the “East African Safari” chart (📄 WA3) and distribute a copy of the travel guide (BLM4) to each student. Ask them to follow along as you read the travel guide aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title and the first section of the travel guide aloud, slowly and clearly. Stop after:

“You won’t want to miss it!”

Ask:



**Q** *What did you learn about an East African safari in the part of the travel guide you just heard? Turn to your partner.*

Without sharing as a class, continue reading the travel guide. Following the same procedure, have the students discuss what they learned at the following stops:

“They can teach you what it is like to live in East Africa.”

“In the morning you will all leave with exciting stories to tell friends back home.”

## WRITING TIME

### 4 Reread the Travel Guide and Take Notes as a Class and in Pairs

Post the “Travel Guide Notes” chart that you prepared ahead and distribute a copy of the “Travel Guide Notes” graphic organizer (BLM5) to each student. Explain that the students will use this note-taking chart, called a *graphic organizer*, to take notes about what they are learning about safaris. Point out that the graphic organizer has two columns and a section at the bottom for other notes. Point to and read each column heading aloud. Explain that you will read the travel guide again with stops. At each stop, partners will discuss what more they learned and then write notes in the appropriate places on their own graphic organizers. Remind the students that they will use the information they collect to help them answer research questions and write stories about going on an East African safari during the yearly animal migration.

Read the travel guide and stop (as you did before) after:

“You won’t want to miss it!”

Discuss as a class:

- Q *What more did you learn about an East African safari in the part of the travel guide you just heard?*
- Q *Where might you put a note saying [the safari is on the Serengeti plains] on the graphic organizer? Why?*

**Students might say:**

"I learned that the safari is on the Serengeti plains. We should put that in the 'Other Notes' section because it tells about where the safari is and not what you would see, hear, or do on a safari."

"I learned that you could see elephants, rhinos, and giraffes. That would go in the left-hand column because those are animals you could see."

"If you go between December and April, you can see the wildebeests migrating. That should go in the left-hand column because it's something you might see."

As the students respond, model writing their responses as notes in the appropriate places on the chart, and have the students copy the notes onto their own graphic organizers. Using the same procedure, read the next section of the travel guide. Have the students discuss what they learned as a class, and model taking notes. Stop after:

"They can teach you what it is like to live in East Africa."

Read the last section of the travel guide and stop after:

"In the morning you will all leave with exciting stories to tell friends back home."

Ask the following questions one at a time, without discussing them as a class:

- Q *What more did you learn about an East African safari in the part of the travel guide you just heard?*
- Q *Where will you write a note about what you learned on the graphic organizer, and why will you write the note there?*



Say "Turn to your partner," and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they recording notes in the appropriate places on their graphic organizers?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for the class's attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the travel guide to collect the information they need.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 50.

After a few minutes, ask volunteers to share their thinking about what they learned and what notes they recorded on their graphic organizers. Then add their ideas to the chart.

Travel Guide Notes	
What You Might See and Hear on an African Safari	What You Might Do on an African Safari
- elephants, rhinos, and giraffes	- stay in nice tents with beds near a river
- wildebeests migrating	- eat good food
- rivers	- go on drives to see the animals early in the morning and late in the afternoon
- plains with mountains in the distance	- travel in a car with open sides to see animals
- stars in the sky at night	- rest and swim when it's hot in the middle of the day
- sounds of animals at night	- look at stars and listen to animals at night
- roar of lions	- visit a school and talk to local children
- lions feeding in the late afternoon	- make friends
- leopards hunting at night	- have a safari party
- nearby school and schoolchildren	
Other Notes:	
- The camp is on the Serengeti plains.	
- Lions, leopards, and cheetahs don't migrate.	

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about the yearly animal migration and safaris in East Africa. Have them put their materials inside their folders.

## SHARING AND REFLECTING

### 5 Reflect

Ask and briefly discuss:

- Q *Why do you think it is a good idea to read a source more than once, like we did today?*
- Q *What did you do today to work in a responsible way?*

### Teacher Note

Save the “Travel Guide Notes” chart to use throughout the rest of the unit.

# Day 3

## Writing Responses to Research Questions

### Materials

- “Article Notes” and “Travel Guide Notes” charts from Day 2
- “Research Questions” chart, prepared ahead
- Copy of the “Research Questions” sheet (BLM6) for each student
- A marker
- “The Great Wildebeest Migration” chart (WA1) from Day 1
- “East African Safari” chart (WA3) from Day 2
- “Class Assessment Record” sheet (CA2)

### In this lesson, the students:

- Read and discuss research questions about the yearly animal migration and safaris in East Africa, as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Direct the students’ attention to the “Article Notes” chart from Day 1 and the “Travel Guide Notes” chart from Day 2, and review that the students read an article and a travel guide and took notes about what they learned. Explain that today they will use their notes and the sources to answer research questions about the yearly animal migration and safaris in East Africa.

## 2 Model Reading a Question and Writing a Response

Post the “Research Questions” chart that you prepared ahead. Distribute a copy of the “Research Questions” sheet (BLM6) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking for what happens during the yearly animal migration in East Africa. Point to the statement following the question and read it aloud. Explain that “use details from the sources” means that the students should use facts and other details from the sources and their notes to write their responses. Underline “What happens during the yearly animal migration in East Africa?” and “use details from the sources” on the chart.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the chart “The Great Wildebeest Migration” (WA1) and model reviewing the source and your notes for the information you need. Then display the “East African Safari” chart (WA3) and follow the same procedure.

### You might say:

“I know that the question is asking me to use details from the sources to explain what happens during the yearly animal migration. The article gives a lot of details about the migration, and in my article notes, I wrote that there are over a million wildebeests. I also wrote that they migrate to find food and water. I’ll write: *Each year, millions of wildebeests migrate from place to place to find food and water.* My notes also say that zebras and gazelles join the wildebeests. I’ll add: *Zebras and gazelles migrate, too.*”

### Research Questions

1. What happens during the yearly animal migration in East Africa?  
Use details from the sources in your answer.

*Each year, millions of wildebeests migrate from place to place to find food and water. Zebras and gazelles migrate, too.*

### Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources, including videos, as they respond to questions and write extended pieces.

### 3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own responses on their “Research Questions” sheet.

Point to Question 2 on the “Research Questions” chart and read it aloud twice. Ask and discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, explain that the question is asking for “two things you learned about staying in a safari camp” and for “details from the source.” Underline those key phrases on the chart.

Follow the same procedure to discuss Question 3. If necessary, explain that the question is asking for two things you might see if you were on a safari during the yearly animal migration and for details from the sources. Underline “describe at least two things you see” and “use details from the sources” on the chart. Point out that both the article and the travel guide contain information that the students can use to answer this question.

## WRITING TIME

### 4 Discuss Questions in Pairs and Write Answers



Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his “Research Questions” sheet. Remind the students to use details from their notes and from the article and travel guide in their responses. As the students work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses indicate that they understand what each question is asking?
- Are they able to incorporate details from their notes and the sources in their responses?

*(continues)*

## CLASS ASSESSMENT NOTE *(continued)*

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 51.

## 5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about some questions you will ask.

Have the students quietly reread their response to Question 2 and look up when they are finished. Ask the following questions one at a time, pausing after each one to give them a moment to review their writing and, if necessary, their sources and notes:

- Q *Does your response clearly describe at least two things you learned about staying in a safari camp? If not, what might you write instead?*
- Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to the travel guide and notes, if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

- Q *Does your response clearly describe at least two things you might see while on a safari during the yearly animal migration? If not, what might you add or take out to improve it?*
- Q *Do you think your response includes enough details from the sources? If not, what details might you add?*

## SHARING AND REFLECTING

### 6 Share Responses and Reflect

After several minutes, have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the “Research Questions” chart.

Following the same procedure, model writing a response to Question 3.

#### Research Questions

2. Describe at least two things you learned about staying in a safari camp from the travel guide. Use details from the source in your answer.

*You go to see the animals in the morning and the late afternoon. At night you sleep in a tent. You can hear animal sounds.*

3. Imagine you are on a safari during the yearly animal migration in East Africa. Describe at least two things you see. Use details from the sources in your answer.

*The migrating animals run together across the plains. There are so many that they make dust clouds. There are many other animals, such as lions and giraffes.*

Have the students reflect on their work by asking:

**Q** *Do you think your notes helped you write good responses to the questions? Why or why not?*

Tell the students that tomorrow they will use the sources, their notes, and their answers to the research questions to each write a story about going on a safari during the yearly animal migration. Have them put their materials inside their folders.

#### Teacher Note

Save the “Research Questions” chart to use on Day 4.

## In this lesson, the students:

- Plan and write stories about going on an imaginary safari during the yearly animal migration
- Include qualities of a well-written narrative in their writing
- Reflect on how they felt about writing their stories
- Listen respectfully to the thinking of others

## GETTING READY TO WRITE

### 1 Briefly Review

Have students bring their folders and pencils and sit at desks with partners together. Point to the “Research Questions” chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about the yearly animal migration and safaris. Explain that today they will work together on the second part of the task—writing a story about going on an imaginary safari during the migration.

### 2 Introduce and Discuss the Story-writing Task

Display the “Student Directions for Part 2” chart (WA4) and distribute a copy of the directions (BLM7) to each student. Explain that these are directions for the second part of the performance task, in which the students each write a story about going on a safari during the yearly animal migration. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their stories. Remind the students that when they do performance tasks on their own later, they will need to follow the directions exactly.

Ask the students to listen as you read each section of the directions aloud, using the following procedure:

1. Read the section “Your Task” aloud and review that the students may use the sources, their notes, and their answers to the research questions to help them write their stories. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.
2. Read the section “Your Writing Assignment” aloud and review that each student needs to write a story about going on a safari during the yearly animal migration. Remind them that they can

## Materials

- “Student Directions for Part 2” chart (WA4)
- Copy of “Student Directions for Part 2” (BLM7) for each student
- “What We Have Learned About Narrative Writing” chart from Day 2
- “Article Notes,” “Travel Guide Notes,” and “Research Questions” charts from Day 3
- “The Great Wildebeest Migration” chart (WA1) from Day 3
- “East African Safari” chart (WA3) from Day 3
- Lined writing chart (WA5) for modeling
- “Writing Time” chart (WA6)
- Supply of lined paper for writing stories
- “Class Assessment Record” sheet (CA3)

## Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

**TEKS 11.A.i**  
**Student/Teacher Narrative**  
**Step 2 and Step 3 (all, beginning on page 21 and continuing on to page 23)**

write their stories in any way they want, but that they need to include information about safaris in East Africa.

3. Read the section “Begin Work on Your Narrative” aloud. Point out the information that is relevant for this performance task (for example, “plan,” “write,” and “revise”) and underline it.
4. Read the list of qualities of a well-written narrative aloud. Point out that the list is similar to the list the class created on the “What We Have Learned About Narrative Writing” chart. Tell the students that they may refer to both lists as they write their stories.

Ask and briefly discuss:

**Q** *What questions do you have about the directions for writing the story?*

Tell the students that they will do the writing task together as a class and that this will help prepare the students to do a task like this on their own.

### **3** Model Planning and Starting the Story

Tell the students that you will model writing the first two paragraphs of the story. Remind them that the story needs to describe a safari during the yearly animal migration and that it needs to include information from the sources. Tell them that you will write an opening paragraph to introduce the setting and the focus of the story, and then you will write a paragraph describing the safari camp. Direct the students’ attention to the qualities of a well-written narrative in the directions (BLM7) and explain that as you write the story, you will include these qualities in your writing.

Display the lined writing chart (WA5) and model writing a paragraph that introduces the setting and the focus of the story. Then write a paragraph about the safari camp. Think aloud as you write, and remember to model reviewing your notes and the sources to find the information you need. Be sure to include qualities of a well-written narrative, such as a setting and story focus, and descriptions and sensory details.

#### **You might say:**

“My opening paragraph needs to introduce readers to the setting and the focus of the story and make them want to keep reading. My story is going to be about going on an imaginary safari with my family in Africa during the yearly animal migration. I’ll write: *During spring break, my family and I went to East Africa to go on a safari. I was so excited the night before we left that I hardly slept at all. I just knew it was going to be a wonderful trip.* This shows I understood the assignment because my story is about going on a safari in East Africa. I think the sentence ‘I just knew it was going to be a wonderful trip’ will get readers hooked and make them want to know more about what happened on the trip. I need to introduce readers to the focus of the story, which is going on a safari to see the migrating animals, so I’ll write: *I could not wait to see all the wild animals!*”

My next paragraph will describe the safari camp. I will use the information from my notes and the travel guide to describe the camp. I'll write: *When we finally arrived on the Serengeti plains, we drove to the camp where we were staying. As we got closer to the camp, I saw some white tents. They looked tiny against the huge plains. We could see the mountains in the distance and I could not believe how big the sky looked!* I think the description of the camp and sky will help readers picture the setting in their minds. Now I'll describe more about the camp. In my notes on the travel guide, I wrote that people eat good food. I'll write: *After a tasty dinner, we went to bed early. We had to get up before the sun the next morning for our first drive to see the animals."*

WA5

*During spring break, my family and I went to East Africa to go on a safari. I was so excited the night before we left that I hardly slept at all. I just knew it was going to be a wonderful trip. I could not wait to see all the wild animals!*

*When we finally arrived on the Serengeti plains, we drove to the camp where we were staying. As we got closer to the camp, I saw some white tents. They looked tiny against the huge plains. We could see the mountains in the distance and I could not believe how big the sky looked! After a tasty dinner, we went to bed early. We had to get up before the sun the next morning for our first drive to see the animals.*

After you have modeled writing the first two paragraphs of the story, stop and explain that during Writing Time today the students will write their own stories. Explain that the students will use their notes and sources to write an opening paragraph and several other paragraphs to describe their safari. Use “Think, Pair, Share” to discuss:



**Q** *What might you write about in your story today? [pause] Turn to your partner.*

After a few moments, signal for the students' attention and remind them that each student will write her own story. Explain that you will also finish your own story and share it with the class tomorrow.

### Teacher Note

You might remind the students that the setting of their stories needs to be an East African safari during the yearly animal migration, but that they may choose any characters and events to include in their stories.

## TEKS 11.A.i

Student/Teacher Activity  
Step 4 (all, beginning on  
page 24 and continuing  
on to page 25)

# WRITING TIME

## 4 Write Stories

Explain that when the students complete the actual performance task they will write their stories using a computer, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that the students will use this paper to write their stories. Display the “Writing Time” chart (📄 WA6) and have the students work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

WA6

### Writing Time

- Reread the writing assignment in “Student Directions for Part 2.”
- Write an opening paragraph that introduces the focus of the story and hooks the reader.
- Include interesting characters and events in the story.
- Include sensory details and other qualities of a well-written narrative in your story.
- Write a conclusion that wraps up the story.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the students’ writing indicate that they understand the task?
- Are they able to introduce the topic and the setting in the opening paragraph of the story?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their stories?

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

- Q *What is the topic of your story? What might you write in the opening paragraph to introduce the topic and the setting of the story?*
- Q *How might you use your notes to help you decide what to write in your story?*
- Q *What information from your notes or the sources might you use to describe [what you see on the safari]?*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 52.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their stories. Have them put their stories and other materials in their folders.

## SHARING AND REFLECTING

### 5 Reflect on Writing Stories

Ask and briefly discuss:

- Q *What did you enjoy about writing your story today? What did you find challenging?*
- Q *What did you and your partner do to listen respectfully to each other as you shared ideas about what you might write in your stories?*

### Teacher Note

Prior to teaching the Day 5 lesson, you will need to write the rest of your story (see the diagram in Day 5, Step 2 on page 26). Include information from the sources, sensory details, and other qualities of a well-written narrative in your story. Save the completed story on the lined writing chart (WA5) to use on Day 5.

## Revising and Proofreading a Story

## Day 5

### In this lesson, the students:

- Revise their stories
- Proofread their stories
- Express interest in and appreciation for one another's writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

### Materials

- Completed story on the lined writing chart (WA5) from Day 4
- "Student Directions for Part 2" chart (WA4) from Day 4

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils and sit at desks with partners together. Remind them that yesterday they each planned and wrote a story about going on an East African safari during the yearly animal migration. Explain that today they will have the opportunity to revise and proofread their stories.

### 2 Discuss Your Story

Display your completed story on the lined writing chart (WA5) and tell the students that yesterday you finished your story. Ask them to follow along as you read it aloud. Review that the opening paragraph introduces the focus and the setting of the story and hooks the reader. In the remaining paragraphs, point out the clear organization, the use of sensory details to make the story more interesting, and other qualities of a well-written narrative.

**You might say:**

"In my first paragraph, I explained that my story would be about going on an African safari with my family. I tried to hook the reader by writing 'I just knew it was going to be a wonderful trip.' I think that will make the reader want to keep reading to find out what happened during my trip.

My story stays focused, and the events of the story make sense. After the introduction, I wrote a paragraph describing the camp. Then I wrote about what we did in the morning, afternoon, and evening. I stayed on the topic throughout the story.

I included specific information from the sources to describe the camp and the animals. For example, I described the tents at the camp. I also described how there were baby elephants following the grown-up elephants.

I used sensory details to describe the setting and the animals. For example, in the third paragraph, I wrote about how 'we drove toward the rising sun.' I think that will help the reader imagine what it felt like to be there. I also wrote that 'we heard a loud rumbling noise and saw something that looked like a huge ball of smoke' to help the reader imagine what it was like to see the migration of the wildebeests.

The last two sentences, 'We took turns sharing our favorite stories from the safari. What a great trip!' wrap up the story in an interesting way and let the reader know the story has come to an end."

WA5

*During spring break, my family and I went to East Africa to go on a safari. I was so excited the night before we left that I hardly slept at all. I just knew it was going to be a wonderful trip. I could not wait to see all the wild animals!*

*When we finally arrived on the Serengeti plains, we drove to the camp where we were staying. As we got closer to the camp, I saw some white tents. They looked tiny against the huge plains. We could see the mountains in the distance and I could not believe how big the sky looked! After a tasty dinner, we went to bed early. We had to get up before the sun the next morning for our first drive to see the animals.*

*The next day we were up early and everyone got into a car without any sides. As we drove toward the rising sun, we saw some giraffes. We also saw rhinos and elephants up close!*

(continues)

(continued)

WA5

My favorite part was watching the baby elephants follow the grown-ups. Suddenly, we heard a loud rumbling noise and saw something that looked like a huge ball of smoke. Thousands of wildebeests were running together, and some zebras and gazelles trailed behind. It was very exciting! Our guide told us that these animals were migrating to the north to find more water and food.

In the afternoon, we went back to the camp to rest and go for a swim. Then we headed out to see more animals. This time we saw lions. I was glad they weren't very close because they looked hungry. A little later, we saw a cheetah chasing a gazelle. That cheetah was fast! That night, we had fun talking to the other people in our camp. We took turns sharing our favorite stories from the safari. What a great trip!

## WRITING TIME

### 3 Facilitate Guided Rereading of Stories

Tell the students that they will have time today to finish their stories, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q *Do you think your opening paragraph does a good job of introducing the setting and the focus of the story? If not, what might you write instead?*
- Q *Do you think your story is clearly focused throughout and that the events happen logically? If you don't think the story is focused, what might you change to make it focused? Underline parts of the story you might change or move around.*
- Q *Are there places where you used, or could use, details from the sources to make your story more interesting? Put a check mark in the margin next to those places.*

- Q *Are there places where you used, or could use, sensory details to describe the setting, characters, or events of the story? Put a star in the margin next to each of those places.*
- Q *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the story has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

#### 4 Facilitate Proofreading of Stories

Display the “Student Directions for Part 2” chart (WA4) and remind the students that it states that a well-written narrative “follows rules for spelling, punctuation, capitalization, and grammar.” Explain that the students will proofread their stories to find and correct any spelling, punctuation, capitalization, and grammar errors. Ask:

- Q *Why will you want to proofread your story before turning it in?*
- Q *What will you check for when you are proofreading?*

**Students might say:**

“Mistakes could make my writing harder to read and understand.”

“I will check to make sure I’ve capitalized names and the beginning of every sentence.”

“In addition to what [Samia] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point.”

“In addition to what [Samia and Lester] said, I want to correct any spelling errors I find.”

Give the students 5–10 minutes to proofread their stories and make any necessary corrections.

## SHARING AND REFLECTING

#### 5 Share Writing and Reflect

Have a few volunteers share their stories with the class; then ask:

- Q *What qualities of good narrative writing did you notice in [Samson’s] story?*
- Q *What questions can we ask [Elena] about her writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:



- Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

---

## EXTENSIONS

### Complete a Diagnostic Language Skills Task

To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the *Skill Practice Teaching Guide* (also see “Assessing Language Skills” on page xi).

### Complete a Writing Practice Performance Task Independently

Many states provide a practice performance task that students complete independently. It can be given right after the guided practice, or at a later time.

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the narrative writing portion of the end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.



# Guided Practice Performance Task

# **GUIDED PRACTICE PERFORMANCE TASK:** Narrative Writing

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## **GOING ON AN EAST AFRICAN SAFARI**

### **Resources**

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

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# Task Overview

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## Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces the students to the topic of the performance task—going on an imaginary East African safari during the yearly animal migration—and helps prepare them to answer research questions and write a narrative about the topic. As part of this activity, the students will read and discuss an article about the migration titled “The Great Wildebeest Migration.” Then they will watch a short video called “Wildebeest Migration.” They will also be reminded of the features of good narrative writing.

During the introductory activity, the teacher will lead a whole-class discussion about the article and the video. The students may take notes using the provided note-taking sheet to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph narratives in Part 2.

## Part 1 35 MINUTES

The students will read a travel guide titled “East African Safari” that includes information about going on a safari. The students are encouraged to take notes using the provided graphic organizer to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

## Part 2 70 MINUTES

The students will each plan, write, and revise a narrative about going on an African safari during the yearly animal migration. They may refer to the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. The students may not, however, change their answers to the questions.

## Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see “Scoring Rubrics for Research Questions” on page 37). Any notes, prewriting, or drafts will not be scored.

## Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the note-taking sheet and the graphic organizer.
- Make a class set of copies of the student handouts on pages 40–48.
- Make dictionaries available to use during Part 2 of the performance task. (Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencils, paper, and other classroom resources.)

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## Teacher Directions for the Introductory Classroom Activity

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### 1 Introduce the Topic

Tell the students that they are going to learn about an animal migration that takes place in Africa every year. Write the word *migration* where everyone can see it. Explain that a *migration* is “when animals move from one place to another, usually as the seasons change.” Tell the students that during this animal migration huge numbers of animals, such as wildebeests and zebras, travel for long distances to find food and water. Write the word *safari* where everyone can see it. Explain that a *safari* is a “trip to watch animals where they live in the wild” and that many people like to go on safaris in Africa to see this yearly animal migration.

### 2 Examine Sources

Tell the students that they will read an article about the yearly wildebeest migration in East Africa. Distribute the article “The Great Wildebeest Migration” and the note-taking sheet (see Student Handouts 1–2 on pages 40–42) and tell the students that they can take notes about the article as they read it.

Have the students read the article to themselves. Lead a whole-class discussion using the following question:

**Question:** *What makes the migration an exciting event?*

Tell the students that now they will watch a short video that shows the animal migration on the Serengeti plains. Tell the students that they may add information from the video to their notes as they watch it.

Play the “Wildebeest Migration” video. After viewing the video, lead a whole-class discussion using the following questions:

**Question 1:** *What more did you learn about the animal migration from watching the video?*

**Question 2:** *What did you notice about the [animals/landscape] while watching the video?*

### 3 Explain the Writing Task

Tell students that in a few minutes they will examine another source about the yearly animal migration in East Africa. Then the students will use all of the sources and their notes to answer some questions and write their own narratives about going on an East African safari during the migration.

Discuss with the students the characteristics of a well-written narrative. A narrative:

- Has a setting and story focus
- Has a point of view for the narrator
- Stays on focus throughout the narrative
- Has a plot that develops logically
- Uses descriptions and sensory details
- Has a logical conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task.

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## Teacher Directions for Parts 1 and 2

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### Part 1 35 MINUTES

1. Distribute copies of the source material, graphic organizer, student directions, and research questions (see Student Handouts 3–6 on pages 43–47) to each student and have the students write their names on all materials. Note that the students should not receive the directions specific to writing their narratives until Part 2.
2. Tell the students to read “Student Directions for Part 1” (see Student Handout 3 on page 43). Remind the students they will have 35 minutes for Part 1, and then tell them to begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

## BREAK

## Part 2 70 MINUTES

1. Distribute a copy of “Student Directions for Part 2” (see Student Handout 7 on page 48) to each student. Make sure the students have access to all of the sources, the note-taking sheet, the graphic organizer, any other notes, and their answers to the research questions. Remind the students that they may not change the answers to the research questions from Part 1.
2. Tell the students to read “Student Directions for Part 2” and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their narratives.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their narratives.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

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# Scoring Rubrics for Research Questions

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## 2-Point Research Rubric

### Question 1:

*What happens during the yearly animal migration in East Africa? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides a sufficient explanation of the yearly animal migration in East Africa.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides a limited explanation of the yearly animal migration in East Africa.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not provide an explanation of the yearly animal migration in East Africa; it may be incorrect, incomplete, vague, or completely absent.

#### Sample 2-Point Response

Each year, millions of wildebeest migrate from place to place to find food and water. Zebras and gazelles migrate, too.

#### Sample 1-Point Response

Wildebeests, zebras, and gazelles look for food and water.

#### Sample 0-Point Response

You can see the animals on a safari.

## 2-Point Research Rubric

### Question 2:

*Describe at least two things you learned about staying in a safari camp from the travel guide. Use details from the source in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides two examples of life in an East African safari camp.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides one example of life in an East African safari camp, or, if multiple examples are provided, only one is correct.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not provide examples of life in an East African safari camp, or, if examples are provided, they may be incorrect, incomplete, or vague.

#### Sample 2-Point Response

You go to see the animals in the morning and the late afternoon. At night you sleep in a tent. You can hear animal sounds.

#### Sample 1-Point Response

People cook for you at the safari camp.

#### Sample 0-Point Response

People go on safaris to see the animals.

## 2-Point Research Rubric

### Question 3:

*Imagine you are on a safari during the yearly animal migration in East Africa. Describe at least two things you see. Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides two examples of what can be seen on an East African safari during the yearly animal migration.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides one example of what can be seen on an East African safari during the yearly animal migration, or, if multiple examples are provided, only one is correct.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not provide examples of what can be seen on an East African safari during the yearly animal migration, or, if examples are provided, they may be incorrect, incomplete, or vague.

#### Sample 2-Point Response

The migrating animals run together across the plains. There are so many that they make dust clouds. There are many other animals, such as lions and giraffes.

#### Sample 1-Point Response

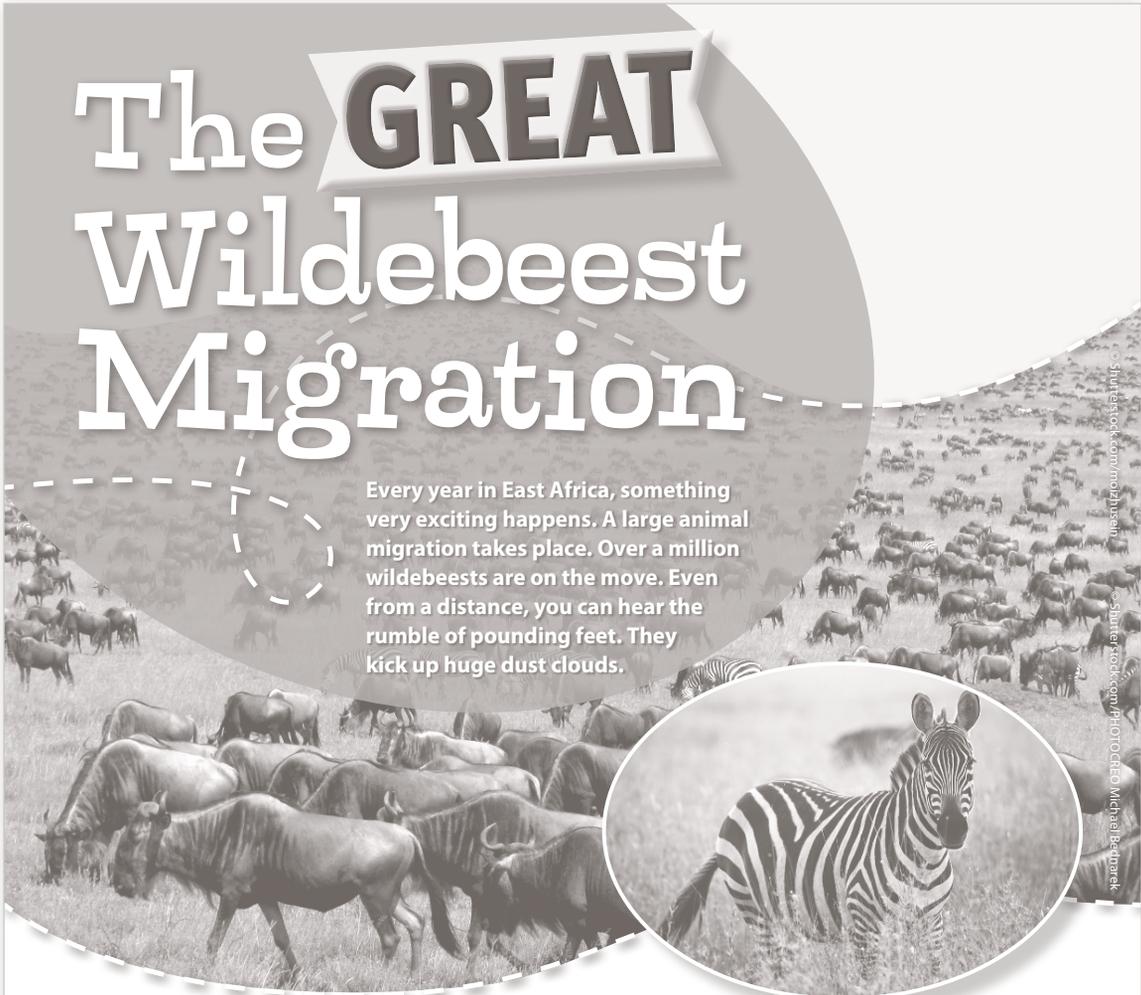
The plains look really big. The plane ride is long.

#### Sample 0-Point Response

A guide picks you up at the airport.

# The **GREAT** Wildebeest Migration

Every year in East Africa, something very exciting happens. A large animal migration takes place. Over a million wildebeests are on the move. Even from a distance, you can hear the rumble of pounding feet. They kick up huge dust clouds.



Zebra



Gazelle

Hundreds of thousands of zebras and gazelles join the wildebeests. Around two million animals can be on the move at the same time! Where are they going? Why do they migrate? The answer is simple. They must go where there is food and water.

## The Migration Path

The wildebeests spend December through April on the Serengeti plains. There is plenty of grass for them to eat. When the dry season begins in April or May, the grass dies. There isn't enough water to drink. The wildebeests start moving north. They go in search of more water and fresh grass.

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# Student Handout 1 *(continued)*



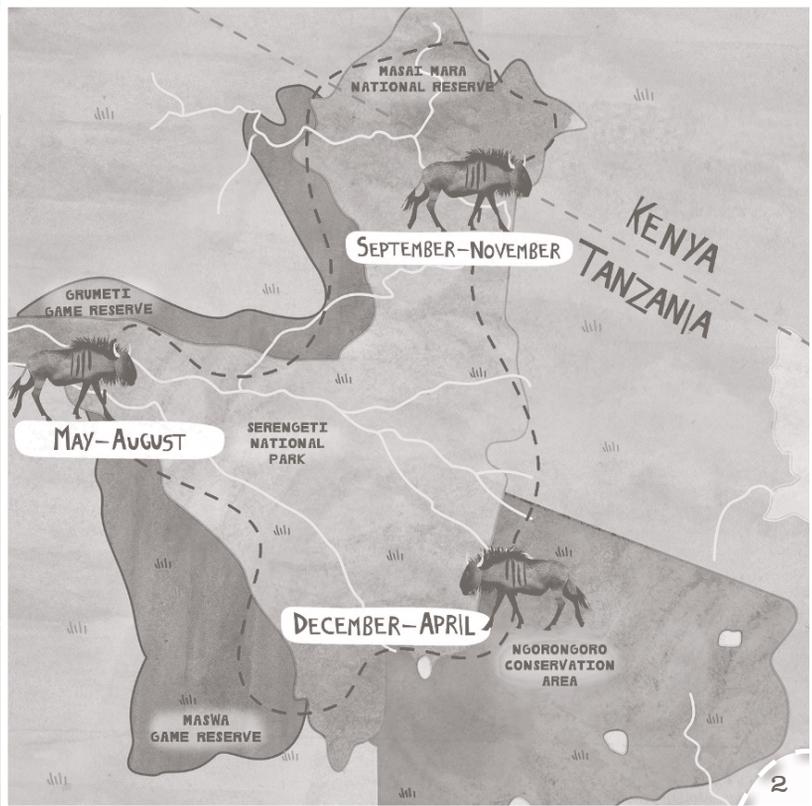
Wildebeests have shaggy manes and big heads with curved horns. Their necks and shoulders are thick and strong.

Between July and August, the wildebeests reach the Mara River in Kenya. After crossing the river, the wildebeests follow the weather. If they see rain clouds, they follow them. For wherever rain falls, new grass grows.

## Back to the Plains

In October or November, the wildebeests start moving back to the Serengeti plains. The changing weather has led the wildebeests in a loop. They end up where they started. There, they wait for next year's migration.

Path of wildebeest migration in East Africa.





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# Student Handout 3

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 1

### Part 1 (35 minutes)

#### Your Task

You will read a travel guide that describes a safari. Then you will answer three research questions about what you have learned. In Part 2, you will write a narrative about going on an African safari to see the wildebeest migration. You will be able to look at the printed sources, your notes, and the answers to the research questions when you write your narrative.

#### Steps to Follow

In order to plan and write your narrative, you will do the following:

1. Read the source.
2. Take notes about the information in the source using a graphic organizer.
3. Answer three research questions to help you think about key information in the sources.

#### Directions for Beginning

You will have 35 minutes to read the source, take notes, and answer the research questions. Your answers will be scored.

# Student Handout 4



Welcome to your safari on the Serengeti plains!

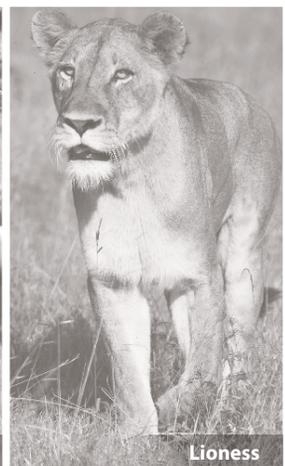
## Seeing the Animals of East Africa

There are many kinds of wild animals here. Expect to see lions, leopards, and cheetahs. These cats do not migrate. They stay on the plains all year. Giant elephants, rhinos, and giraffes also wander the plains. It is easy to see the giraffes because they are so very tall!

Then there are the famous wildebeests. Their yearly migration is quite a sight! More than a million wildebeests cross the plains in April or May. They return to the plains in November or December. You won't want to miss it!



Wildebeests



Lioness



Cheetah

© Center for the Collaborative Classroom. Wildebeests: © Shutterstock.com/moizhusein; Lioness: © Shutterstock.com/Dave Pusey; Cheetah: © Shutterstock.com/Maggy Meyer

*(continues)*

# Student Handout 4 *(continued)*

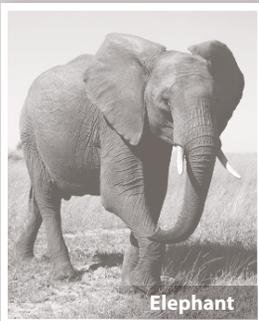
## Staying at a Safari Camp

You will stay in tents at a camp near a river. The tents have wood floors that are raised off the ground. They also have comfortable beds and rugs. There is even a shower! Each tent has its own deck with a view of the plains and the mountains in the distance. All of your meals are cooked for you. The delicious food is served in the main tent. It is more like a hotel than a camp!

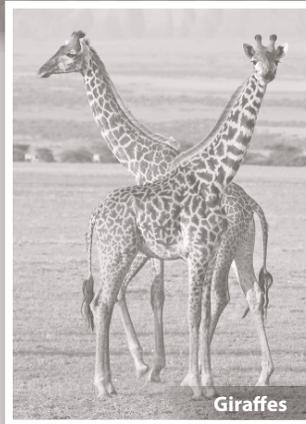
### Daytime Activities

Twice a day a guide will take you on a drive away from camp. The guide knows all about the animals and can point out interesting sights. Most of the time you will travel in a car with open sides. This is your chance to watch the animals and take pictures.

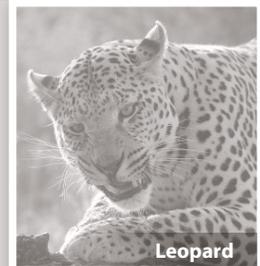
The first drive of the day is in the early morning. You get up at dawn. Giraffes, elephants, and rhinos are on the move in the cool morning air. You may also see herds of migrating animals.



At noon you will be back at camp. It is time for both you and the animals to escape the heat. After lunch you might want to cool off in the camp's swimming pool.



The second drive is in the late afternoon. By now, it is getting cooler. As the sun starts going down, lions come out to feed. The leopards will be waking up. They hunt after dark.



On one of the days there is a visit to a nearby school. You will be able to meet the children. They can teach you what it is like to live in East Africa.

### After Dark

Nighttime is for stargazing and listening to the animals. You can hear the animals from the safety of your tent. You will probably already know the lion's roar. Your guides can help you learn about other sounds you hear.

### The Last Night of Your Safari

By the last night, you and the other guests have become friends. The camp cooks make a special dinner. This is your last chance to have fun together. It is a safari party! In the morning you will all leave with exciting stories to tell friends back home.

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# Student Handout 7

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 2

### Part 2 (70 minutes)

#### Your Task

You will have 70 minutes to write your narrative. You should review your notes and sources. Then plan, write, and revise your writing. You may also look at the answers you wrote to the research questions in Part 1, but you cannot change those answers.

#### Your Writing Assignment

Imagine you are on a safari in East Africa. You are staying in a camp on the Serengeti plains while the wildebeests, zebras, and gazelles are migrating. Write a narrative about what you see and do on the safari. Use the details from the sources in your narrative.

You can write your narrative any way you choose. You might write about the animals you see and about your thoughts and feelings while watching the animals. Perhaps you meet some interesting people or go on an exciting adventure. Just make sure your setting is the Serengeti plains in East Africa during the yearly animal migration.

#### Begin Work on Your Narrative

Manage your time carefully so that you can:

- Plan your narrative (15 minutes)
- Write your narrative (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

#### Things to Remember

Remember that a well-written narrative:

- Has a setting and story focus
- Has a point of view for the narrator
- Stays on focus throughout the narrative
- Has a plot that develops logically
- Uses descriptions and sensory details
- Has a logical conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

# Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are partners able to agree about what information to include in their notes?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they recording notes in the appropriate places on their graphic organizers?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they writing notes in their own words?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the travel guide to collect the information they need.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand what each question is asking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to incorporate details from their notes and the sources in their responses?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the students' writing indicate that they understand the task?			
▪ Are they able to introduce the topic and setting in the opening paragraph of the story?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their stories?			
Other observations:			

**Considerations:**

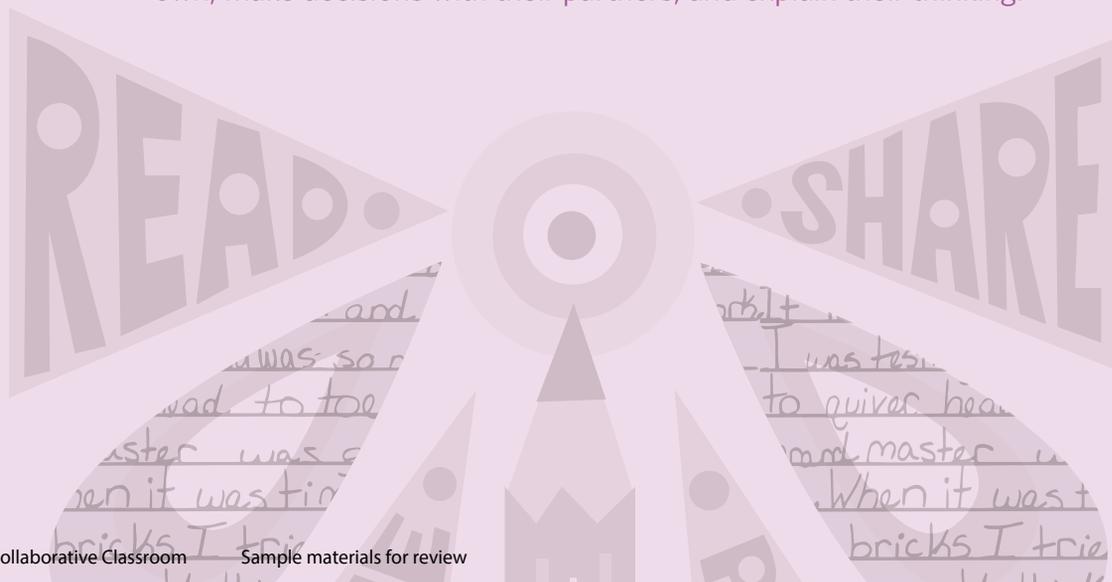
If you notice a student having difficulty starting to write after 5-10 minutes, help stimulate his or her thinking by asking questions such as:

- Q *What is the topic of your story? What might you write in the opening paragraph to introduce the topic and setting of the story?*
- Q *How might you use your notes to help you decide what to write in your story?*
- Q *What information from your notes or the sources might you use to describe [what you see on the safari]?*

# Unit

# Informative/ Explanatory Writing

During this one-week unit, the students prepare for the informative/explanatory writing portion of a standards-based end-of-year writing performance task. They discuss what they have learned about informative/explanatory (nonfiction) writing and complete a practice performance task as a class, guided by the teacher. The students begin by reading two articles about a topic—energy sources. They each take notes about what they learn, and use information from the articles and their notes to answer research questions and write a report about the topic. Socially, the students listen respectfully to the thinking of others and share their own, make decisions with their partners, and explain their thinking.



## RESOURCES

### Source Materials

- “Fossil Fuels” article
- “Renewable Energy” article

### Extensions

- “Complete a Diagnostic Language Skills Task”
- “Complete a Writing Practice Performance Task Independently”

### Guided Practice Performance Task: Informative/Explanatory Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–7

### Assessments

- “Class Assessment Record” sheets



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

### Whiteboard Activities

- WA1–WA6

### Reproducibles

- “Fossil Fuels” article (BLM1)
- “Article 1 Notes” graphic organizer (BLM2)
- “Student Directions for Part 1” (BLM3)
- “Renewable Energy” article (BLM4)
- “Article 2 Notes” graphic organizer (BLM5)
- “Research Questions” sheet (BLM6)
- “Student Directions for Part 2” (BLM7)

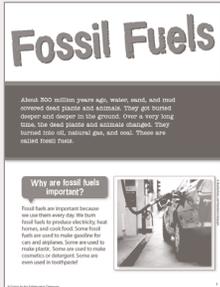
### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)

# OVERVIEW

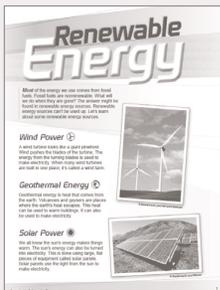
	Day 1	Day 2	Day 3	Day 4	Day 5
Week	<p><b>Reading an Article and Taking Notes:</b> "Fossil Fuels" article</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Thinking about what they have learned about good nonfiction writing</li> <li>Taking notes from an article</li> <li>Using graphic organizers to sort information</li> </ul>	<p><b>Reading an Article and Taking Notes:</b> "Renewable Energy" article</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Taking notes from an article</li> <li>Using graphic organizers to sort information</li> </ul>	<p><b>Writing Responses to Research Questions</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write responses to research questions</li> <li>Reflecting on and revising responses to research questions</li> </ul>	<p><b>Writing a Report</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write reports</li> </ul>	<p><b>Revising and Proofreading a Report</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Revising reports</li> <li>Proofreading reports</li> </ul>

# Week OVERVIEW



## “Fossil Fuels” article (BLM1)

This article explains how fossil fuels were made and how we use them.



## “Renewable Energy” article (BLM4)

Renewable energy sources are discussed in this article.

### Writing Focus

- Students reflect on what they have learned about informative/explanatory (nonfiction) writing.
- Students read two articles about the topic and take notes.
- Students answer research questions about the topic, and plan and write reports.
- Students revise and proofread their writing.

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students make decisions together.
- Students explain their thinking.

## DO AHEAD

- ✓ Prior to Day 1, read “Guided Practice Performance Task: Informative/Explanatory Writing” on pages 82–86. This unit’s lessons are based on this guided practice performance task. During the unit, the students complete this performance task with instructional support and guidance from the teacher. For more information about how the performance task is used in the lesson, see “About the Guided Practice Performance Task” on page 58.
- ✓ Prior to Day 1, read the article “Fossil Fuels” (BLM1) to familiarize yourself with the content.
- ✓ Prior to Day 1, prepare a sheet of chart paper so that it resembles the “Article 1 Notes” graphic organizer (BLM2) the students will use.
- ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the student handouts (see “Reproducibles” on page 54). Make a class set of copies of each handout listed, except for “Student Directions for Part 1” (BLM3). You might want to have extra copies of the graphic organizer available for the students.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the article “Renewable Energy” (BLM4) to familiarize yourself with the content.
- ✓ Prior to Day 2, prepare a sheet of chart paper so that it resembles the “Article 2 Notes” graphic organizer (BLM5) the students will use.
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 100.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the “Research Questions” sheet (BLM6) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 101.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 102.

## TEACHER AS WRITER

*“The difference between school and life? In school, you’re taught a lesson and then given a test. In life, you’re given a test that teaches you a lesson.”*

— Tom Bodett

Think about a time when you took an important test. What was the purpose for the test? What did you do to prepare for it? How did you feel before, during, and after the test? How might your experience help you prepare your students for a high-stakes test? Write about your memories and reflections.

# Day 1

## Reading an Article and Taking Notes

### Materials

- Copy of the article “Fossil Fuels” (BLM1) for each student
- Chart paper and a marker
- “Fossil Fuels” chart (WA1)
- “Article 1 Notes” chart, prepared ahead
- Copy of “Article 1 Notes” graphic organizer (BLM2) for each student
- A writing folder for each student

### Teacher Note

We recommend that you teach this unit after the class completes the Expository Nonfiction genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 4 and then finish the lesson later in the day or the next day.

### Teacher Note

The partners you assign today will stay together for the entire unit.

### In this lesson, the students:

- Work with new partners
- Reflect on what they know about good nonfiction (informative/explanatory) writing
- Read and discuss an article about nonrenewable energy
- Take notes on the article as a class and in pairs
- Explain their thinking

### ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete an informative/explanatory writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for standards-based end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students’ writing is neither timed nor scored. This unit’s performance task is not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

The topic of the performance task is energy sources, and the task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine one article), Part 1 (students examine another article and answer research questions about the topic), and Part 2 (students write their own reports). For more information about each section, see “Task Overview” on page 83. For the complete performance task on which this unit’s instruction is based, see “Guided Practice Performance Task: Informative/Explanatory Writing” on pages 82–86.

### GETTING READY TO WRITE

#### 1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other’s names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a “job that needs to be done.”) Explain that the purpose for the performance task is to show how well they are developing and growing as strong readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing nonfiction writing, and explain that nonfiction writing—also called informative or explanatory writing—is one type of writing they will do on the end-of-year performance task. Tell the students that during the next several days they will learn strategies for doing well on the informative/explanatory writing portion of the performance task.

## 2 Discuss What the Class Has Learned About Informative Writing

Point out that the students have learned a lot about how to write good informative, or nonfiction, pieces, and explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

- Q *What have you learned about good informative, or nonfiction, writing?*
- Q *What did you do to make your informative piece interesting and easy to read?*

### Students might say:

“It grabs the reader’s attention right from the start.”

“I agree with [Pedro]. I also think that it is based on research. It includes facts about a topic.”

“It uses transition words to connect thoughts.”

“In addition to what [Veronica and Milo] said, it is clearly organized and makes sense.”

“Sometimes it includes maps and photographs about the topic.”

As the students respond, record their ideas on a sheet of chart paper titled “What We Have Learned About Informative Writing.” If the students do not mention the following qualities of good informative writing, briefly review them and add them to the chart.

### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because . . .”
- “I disagree with \_\_\_\_\_ because . . .”
- “In addition to what \_\_\_\_\_ said, I think . . .”

### What We Have Learned About Informative Writing

- Uses strong opening and closing sentences
- Is based on research
- Presents facts about a topic
- Uses transition words
- Sometimes includes text features
- Is clearly organized and makes sense
- Makes the reader want to know more about the topic
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good informative writing in mind as they prepare for the informative/explanatory writing performance task.

### 3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task, and they will read an article about the topic. In the coming days, they will learn more about the topic by reading another article. Then, as a class, they will use what they learned to answer research questions and write reports about the topic.

Tell the students that they are going to learn and then write about different kinds of energy sources. Explain that we use energy sources to make electricity and gas, which allow us to do things like heat our homes, use computers, cook our food, and drive our cars.

Write the words *renewable* and *nonrenewable* where everyone can see them. Explain that *renewable* means “there is always more.” Wind, water, and sunshine are examples of renewable energy sources because when we use them, there is still more available. Explain that *nonrenewable* means “there is a limited supply.” Oil and coal are examples of nonrenewable energy sources. Once we take oil and coal out of the ground and use them, they are gone forever.

Tell students there are advantages and disadvantages of using different types of energy sources. Write the words *advantage* and *disadvantage* where everyone can see them and explain that an *advantage* is a “good thing or a benefit,” while a *disadvantage* is a “bad thing or a problem.”

## 4 Introduce the Article and Read It Aloud with Stops

Tell the students that the first article they will read is titled “Fossil Fuels.” Explain that the article describes nonrenewable energy sources called *fossil fuels* and discusses some advantages and disadvantages of using them. Display the “Fossil Fuels” chart (C WA1) and distribute a copy of the article (BLM1) to each student. Tell the students that for this task you will read the article aloud, but when they do a performance task on their own they will read any source materials independently.

Explain that you will stop during the reading to have pairs discuss what they learned. Ask them to follow along as you read the article aloud; then read the title and the first part of the article aloud, slowly and clearly.

Stop after:

“Some are even used in toothpaste!”

Ask and briefly discuss:



**Q** *What did you learn about fossil fuels in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading to the end of the article and use the same procedure to have the students discuss what they learned.

## WRITING TIME

### 5 Reread the Article and Take Notes as a Class and in Pairs

Post the “Article 1 Notes” chart that you prepared ahead and distribute a copy of the “Article 1 Notes” graphic organizer (BLM2) to each student.

Tell the students that you will read the article again, and that as a class and in pairs they will use a note-taking chart, called a *graphic organizer*, to take notes on what they are learning about fossil fuels and nonrenewable energy. Explain that the graphic organizer has four rows with a heading in each row. Point to and read the heading in each row aloud. Explain that you will read the article again and stop once during the reading. When you stop, the students will discuss what they have learned and where they will record their notes on the graphic organizer.

Read the article and stop (as you did before) after:

“Some are even used in toothpaste!”

Discuss as a class:

**Q** *What did you learn about fossil fuels in the part of the article you just heard?*

**Q** *Where will you write a note about what you have learned on the graphic organizer, and why will you write the note there?*

### Teacher Note

You might explain that a *source* is “something that information comes from, such as a book, video, website, or article.”

### Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer's own words rather than copied exactly from the source.

### Teacher Note

If the students have difficulty deciding where on the graphic organizer to record their notes, call for their attention and model writing their ideas in the appropriate rows on the chart.

#### Students might say:

"I learned that fossil fuels are formed from dead plants and animals that have been buried deep in the ground for millions of years. I think that goes in the 'Other Notes' section."

"Oil, gas, and coal are types of nonrenewable energy, so that should go in the first row."

"When oil, gas, and coal are burned, they can produce electricity, which is a good thing, so that should go in the row about advantages."

"I learned we might run out of fossil fuels someday. I don't think that is good, so it should go in the third row."

As the students respond, model writing their responses as notes in the appropriate places on the chart, and have the students copy the notes onto their own graphic organizers.



Continue reading to the end of the article and use the same procedure to have the students discuss what they learned in pairs (rather than as a class) and then record their notes on their own graphic organizers.

Have a few volunteers share what they discussed and where they recorded their notes on the graphic organizer. As they share, add their ideas to the chart.

**Article 1 Notes**  
**"Fossil Fuels"**

---

*Kinds of Nonrenewable Energy*

---

- fossil fuels, like oil, natural gas, and coal

---

*Advantages of Nonrenewable Energy*

---

- can produce electricity when burned
- used for heating homes and cooking food
- used in everyday products

---

*Disadvantages of Nonrenewable Energy*

---

- makes the air dirty
- will run out of them someday

---

*Other Notes:*

- created from dead plants and animals that were buried for millions of years deep in the ground

Tell the students that tomorrow they will learn more about energy sources by reading and discussing an article about renewable energy sources.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

## SHARING AND REFLECTING

### 6 Reflect

Ask and briefly discuss:

**Q** *In what ways did you and your partner work well together today?*

### Teacher Note

Save the “What We Have Learned About Informative Writing” chart and the “Article 1 Notes” chart to use throughout the unit.

## Reading an Article and Taking Notes

## Day 2

### In this lesson, the students:

- Review what they have learned about nonrenewable energy sources
- Read and discuss an article about renewable energy sources
- Take notes on the article in pairs
- Make decisions together
- Work in a responsible way

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Review that the students are working together to complete an informative writing task about energy sources to prepare for the end-of-year performance task. Remind the students that yesterday they discussed what they have learned about good informative writing. They also read an article about nonrenewable energy, discussed it as a class, and took notes about what they learned.

Direct the students’ attention to the “Article 1 Notes” chart from Day 1. Briefly review the notes by asking:

**Q** *What did you learn about fossil fuels from the article we read yesterday?*

Tell the students that today they will learn more about energy sources by reading an article about renewable energy sources.

### Materials

- Copy of the article “Renewable Energy” (BLM4) for each student
- “Article 1 Notes” chart from Day 1
- “Student Directions for Part 1” chart (WA2; also available as BLM3)
- “Renewable Energy” chart (WA3)
- “Article 2 Notes” chart, prepared ahead
- Copy of “Article 2 Notes” graphic organizer (BLM5) for each student
- A marker
- “Class Assessment Record” sheet (CA1)

### Teacher Note

The purpose for showing the “Student Directions for Part 1” chart (WA2) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of “following” the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

## 2 Introduce Student Directions for Part 1

Display the “Student Directions for Part 1” chart (WA2). Explain that these are directions for the first part of the performance task, in which the students read another article and write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will read the article aloud as you did yesterday rather than have the students read it on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

## 3 Introduce the Article and Read It Aloud with Stops

Tell the students that now they will read an article titled “Renewable Energy.” The article describes some examples of renewable energy sources. It also discusses some of the advantages and disadvantages of using renewable energy sources. Display the “Renewable Energy” chart (WA3) and distribute a copy of the article (BLM4) to each student. Remind the students that for this task you will read the article aloud as you did yesterday, but when they do performance tasks on their own they will read any source materials independently. Ask them to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title and the first three paragraphs of the article aloud, slowly and clearly. Stop after:

“Solar panels use the light from the sun to make electricity.”

Ask:



**Q** *What did you learn about renewable energy in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading the article. Following the same procedure, have the students discuss what they learned at the next two stops.

“When biofuels are burned, they don’t pollute the air.”

“It’s one way to prepare for the day when fossil fuels run out.”

## WRITING TIME

## 4 Reread the Article and Take Notes in Pairs

Post the “Article 2 Notes” chart that you prepared ahead and distribute a copy of the “Article 2 Notes” graphic organizer (BLM5) to each student.

Point out that this graphic organizer is organized just like the “Article 1 Notes” graphic organizer, but that the notes the students take will be on renewable rather than nonrenewable energy sources. Explain that

as you read the article again you will stop, and partners will discuss what they learned and then write notes in the appropriate places on their own graphic organizers. Remind the students that they will use the notes later to help them answer questions and write reports about energy sources.

Read the article and stop (as you did before) after:

“Solar panels use the light from the sun to make electricity.”

Ask the following questions one at a time, without discussing them as a class:

- Q *What did you learn about renewable energy in the part of the article you just heard?*
- Q *Where will you write a note about what you have learned on the graphic organizer, and why will you write the note there?*



Say “Turn to your partner,” and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they recording notes in the appropriate place on their graphic organizers?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Record your observations on the “Class Assessment Record” sheet (CA1); see page 100.

After a few minutes, ask volunteers to share their thinking about what they learned and where they recorded notes on their graphic organizers. Then add their ideas to the chart.

Using the same procedure, stop, discuss, and take notes at the following places in the article:

“When biofuels are burned, they don’t pollute the air.”

“It’s one way to prepare for the day when fossil fuels run out.”

## Teacher Note

You may wish to point out that this article also includes some information about the advantages and disadvantages of nonrenewable energy sources, which the students can add to their “Article 1 Notes” graphic organizers from Day 1.

## Article 2 Notes "Renewable Energy"

### Kinds of Renewable Energy

- wind power (from wind turbines)
- solar power (from solar panels)
- hydropower (from moving water)
- geothermal energy (from volcanoes and geysers)
- biofuel (fuel made from plants)

### Advantages of Renewable Energy

- causes very little pollution
- there's always more
- we will never use it up

### Disadvantages of Renewable Energy

- costs more than nonrenewable energy
- can harm animals

### Other Notes:

- When dams are opened, the water runs out with enough force to make electricity.
- The heat from volcanoes and geysers can be used for electricity and to heat buildings.

Tell the students that tomorrow they will work together, using the articles and their notes, to answer research questions about energy sources. Have them put their materials inside their folders.

## SHARING AND REFLECTING

### 5 Reflect

Ask and briefly discuss:

- Q *Why do you think it is a good idea to read an article more than once, like we did today?*
- Q *What did you do to work in a responsible way?*

### Teacher Note

Save the "Article 2 Notes" chart to use throughout the rest of the unit.

# Writing Responses to Research Questions

## Day 3

### In this lesson, the students:

- Read and discuss research questions about energy sources as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Refer to the “Article 1 Notes” chart from Day 1 and the “Article 2 Notes” chart from Day 2, and review that the students read two articles about energy sources and took notes about what they learned. Explain that today they will use their notes and the articles to answer research questions about energy sources.

### 2 Model Reading a Question and Writing a Response

Post the “Research Questions” chart that you prepared ahead. Distribute a copy of the “Research Questions” sheet (BLM6) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task. Read the directions aloud.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking why “wind power” is “renewable.” Underline those phrases on the chart.

Point to the statement following the question and read it aloud. Explain that “use details from the sources” means that the students should use facts and other details from their notes and the articles themselves to write their responses.

### Materials

- “Article 1 Notes” and “Article 2 Notes” charts from Days 1 and 2
- “Research Questions” chart, prepared ahead
- Copy of “Research Questions” sheet (BLM6) for each student
- “Renewable Energy” chart (WA3) from Day 2
- “Fossil Fuels” chart (WA1) from Day 1
- A marker
- “Class Assessment Record” sheet (CA2)

## Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources, including videos, as they respond to questions and write extended pieces.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the “Renewable Energy” chart (WA3) and point out that most of the information you need is in this article and in your notes. Be sure to model reviewing your notes and the article for the information you need.

### You might say:

“I know that the question is asking me to describe why wind power is renewable. The article says that wind power is made when wind pushes the blades of a wind turbine. (Point to the paragraph in the article where you found this information.) I know that renewable energy will not get used up and that wind is something we can never run out of. I’ll write: *Wind power is a renewable energy source because there is always more wind to push the blades of the turbine. We cannot use it up.*”

## Research Questions

1. Why is wind power a renewable energy source? Use details from the sources in your answer.

*Wind power is a renewable energy source because there is always more wind to push the blades of the turbines. We cannot use it up.*

## 3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each will write their own responses on their “Research Questions” sheets.

Point to Question 2 on the “Research Questions” chart and read it aloud twice. Ask and discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking for “one advantage and one disadvantage” of “using fossil fuels.” Underline those phrases on the chart.

Follow the same procedure to have partners discuss Question 3. If necessary, explain that the question is asking for “two reasons why people should try to use more renewable energy” and for “details from the sources.”

## WRITING TIME

### 4 Discuss Questions in Pairs and Write Answers



Have partners discuss what they might write in response to Questions 2 and 3. Review that each student will write his own response to the questions on his “Research Questions” sheet. Remind the students to use details from their notes and from the articles to answer the questions. As the students work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses indicate that they understand what each question is asking?
- Are they able to incorporate details from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 101.

### 5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Questions 2 and 3 and then reflect on the quality of their responses by thinking about some questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following question, pausing for a moment to allow them to review their writing and, if necessary, the articles and their notes:

- Q *Do you think your response does a good job of telling one advantage and one disadvantage of using fossil fuels? If not, what might you add or take out to improve it?*

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to the articles and their notes if needed.

Using the same procedure, ask the following questions and then have the students reflect on and revise their responses to Question 3:

- Q *Do you think your response does a good job of giving two reasons why people should try to use more renewable energy? If not, what might you add or take out to improve it?*
- Q *Do you think your response includes enough details from the articles? If not, what details might you add?*

## SHARING AND REFLECTING

### 6 Share Responses and Reflect

After several minutes, have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the “Research Questions” chart.

Following the same procedure, model writing a response to Question 3.

#### Research Questions

2. What is one advantage and one disadvantage of using fossil fuels?  
*Use details from the sources in your answer.*  
*One advantage of using fossil fuels is that they are cheaper than renewable energy. One disadvantage is that they make the air dirty.*
3. Discuss two reasons why people should try to use more renewable energy. *Use details from the sources in your answer.*  
*Renewable energy is clean. It does not pollute the air.*

Have the students reflect on their work by asking:

- Q *Do you think your notes helped you write good responses to the questions? Why or why not?*

Tell the students that tomorrow they will use the articles, their notes, and their answers to the research questions to write reports about energy sources. Have them put their materials inside their folders.

#### Teacher Note

Save the “Research Questions” chart to use on Day 4.

## In this lesson, the students:

- Plan and write reports about energy sources
- Include qualities of a well-written report in their writing
- Reflect on how they felt about writing their reports
- Listen respectfully to the thinking of others

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Point to the “Research Questions” chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about energy sources. Explain that today they will work together on the second part of the task—writing reports about energy sources.

### 2 Introduce and Discuss the Report-writing Task

Display the “Student Directions for Part 2” chart (WA4) and distribute a copy of the directions (BLM7) to each student. Explain that these are directions for the second part of the performance task in which the students each write a report about energy sources. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their reports. Remind the students that when they do performance tasks on their own later, they will need to follow the directions exactly.

Ask the students to listen as you read each section of the directions aloud, using the following procedure:

1. Read the section “Your Task” aloud and review that the students may use the articles, their notes, and their answers to the research questions to help them write their reports. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.
2. Read the section “Your Writing Assignment” aloud and review that each student needs to write a report about energy sources. Remind the students of the information they are to include in their reports (the different kinds of energy sources and the advantages and disadvantages of using them) and point out that their notes are organized using the same ideas.

## Materials

- “Student Directions for Part 2” chart (WA4)
- Copy of “Student Directions for Part 2” (BLM7) for each student
- “What We Have Learned About Opinion Writing” chart from Day 1
- “Article 1 Notes,” “Article 2 Notes,” and “Research Questions” charts from Day 3
- “Fossil Fuels” chart (WA1) from Day 3
- “Renewable Energy” chart (WA3) from Day 3
- Lined writing chart (WA5) for modeling
- “Writing Time” chart (WA6)
- Supply of lined paper for writing reports
- “Class Assessment Record” sheet (CA3)

## Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

**TEKS 11.A.i**  
**Student/Teacher Narrative**  
**Step 2 and Step 3 (all, beginning on page 71 and continuing on to page 73)**

3. Read the section “Begin Work on Your Report” aloud and point out the information that is relevant for this performance task (for example, “plan,” “write,” and “revise”) and underline it.
4. Read the list of qualities of a well-written report aloud. Point out that the list is similar to the list the class created on the “What We’ve Learned About Informative Writing” chart. Tell the students that they may refer to both lists as they write their reports.

Ask and briefly discuss:

**Q** *What questions do you have about the directions for writing the report?*

Tell the students that they will do the writing task together as a class, and that this will help prepare the students to do a task like this on their own.

### **3** Model Planning and Starting the Report

Tell the students that you will model writing the first two paragraphs of the report. Remind them that the report needs to tell about different kinds of energy sources and the advantages and disadvantages of using them. Explain that you will write an opening paragraph to introduce the topic of the report, and then you will write a paragraph about nonrenewable energy sources and the advantages and disadvantages of using them. Direct the students’ attention to the qualities of a well-written report in the directions (BLM7) and explain that as you write the report, you will include these qualities in your writing.

Display the lined writing chart (WA5) and model writing a paragraph that introduces the topic and establishes the main idea. Then write a paragraph about nonrenewable energy sources. Think aloud as you write, and remember to model reviewing your notes and the articles to find the information you need. Be sure to include qualities of a well-written report, such as clear organization, transition words to connect ideas, and evidence from the articles to support the main idea.

**You might say:**

“My opening paragraph needs to introduce the topic, or main idea, of the report and make the reader want to know more about it. I’ll write: *We all use energy in our daily lives. For example, we use energy when we turn on the lights in our homes and when we drive our cars. Two kinds of energy sources are nonrenewable energy and renewable energy. Both have advantages and disadvantages.* This shows I understood the assignment because I’ve introduced the topic of the report and the ideas that will be discussed in the report. I think the first and last sentence will hook the reader because they will make the reader want to find out more about the energy sources we use and what is good and bad about them.

The next paragraph will be about nonrenewable energy sources and what is good and bad about them. I have a lot of information about nonrenewable energy in my first set of notes. I'll write: *Fossil fuels are a kind of nonrenewable energy. Oil, natural gas, and coal are fossil fuels.* I'll write about the advantages first. The second article said that fossil fuels are cheap and can be used at any time. I'll write: *One advantage of using fossil fuels is that they can be used at any time. Another advantage is that they are cheaper than renewable energy sources.* Now I'll write about the disadvantages. In my notes on the first article, I wrote that we will run out of them someday and that they make the air dirty. I'll start with transition words at the beginning of my sentence to show that I'm introducing a contrasting idea. I'll write: *On the other hand, fossil fuels pollute the air. Another disadvantage of using fossil fuels is that once we use them, they are gone forever. Someday we will run out of them.*"

WA5

*We all use energy in our daily lives. For example, we use energy when we turn on the lights in our homes and when we drive our cars. Two kinds of energy sources are nonrenewable energy and renewable energy. Both have advantages and disadvantages.*

*Fossil fuels are a kind of nonrenewable energy. Oil, natural gas, and coal are fossil fuels. One advantage of using fossil fuels is that they can be used at any time. Another advantage is that they are cheaper than renewable energy sources. On the other hand, fossil fuels pollute the air. Another disadvantage of using fossil fuels is that once we use them, they are gone forever. Someday we will run out of them.*

After you have modeled writing the first two paragraphs of the report, stop and explain that during Writing Time today the students will write their own reports about energy sources. Explain that the students will use their notes and articles to write opening paragraphs and several other paragraphs about the ideas mentioned in the directions. Use “Think, Pair, Share” to discuss:



**Q** *What might you write about in your report today? [pause] Turn to your partner.*

After a few moments, signal for the students’ attention and remind them that each student will write her own report. Explain that you will finish your report and share it with the class tomorrow.

## TEKS 11.A.i

Student/Teacher Activity  
Step 4 (all, beginning on  
page 73 and continuing on  
to page 74)

# WRITING TIME

## 4 Write Reports

Explain that when the students complete the actual performance task they will write their reports using a computer, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that they will use this paper to write their reports. Display the “Writing Time” chart (📄 WA6) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

WA6

### Writing Time

- Reread the writing assignment in “Student Directions for Part 2.”
- Write an opening paragraph that introduces the topic and hooks the reader.
- Include evidence (facts and other details) from the sources in your writing.
- Include transition words and other qualities of a well-written report in your writing.
- Write a conclusion that wraps up the writing.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does their writing indicate that they understand the task?
- Are they able to introduce the topic in the opening paragraph of the report?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their reports?

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

- Q *What is the topic of your report? What might you write in the opening paragraph to introduce the topic?*
- Q *How might you use your notes to help you organize your report?*
- Q *What information from your notes or the sources might you use to explain [the different kinds of energy sources]?*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 102.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their reports. Have them put their materials in their folders.

## SHARING AND REFLECTING

### 5 Reflect on Writing Reports

Ask and briefly discuss:

- Q *What did you enjoy about writing your report today? What did you find challenging?*
- Q *What did you and your partner do to listen respectfully to each other as you shared about what you might write in your reports?*

#### Teacher Note

Prior to teaching the Day 5 lesson, you will need to write the rest of your report (see the diagram in Day 5, Step 2 on page 76). Include evidence from the sources, transition words, and other qualities of a well-written report in your writing. Save your completed report on the lined writing chart (WA5).

## Revising and Proofreading a Report

## Day 5

#### In this lesson, the students:

- Revise their reports
- Proofread their reports
- Express interest in and appreciation for one another's writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

#### Materials

- Completed report on the lined writing chart (WA5) from Day 4
- "Student Directions for Part 2" chart (WA4) from Day 4

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind them that yesterday they each planned and wrote a report about energy sources. Explain that today they will have the opportunity to revise and proofread their reports.

### 2 Discuss Your Report

Display the completed report on the lined writing chart (WA5) and tell the students that yesterday you finished your report. Ask them to follow along as you read it aloud. Review that the opening paragraph introduces the topic, or main idea, and hooks the reader. In the remaining paragraphs, point out the clear organization, the use of evidence from the sources, the use of transition words to connect ideas, and other qualities of a well-written report.

#### You might say:

"I introduced the topic of energy sources in the first paragraph. I tried to hook the reader by saying that we all use energy sources in our daily lives and that there are advantages and disadvantages of using different kinds of energy sources."

My report is clearly organized. After the introduction, I wrote a paragraph about nonrenewable energy sources and the advantages and disadvantages of using them. In the third paragraph, I wrote about renewable energy sources and the advantages and disadvantages of using them. Then I wrote a final, concluding paragraph. I stayed on topic throughout report.

I included evidence from the sources to support the topic of each paragraph. For example, when discussing the advantages of nonrenewable energy, I wrote that fossil fuels are cheaper than renewable energy, a fact that came from the second article. I also listed examples from the second article about how renewable energy does not pollute the air and is cleaner than nonrenewable energy.

I used transition words to connect one idea to the next. For example, in the first paragraph, I wrote *for example* before pointing out ways we use energy sources. I used the words *on the other hand* in the second paragraph to show that I was introducing a contrasting idea. I used the words *one* and *another* a couple of times to help the reader keep track of the advantages and disadvantages discussed.

My concluding paragraph tells the reader which kind of energy we use the most, which I know from looking at the graph in the second article. Then I wrap up my report by saying renewable energy sources have strong advantages over nonrenewable sources.”

WAS

We all use energy in our daily lives. For example, we use energy when we turn on the lights in our homes and when we drive our cars. Two kinds of energy sources are nonrenewable energy and renewable energy. Both have advantages and disadvantages.

Fossil fuels are a kind of nonrenewable energy. Oil, natural gas, and coal are fossil fuels. One advantage of using fossil fuels is that they can be used at any time. Another advantage is that they are cheaper than renewable energy sources. On the other hand, fossil fuels pollute the air. Another disadvantage of using fossil fuels is that once we use them, they are gone forever. Someday we will run out of them.

Wind power, solar power, and hydropower are all kinds of renewable energy. One advantage of renewable energy sources is that things like wind, sun, and water can be used over and over. We will never run out of them. Renewable energy is also

(continues)

(continued)

WA5

better for the environment because it keeps the air clean. But  
renewable energy costs more. Another disadvantage of some  
renewable energy sources is that they can only make energy  
during the day or when the wind is blowing.

Most of the energy we use is nonrenewable. However, if  
we want to keep our air clean and always have enough energy  
sources, we should try to use more renewable energy.

## WRITING TIME

### 3 Facilitate Guided Rereading of Reports

Tell the students that they will have time today to finish their reports, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q** *Do you think your opening paragraph does a good job of introducing the topic and stating the main idea? If not, what might you write instead?*
- Q** *Will the organization of your report be clear to the reader? If you don't think the organization is clear, what might you move around to make it clearer? Underline parts of the report you might change or move around.*
- Q** *Are there places where you used, or could use, examples and details from the sources to support your main idea? Put a check mark in the margin next to those places.*
- Q** *Are there places where you used, or could use, transition words to connect one idea to the next? Put a star in the margin next to each of those places.*
- Q** *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the report has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

### 4 Facilitate Proofreading of Reports

Display the “Student Directions for Part 2” chart (📄 WA4) and remind the students that it states that a well-written report “follows rules for spelling, punctuation, capitalization, and grammar.” Explain that the

students will proofread their reports to find and correct any spelling, punctuation, capitalization, and grammar errors. Ask:

- Q *Why will you want to proofread your report before turning it in?*
- Q *What will you check for when you are proofreading?*

**Students might say:**

"Mistakes could make my writing harder to read and understand."

"I will check to make sure I've capitalized names and the beginning of every sentence."

"In addition to what [Emily] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point."

"In addition to what [Carlos and Marla] said, I want to correct any spelling errors I find."

Give the students 5–10 minutes to proofread their reports and make any necessary corrections.

## SHARING AND REFLECTING

### 5 Share Writing and Reflect

Have a few volunteers share their reports with the class; then ask:

- Q *What qualities of good informative writing did you notice in [Luke's] report?*
- Q *What questions can you ask [Luke] about his writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:



- Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

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## EXTENSIONS

### Complete a Diagnostic Language Skills Task

To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the *Skill Practice Teaching Guide* (also see “Assessing Language Skills” on page xi).

### Complete a Writing Practice Performance Task Independently

Many states provide a practice performance task that the students complete independently. It can be given right after the guided practice, or at a later time.

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the informative/explanatory writing portion of the end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.



# Guided Practice Performance Task

# **GUIDED PRACTICE PERFORMANCE TASK:** Informative/Explanatory Writing

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## **ENERGY SOURCES**

### **Resources**

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

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## Task Overview

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### Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces students to the topic of the performance task, renewable and nonrenewable energy sources, and helps prepare the students to answer research questions and write reports about the topic. As part of this activity, the students will read and discuss an article about nonrenewable energy sources titled “Fossil Fuels.” They will also be reminded of the features of a well-written report.

During the introductory activity, the teacher will lead a whole-class discussion about the article. The students may take notes using the provided graphic organizer to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph reports in Part 2.

### Part 1 35 MINUTES

The students will read an article about renewable energy sources titled “Renewable Energy.” The students are encouraged to take notes using the provided graphic organizer to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

### Part 2 70 MINUTES

The students will each plan, write, and revise a report about renewable and nonrenewable energy sources. They may refer to the articles from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. The students may not, however, change their answers to the questions.

## Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see “Scoring Rubrics for Research Questions” on page 87). Any notes, prewriting, or drafts will not be scored.

## Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 90–98.
- Make dictionaries available to use during Part 2 of the performance task. (Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencils, paper, and other classroom resources.)

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## Teacher Directions for the Introductory Classroom Activity

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### 1 Introduce the Topic

Tell the students that they are going to learn and then write about different kinds of energy sources. Explain that we use energy sources to make electricity and gas, which allow us to do things like heat our homes, use computers, cook our food, and drive our cars.

Write the words *renewable* and *nonrenewable* where everyone can see them. Explain that *renewable* means “there is always more.” Wind, water, and sunshine are examples of renewable energy sources because when we use them, there is still more available. Explain that *nonrenewable* means “there is a limited supply.” Oil and coal are examples of nonrenewable energy sources. Once we take oil and coal out of the ground and use them, they are gone forever.

Tell students there are advantages and disadvantages of using different types of energy sources. Write the words *advantage* and *disadvantage* where everyone can see them and explain that an *advantage* is a “good thing or a benefit,” while a *disadvantage* is a “bad thing or a problem.”

### 2 Examine a Source

Tell the students that they will read an article about nonrenewable energy sources and then discuss it as a group.

Distribute the article “Fossil Fuels” (see Student Handout 1 on page 90) and the “Article 1 Notes” graphic organizer (see Student Handout 2 on page 92). Tell the students that they can take notes about the article as they read it.

Have the students read the article, and then lead a whole-class discussion using the following questions:

**Question 1:** *What are some examples of fossil fuels?*

**Question 2:** *How are fossil fuels created?*

### 3 Explain the Writing Task

Tell students that in a few minutes they will read an article that gives examples of renewable energy sources and discusses the advantages and disadvantages of using them. Then the students will use both articles and their notes to answer some questions and write their own reports about energy sources.

Discuss with the students the characteristics of a well-written report. A report:

- Has a main idea
- Gives evidence from the sources to support the main idea
- Is well-organized and stays on topic
- Explains information clearly
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task.

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## Teacher Directions for Parts 1 and 2

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### Part 1 35 MINUTES

1. Distribute copies of the source material, graphic organizer, student directions, and research questions (see Student Handouts 3–6 on pages 93–97) to each student, and have the students write their names on all materials. Note that students should not receive the directions specific to writing their reports until Part 2.
2. Tell the students to read “Student Directions for Part 1” (see Student Handout 3 on page 93). Remind the students they will have 35 minutes for Part 1 and then tell them to begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

## BREAK

## Part 2 70 MINUTES

1. Distribute a copy of “Student Directions for Part 2” (see Student Handout 7 on page 98) to each student. Make sure the students have access to all of the sources, graphic organizers, any other notes, and their answers to the research questions. Remind the students that they may not change their answers to the research questions from Part 1.
2. Tell the students to read “Student Directions for Part 2” and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their reports.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their reports.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

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# Scoring Rubrics for Research Questions

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## 2-Point Research Rubric

### Question 1:

*Why is wind power a renewable energy source? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives a sufficient explanation of why wind is a renewable energy source.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives a limited explanation of why wind is a renewable energy source.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response is incomplete, incorrect, vague, or completely absent. It does not include an explanation of why wind power is a renewable energy source.

#### Sample 2-Point Response

Wind power is a renewable energy source because there is always more wind to push the blades of the turbines. We cannot use it up.

#### Sample 1-Point Response

Wind is renewable.

#### Sample 0-Point Response

Wind farms.

## 2-Point Research Rubric

### Question 2:

*What is one advantage and one disadvantage of using fossil fuels? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives a sufficient example of an advantage and a disadvantage of using fossil fuels.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives a limited example of an advantage and a disadvantage of using fossil fuels.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response is incomplete, incorrect, vague, or completely absent. It does not include an example of an advantage and disadvantage of using fossil fuels.

#### Sample 2-Point Response

One advantage of using fossil fuels is that they are cheaper than renewable energy. One disadvantage is that they make the air dirty when we burn them.

#### Sample 1-Point Response

Fossil fuels are cheap and can be stored.

#### Sample 0-Point Response

We use much more fossil fuels.

## 2-Point Research Rubric

### Question 3:

*Discuss two reasons why people should try to use more renewable energy. Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives a sufficient explanation of why people should use more renewable energy.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response gives a limited explanation of why people should use more renewable energy.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response is incomplete, incorrect, vague, or completely absent.

#### Sample 2-Point Response

Renewable energy is clean. It does not pollute the air. It can't be used up. There is always more.

#### Sample 1-Point Response

Renewable energy can't be used up.

#### Sample 0-Point Response

We don't use enough renewable energy.

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# Student Handout 1

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## Fossil Fuels

About 300 million years ago, water, sand, and mud covered dead plants and animals. They got buried deeper and deeper in the ground. Over a very long time, the dead plants and animals changed. They turned into oil, natural gas, and coal. These are called fossil fuels.

### Why are fossil fuels important?

Fossil fuels are important because we use them every day. We burn fossil fuels to produce electricity, heat homes, and cook food. Some fossil fuels are used to make gasoline for cars and airplanes. Some are used to make plastic. Some are used to make cosmetics or detergent. Some are even used in toothpaste!



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*(continues)*

## Student Handout 1 *(continued)*

### Can we use fossil fuels forever?

Fossil fuels are nonrenewable. Once you take them out of the ground and use them, they are gone forever. Someday we could run out of fossil fuels.

### Are fossil fuels the only sources of energy?

We use fossil fuels for most of our energy. But there are other sources, too. Wind and solar power are two examples. These sources of energy are cleaner than fossil fuels. When fossil fuels burn, they give off gases. These gases make the air dirty, or polluted. Wind and solar power don't give off gases. But they do cost more. This is one reason they aren't used more.



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Gases from burning fossil fuels go into the air.



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Wind power is another source of energy.

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# Student Handout 2

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

<b>Article 1 Notes</b> <b>"Fossil Fuels"</b>
<b>Kinds of Nonrenewable Energy</b>
<b>Advantages of Nonrenewable Energy</b>
<b>Disadvantages of Nonrenewable Energy</b>
<b>Other Notes:</b>

**Your notes will not be scored.**

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# Student Handout 3

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 1

### Part 1 (35 minutes)

#### Your Task

You will read an article titled “Renewable Energy.” Then you will answer three research questions about what you have learned. In Part 2, you will write a report about energy sources. You will be able to refer to the articles, your notes, and the answers to the research questions when you write your report.

#### Steps to Follow

In order to plan and write your report, you will do the following:

1. Read the article.
2. Take notes about the information in the article using a graphic organizer.
3. Answer three research questions to help you think about key information in the articles.

#### Directions for Beginning

You will have 35 minutes to read the article, take notes, and answer the research questions. Your answers will be scored.

# Renewable Energy

**Most** of the energy we use comes from fossil fuels. Fossil fuels are nonrenewable. What will we do when they are gone? The answer might be found in renewable energy sources. Renewable energy sources can't be used up. Let's learn about some renewable energy sources.

## Wind Power

A wind turbine looks like a giant pinwheel. Wind pushes the blades of the turbine. The energy from the turning blades is used to make electricity. When many wind turbines are built in one place, it's called a wind farm.



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## Geothermal Energy

Geothermal energy is heat that comes from the earth. Volcanoes and geysers are places where the earth's heat escapes. This heat can be used to warm buildings. It can also be used to make electricity.

## Solar Power

We all know the sun's energy makes things warm. The sun's energy can also be turned into electricity. This is done using large, flat pieces of equipment called solar panels. Solar panels use the light from the sun to make electricity.



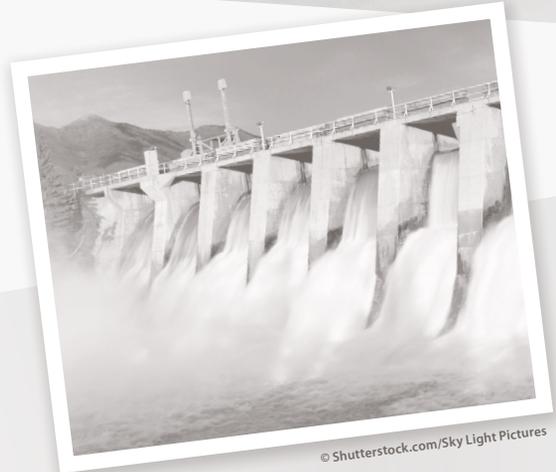
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(continues)

## Student Handout 4 (continued)

### Hydropower

Hydropower is energy produced by moving water. The water must move with a lot of force to make electricity. Waterfalls can produce hydropower. People also build dams to produce hydropower. Water collects behind a dam. When the dam is opened, water rushes through with enough force to make electricity.

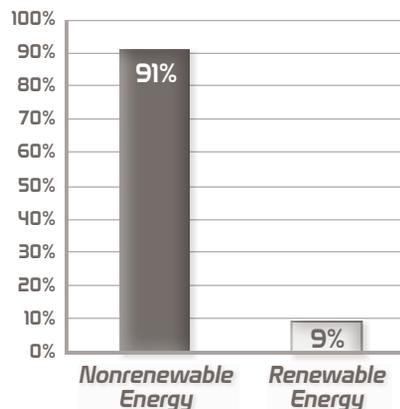


### Biofuel Energy

Biofuels are a type of fuel that is made mostly from plants. Even vegetable cooking oil can be made into a biofuel. Biofuels can be used to replace fuels like gasoline. When biofuels are burned, they don't pollute the air.

### Why Not Use More Renewable Energy?

#### U.S. Energy Use for 2012 (%)



Source: U.S. Energy Information Administration/Monthly Energy Review March 2013.

We know that fossil fuels are nonrenewable. They can also hurt the environment. So why do we keep using them instead of renewable energy?

The main reason is cost. Fossil fuels cost less than renewable energy sources. Fossil fuels can also create energy at any time. That's not true of renewable energy sources. Solar panels can't make electricity at night. If the wind doesn't blow, wind farms can't make electricity.

Sometimes using renewable energy can cause problems. For example, a dam can destroy animals' homes. Wind farms can be dangerous for flying birds.

Renewable energy is not perfect. But people are trying to figure out solutions to some of the problems. It's one way to prepare for the day when fossil fuels run out.

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# Student Handout 5

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

<b>Article 2 Notes</b> <b>"Renewable Energy"</b>
<b>Kinds of Renewable Energy</b>
<b>Advantages of Renewable Energy</b>
<b>Disadvantages of Renewable Energy</b>
<b>Other Notes:</b>

**Your notes will not be scored.**

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# Student Handout 7

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 2

### Part 2 (70 minutes)

#### Your Task

You will have 70 minutes to write your report. You should review your notes and sources. Then plan, write, and revise your writing. You may also refer to the answers you wrote to the research questions in Part 1, but you cannot change those answers.

#### Your Writing Assignment

Your class is getting ready for an open house for parents. Student reports will be on display. Write a report that describes the different kinds of energy sources and the advantages and disadvantages of using each.

#### Begin Work on Your Report

Manage your time carefully so that you can:

- Plan your report (15 minutes)
- Write your report (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

#### Things to Remember

Remember that a well-written report:

- Has a main idea
- Gives evidence from both sources to support the main idea
- Is well-organized and stays on topic
- Explains information clearly
- Uses language that suits the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

# Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are partners able to agree about what information to include in their notes?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they recording their notes in the appropriate place on their graphic organizers?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they writing notes in their own words?</li> </ul>			
Other observations:			

**Considerations:**

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand what each question is asking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to incorporate details from their notes and the sources in their responses?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the source can you find that information?*
- Q *How might you include information from your notes and the sources in your answer?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does their writing indicate that they understand the task?			
▪ Are they able to introduce the topic in the opening paragraph of the report?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their reports?			
Other observations:			

**Considerations:**

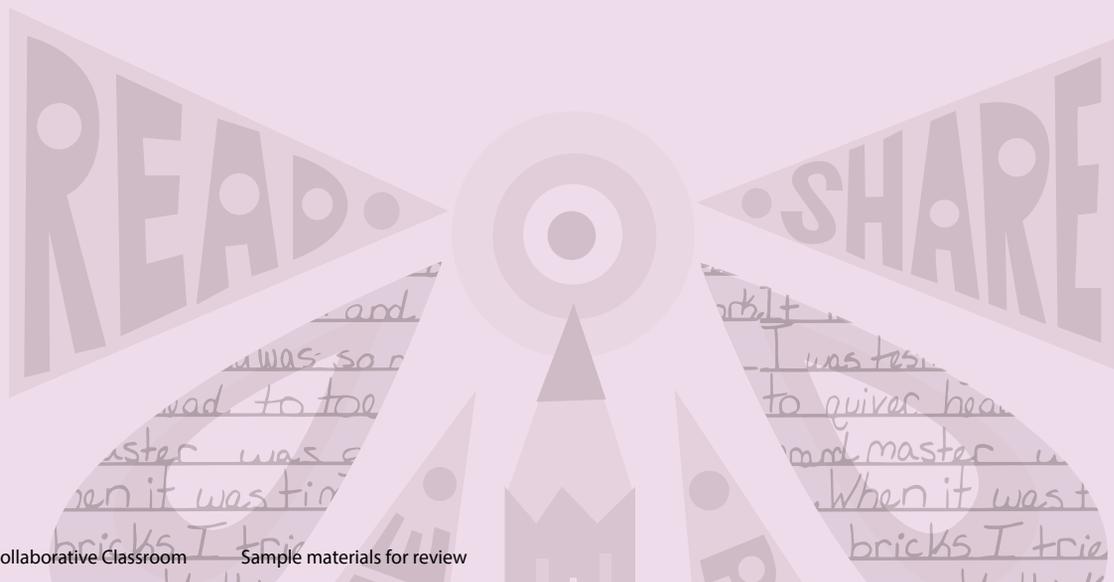
If you notice a student having difficulty starting to write after 5-10 minutes, help stimulate his or her thinking by asking questions such as:

- Q *What is the topic of your report? What might you write in the opening paragraph to introduce the topic?*
- Q *How might you use your notes to help you organize your report?*
- Q *What information from your notes or the sources might you use to explain [different kinds of energy sources]?*

# Unit

# Opinion Writing

During this one-week unit, the students prepare for the opinion writing portion of a standards-based end-of-year writing performance task. They discuss what they have learned about opinion writing and complete a practice performance task as a class, guided by the teacher. The students begin by reading and discussing an article about early American history after the Revolutionary War and then read two articles about George Washington and Benjamin Franklin. The students each take notes about what they learn, and use information from the sources and their notes to answer research questions and write an opinion essay about the topic—whether students would rather meet George Washington or Benjamin Franklin if they could go back in time. Socially, the students listen respectfully to the opinions of others and share their own, make decisions with their partners, and explain their thinking.



## RESOURCES

### Source Materials

- “The Early Days of the United States of America” article
- “The Life of George Washington” article
- “The Life of Benjamin Franklin” article

### Extensions

- “Complete a Diagnostic Language Skills Task”
- “Complete a Writing Practice Performance Task Independently”

### Guided Practice Performance Task: Opinion Writing

- Task Overview
- Teacher Directions
- Scoring Rubrics for Research Questions
- Student Handouts 1–8

### Assessments

- “Class Assessment Record” sheets



## Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this unit.

### Whiteboard Activities

- WA1–WA8

### Reproducibles

- “The Early Days of the United States of America” article (BLM1)
- “Student Directions for Part 1” (BLM2)
- “The Life of George Washington” article (BLM3)
- “Article 1 Notes” graphic organizer (BLM4)
- “The Life of Benjamin Franklin” article (BLM5)
- “Article 2 Notes” graphic organizer (BLM6)
- “Research Questions” sheet (BLM7)
- “Student Directions for Part 2” (BLM8)

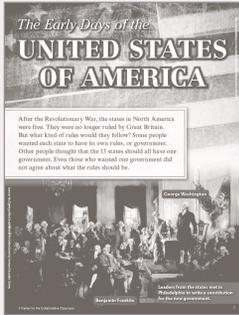
### Assessment Forms

- “Class Assessment Record” sheets (CA1–CA3)

# OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
Week	<p><b>Reading Articles and Taking Notes:</b> “The Early Days of the United States of America” article, “The Life of George Washington” article</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Thinking about what they have learned about good opinion writing</li> <li>Taking notes from an article</li> <li>Using a graphic organizer to sort information</li> </ul>	<p><b>Reading an Article and Taking Notes:</b> “The Life of Benjamin Franklin” article</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Taking notes from an article</li> <li>Using a graphic organizer to sort information</li> </ul>	<p><b>Writing Responses to Research Questions</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write responses to research questions</li> <li>Reflecting on and revising responses to research questions</li> </ul>	<p><b>Writing an Essay</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using multiple sources to write essays</li> </ul>	<p><b>Revising and Proofreading an Essay</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Revising essays</li> <li>Proofreading essays</li> </ul>

# Week OVERVIEW



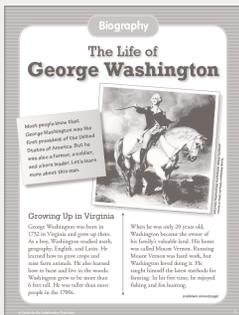
## “The Early Days of the United States of America” article (BLM1)

Events occurring after the Revolutionary War and the gathering of leaders to write the Constitution of the United States of America are discussed in this article.



## “The Life of Benjamin Franklin” article (BLM5)

Benjamin Franklin's contributions as a scientist, inventor, and political leader are discussed in this article.



## “The Life of George Washington” article (BLM3)

A brief account of George Washington's life is provided in this article.

### Writing Focus

- Students reflect on what they have learned about opinion writing.
- Students read three articles about the topic and take notes on two of them.
- Students answer research questions about the topic, and plan and write opinion essays.
- Students revise and proofread their writing.

### Social Development Focus

- Students listen respectfully to the opinions of others and share their own.
- Students make decisions together.
- Students explain their thinking.

## DO AHEAD

- ✓ Prior to Day 1, read “Guided Practice Performance Task: Opinion Writing” on pages 132–136. This unit’s lessons are based on this guided practice performance task. During the unit, the students complete this performance task with instructional support and guidance from the teacher. For more information about how the performance task is used in the lesson, see “About the Guided Practice Performance Task” on page 108.
- ✓ Prior to Day 1, read the articles “The Early Days of the United States of America” (BLM1) and “The Life of George Washington” (BLM3) to familiarize yourself with the content in each source.
- ✓ Prior to Day 1, prepare a sheet of chart paper so that it resembles the “Article 1 Notes” graphic organizer (BLM4) the students will use.
- ✓ Prior to Day 1, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the student handouts (see “Reproducibles” on page 104). Make a class set of copies of each handout listed, except for “Student Directions for Part 1” (BLM2). You might want to have extra copies of the graphic organizers available for the students.
- ✓ Prior to Day 1, prepare a class set of writing folders for the students to use to organize their materials throughout the week.
- ✓ Prior to Day 2, read the article “The Life of Benjamin Franklin” (BLM5) to familiarize yourself with the content.
- ✓ Prior to Day 2, prepare a sheet of chart paper so that it resembles the “Article 2 Notes” graphic organizer the students will use (BLM6).
- ✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1) on page 152.
- ✓ Prior to Day 3, prepare a sheet of chart paper so that it resembles the “Research Questions” sheet (BLM7) the students will use. You may want to write each question on a separate piece of chart paper.
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA2) on page 153.
- ✓ Prior to Day 4, make a copy of the “Class Assessment Record” sheet (CA3) on page 154.

## TEACHER AS WRITER

*“If you’re not assessing all the time, how do you know if [students] are getting it or not? We need to know what they know so we can teach them what they don’t know.”*

— Jan Borelli, educator

All educators recognize the importance of assessing students to inform classroom instruction, but there is less agreement about the value of standardized testing as an assessment tool. What is your opinion of standardized testing? Do standardized tests help you “know what they know”? Do you have concerns about these tests? Write your thoughts and feelings about standardized testing in your journal.

# Day 1

## Reading Articles and Taking Notes

### Materials

- Copy of the article “The Early Days of the United States of America” (BLM1) for each student
- Copy of the article “The Life of George Washington” (BLM3) for each student
- Chart paper and a marker
- “Great Britain and the 13 States” chart (WA1)
- “The Early Days of the United States of America” chart (WA2)
- “Student Directions for Part 1” chart (WA3; also available as BLM2)
- “The Life of George Washington” chart (WA4)
- “Article 1 Notes” chart, prepared ahead
- Copy of “Article 1 Notes” graphic organizer (BLM4) for each student

### Teacher Note

We recommend that you teach this unit after the class completes the Opinion Writing genre unit.

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 5 and then finish the lesson later in the day or the next day.

### Teacher Note

The partners you assign today will stay together for the entire unit.

### In this lesson, the students:

- Work with new partners
- Reflect on what they know about good opinion writing
- Read and discuss two articles
- Take notes on an article as a class and in pairs
- Explain their thinking

### ABOUT THE GUIDED PRACTICE PERFORMANCE TASK

During this unit, the students complete an opinion writing performance task as a class with instructional support from you. The purpose for this guided practice performance task is to prepare the students for standards-based end-of-year performance tasks they will be required to complete independently. Five days of instruction are provided during which the students’ writing is neither timed nor scored. This unit’s performance task is not computerized and can be administered in a classroom environment using pencils, paper, and other classroom resources.

The topic of the performance task is whether students would rather meet George Washington or Benjamin Franklin if they could go back in time. The task consists of three sections: an Introductory Classroom Activity (students are introduced to the topic and examine one of the sources), Part 1 (students examine additional sources and answer research questions about the topic), and Part 2 (students write their own opinion essays). For more information about each section, see “Task Overview” on page 133. For the complete performance task on which this unit’s instruction is based, see “Guided Practice Performance Task: Opinion Writing” on pages 132-136.

## GETTING READY TO WRITE

### 1 Pair Students and Introduce the Performance Task

Randomly assign partners and make sure they know each other’s names. Have the students bring their pencils and sit at desks with partners together.

Tell the students that at the end of the school year, all the students in their grade will complete a reading and writing assignment called a *performance task*. (You might explain that a *task* is a “job that needs to be done.”) Explain that the purpose for the performance task is to show how well they are developing and growing as readers and writers. This is important information for them as students, as well as for their families, teachers, and principal.

Remind the students that for the past several weeks they have been doing opinion writing, and explain that opinion writing is one type of writing they will do on the end-of-year performance task. Tell the students that during the next several days they will learn strategies for doing well on the opinion writing portion of the performance task.

## 2 Discuss What the Class Has Learned About Opinion Writing

Point out that the students have learned a lot about how to write good opinion pieces, and explain that they can use what they have learned to help them do well on the performance task. Ask and discuss the questions that follow as a class. Encourage the students to use the discussion prompts they have learned as they talk to one another.

- Q *What have you learned about good opinion writing?*
- Q *What did you do to make your opinion piece interesting and easy to read?*

### Students might say:

“It clearly states an opinion in the opening sentence or paragraph.”

“I agree with [Chloe]. It also gives several reasons that support the opinion.”

“It uses transition words to connect thoughts.”

“In addition to what [James and Rashalla] said, it is clearly organized and makes sense.”

“It often restates the opinion at the end of the article.”

As the students respond, record their ideas on a sheet of chart paper titled “What We Have Learned About Opinion Writing.” If the students do not mention the following qualities of good opinion writing, briefly review them and add them to the chart.

### Teacher Note

The discussion prompts are:

- “I agree with \_\_\_\_\_ because...”
- “I disagree with \_\_\_\_\_ because...”
- “In addition to what \_\_\_\_\_ said, I think...”

### What We Have Learned About Opinion Writing

- Clearly states an opinion in the opening sentence or paragraph
- Gets the reader interested in knowing more
- Gives reasons that support the opinion
- Uses transition words
- Is clearly organized and makes sense
- Includes a conclusion that wraps up the writing and restates the opinion
- Follows writing rules for spelling, punctuation, capitalization, and grammar

Tell the students that you will post the chart where everyone can see it so that they can keep what they have learned about good opinion writing in mind as they prepare for the opinion writing performance task.

### 3 Introduce the Topic of the Guided Practice Performance Task

Explain that today you will introduce the students to the topic of the performance task, and they will read two articles about the topic. In the coming days, they will learn more about the topic by reading another article. Then, as a class, they will use what they learned to answer research questions and write essays about the topic.

Tell the students they are going to learn about George Washington and Benjamin Franklin—two leaders who helped make the United States a country—and write opinion essays about which man they would rather meet if they could go back in time.

Display the “Great Britain and the 13 States” chart (WA1). Point out Great Britain and North America on the map. Explain that beginning in the 1600s, some people left Great Britain and sailed in ships across the Atlantic Ocean to make new homes in North America. However, they were still ruled by Great Britain. As time went by, these settlers did not like the way the British king treated them. They decided to become independent states, which meant they no longer had to follow the rules of Great Britain. The British king did not like this. The states had to fight a war with Great Britain to become free. It was called the Revolutionary War. Tell the students that the states won the war and gained their independence from Great Britain in 1783.

## 4 Introduce an Article and Read It Aloud

Tell the students that the first source of information they will read today is a brief magazine article titled “The Early Days of the United States of America.” It discusses what happened after the Revolutionary War and how a document called a constitution was written to form a new government. It also explains how George Washington and Benjamin Franklin helped. Display the chart “The Early Days of the United States of America” (WA2) and distribute a copy of the article (BLM1) to each student.

Tell the students that for this task you will read the article aloud, but when they do performance tasks on their own, they will read any source materials independently. Ask them to follow along as you read the article aloud, slowly and clearly. Then ask:

**Q** *What did you learn from reading the article about the early days of the United States of America?*

### Students might say:

“There were many arguments among the people who were writing the Constitution.”

“All thirteen states signed the Constitution.”

“George Washington and Benjamin Franklin were important leaders who helped get the Constitution written and signed.”

Direct the students’ attention to the painting at the bottom of the first page of the article. Explain that this painting shows the many leaders of the colonies gathered to write the Constitution, including George Washington and Benjamin Franklin.

## 5 Introduce Student Directions for Part 1

Display the “Student Directions for Part 1” chart (WA3). Explain that these are directions for the first part of the performance task, in which the students examine sources about George Washington and Benjamin Franklin and write responses to research questions. Tell the students that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, you will continue to read the sources aloud, rather than have the students read them on their own, and they will take more time than the directions say to complete the steps. Explain that when the students do performance tasks on their own later, they will follow the directions exactly.

## 6 Introduce Another Article and Read It Aloud with Stops

Tell the students that the next source of information they will read is an article from a social studies textbook titled “The Life of George Washington.” Display the chart “The Life of George Washington” (WA4) and distribute a copy of the article (BLM3) to each student.

### Teacher Note

You might explain that a *source* is “something that information comes from, such as a book, video, article, or website.”

### Teacher Note

The purpose for showing the “Student Directions for Part 1” chart (WA3) is to briefly introduce the students to the type of directions they will encounter when they do performance tasks by themselves. It is not necessary to take the students through all the directions now. They will have the experience of “following” the directions over the next few days. As you complete various parts of the directions, you might redisplay the chart and point out the steps the students have completed.

Ask the students to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning. Then read the title and the first part of the article aloud, slowly and clearly. Stop after:

"In his free time, he enjoyed fishing and fox hunting."

Ask:



**Q** *What did you learn about George Washington in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading the article. Following the same procedure, have the students discuss what they learned at the next two stops:

"His leadership helped the states win the war."

"For these reasons, Washington is often called 'the father of our country.'"

## WRITING TIME

### 7 Reread the Article and Take Notes as a Class and in Pairs

Post the "Article 1 Notes" chart that you prepared ahead and distribute a copy of the "Article 1 Notes" graphic organizer (BLM4) to each student.

Tell the students that you will reread the article, and that as a class, they will use a note-taking chart, called a *graphic organizer*, to take notes about what they are learning about George Washington. Point out that this graphic organizer has a column to write what George Washington did during his life, a column to write descriptions of George Washington, and a section at the bottom for other notes. Explain that, as you read the article, you will again stop during the reading so that the students can discuss what they have learned and record their notes on the graphic organizer.

Read the article and stop after:

"In his free time, he enjoyed fishing and fox hunting."

Discuss as a class:

**Q** *What did you learn about George Washington in the part of the article you just heard?*

**Q** *Where on the graphic organizer might you put a note saying George Washington [was tall]? Why?*

#### Students might say:

"As a boy, he learned how to farm and hunt. I think that goes in the column about things he did."

"I learned that George Washington was really tall, and I think it should go in the right-hand column since it describes what he looked like."

"He was a soldier who led men in many battles. I'll put that in the left-hand column because it is about what he did during his life."

As the students respond, model writing their responses as notes in the appropriate places on the chart, and have the students copy the notes onto their own graphic organizers.

Using the same procedure, read the next section of the article. Have the students discuss what they learned as a class, and model taking notes. Stop after:

“His leadership helped the states win the war.”



Continue reading to the end of the article. Have the students discuss what they learned in pairs (rather than as a class) and record their notes on their graphic organizers.

Have a few volunteers share what they discussed and where on their graphic organizers they wrote their notes. As they share, add their ideas to the chart.

Article 1 Notes “The Life of George Washington”	
Things George Washington Did	Ways to Describe George Washington
<ul style="list-style-type: none"> <li>- became first president of the U.S.</li> <li>- studied math, geography, English, Latin</li> <li>- knew how to farm and hunt</li> <li>- loved running Mt. Vernon and fishing and hunting there</li> <li>- was a soldier who led men in battles</li> <li>- elected to Virginia’s government in 1758</li> <li>- married Martha in 1759</li> <li>- was in charge of the army during the Revolutionary War</li> <li>- led his soldiers in winning the Revolutionary War</li> <li>- became the leader of the group writing the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>- more than 6 feet tall</li> <li>- rich landowner</li> <li>- smart and courageous battle planner</li> <li>- strong leader</li> <li>- called “the father of our country”</li> </ul>
<p>Other Notes:</p> <ul style="list-style-type: none"> <li>- was born and grew up in Virginia</li> <li>- became owner of his family’s land</li> </ul>	

### Teacher Note

You may want to review that notes are most helpful when they are brief and written in the writer’s own words rather than copied exactly from the source.

### Teacher Note

If the students have difficulty deciding where on the graphic organizer to record their notes, call for their attention and model writing their ideas in the appropriate places on the chart.

Tell the students that tomorrow they will read and discuss an article about Benjamin Franklin.

Distribute a writing folder to each student and explain that this is where the students will keep all of their materials for the week. Have the students put their materials inside their folders and keep them in their desks.

## SHARING AND REFLECTING

### 8 Reflect

Ask and briefly discuss:

**Q** *What did you and your new partner do to work well together today?*

### Teacher Note

Save the “What We Have Learned About Opinion Writing” chart and the “Article 1 Notes” chart to use throughout the unit.

# Day 2

## Reading an Article and Taking Notes

### Materials

- Copy of the article “The Life of Benjamin Franklin” (BLM5) for each student
- “Article 1 Notes” chart from Day 1
- “The Life of Benjamin Franklin” chart (WA5)
- “Article 2 Notes” chart, prepared ahead
- Copy of “Article 2 Notes” graphic organizer (BLM6) for each student
- A marker
- “Class Assessment Record” sheet (CA1)

### In this lesson, the students:

- Review what they have learned about George Washington
- Read and discuss an article about Benjamin Franklin
- Take notes on the article in pairs
- Make decisions together
- Work in a responsible way

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Review that the students are working together to complete an opinion writing task about whom they would rather meet—George Washington or Benjamin Franklin—to prepare for the end-of-year performance task. Remind the students that yesterday they discussed what they have learned about good opinion writing. They also read two articles, discussed them as a class, and took notes on one of the articles.

Direct the students’ attention to the “Article 1 Notes” chart from Day 1. Briefly review the notes by asking:

**Q** *What did you learn about George Washington from the article we read yesterday?*

Tell the students that today they will read an article about Benjamin Franklin.

## 2 Introduce the Article and Read It Aloud with Stops

Tell the students that today’s source is an article from a social studies textbook titled “The Life of Benjamin Franklin.” Display the chart “The Life of Benjamin Franklin” (WA5) and distribute a copy of the article (BLM5) to each student. Ask them to follow along as you read the article aloud, and explain that you will stop during the reading to have pairs discuss what they are learning.

Read the title and the introduction to the article and the first three paragraphs aloud, slowly and clearly. Stop after:

“Many of Franklin’s inventions are still used by people today.”

Ask:



**Q** *What did you learn about Benjamin Franklin in the part of the article you just heard? Turn to your partner.*

Without sharing as a class, continue reading to the end of the article and follow the same procedure to have the students discuss what they learned.

## WRITING TIME

### 3 Reread the Article and Take Notes in Pairs

Post the “Article 2 Notes” chart that you prepared ahead and distribute a copy of the “Article 2 Notes” graphic organizer (BLM6) to each student.

Point out that this graphic organizer is organized just like the “Article 1 Notes” graphic organizer (BLM4). Explain that as you read the article again you will stop, and partners will discuss what they learned and then write notes in the appropriate places on their own graphic organizers. Remind them that they will use the information they collect to answer research questions and write opinion essays about whether they would rather meet George Washington or Benjamin Franklin.

Read the article and stop (as you did before) after:

“Many of Franklin’s inventions are still used by people today.”

Ask the following questions one at a time, without discussing them as a class:

**Q** *What did you learn about Benjamin Franklin in the part of the article you just heard?*

**Q** *Where will you write a note about what you have learned on the graphic organizer, and why will you write the note there?*



Say “Turn to your partner,” and give partners a few minutes to share their thinking and write notes about what they learned on their graphic organizers. As they work, circulate, observe, and offer assistance.



## CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are partners able to agree about what information to include in their notes?
- Are they recording notes in the appropriate places on their graphic organizers?
- Are they writing notes in their own words?

If you notice many students having difficulty writing notes, call for the class's attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 152.

When most pairs have finished, ask volunteers to share their thinking about what they learned and where they recorded their notes on their graphic organizers. Then add their ideas to the chart.

Continue reading to the end of the article and using the same procedure, stop, discuss, and take notes.

Article 2 Notes "The Life of Benjamin Franklin"	
Things Benjamin Franklin Did	Ways to Describe Benjamin Franklin
<ul style="list-style-type: none"> <li>- started his own printing business and newspaper at age 21</li> <li>- wrote "Poor Richard's Almanack" in 1732</li> <li>- started first library in America where people could borrow books</li> <li>- started first fire department and first hospital in Philadelphia</li> <li>- improved mail delivery</li> </ul>	<ul style="list-style-type: none"> <li>- scientist and inventor</li> <li>- leader in the American colonies</li> <li>- very intelligent</li> <li>- called "the first American"</li> </ul>

(continues)

(continued)

Article 2 Notes	
<ul style="list-style-type: none"><li>- invented many things: Franklin stove, swim fins, bifocal glasses, and lightning rod</li><li>- helped write the Declaration of Independence</li><li>- asked French king to help colonists fight the British</li><li>- helped write the U.S. Constitution</li></ul>	
Other Notes:	

Tell the students that tomorrow they will work together, using the sources and their notes, to answer research questions about George Washington and Benjamin Franklin. Have them put all their materials inside their folders.

## SHARING AND REFLECTING

### 4 Reflect

Ask and briefly discuss:

- Q *Why do you think it is a good idea to read a source more than once, like we did today?*
- Q *What did you do today to work in a responsible way?*

### Teacher Note

Save the “Article 2 Notes” chart to use throughout the rest of the unit.

# Day 3

## Writing Responses to Research Questions

### Materials

- “Article 1 Notes” and “Article 2 Notes” charts from Days 1 and 2
- “The Life of Benjamin Franklin” chart (WA5) from Day 2
- “The Life of George Washington” chart (WA3) from Day 1
- “The Early Days of the United States of America” chart (WA2) from Day 1
- “Research Questions” chart, prepared ahead
- Copy of “Research Questions” sheet (BLM7) for each student
- A marker
- “Class Assessment Record” sheet (CA2)

### In this lesson, the students:

- Read and discuss research questions about George Washington and Benjamin Franklin as a class
- Identify words in the questions that give clues about what to write
- Write responses to the questions as a class and independently
- Reflect on and revise their responses

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind the students that they are learning strategies they can use to do well on the end-of-year performance task. Review that the students read an article about the early days of America and discussed it as a class. Direct the students’ attention to the “Article 1 Notes” and “Article 2 Notes” charts from Days 1 and 2 and review that they also read articles about George Washington and Benjamin Franklin and took notes about what they learned. Explain that today they will use their notes and the articles to answer research questions about George Washington and Benjamin Franklin.

### 2 Model Reading a Question and Writing a Response

Post the “Research Questions” chart that you prepared ahead. Distribute a copy of the “Research Questions” sheet (BLM7) to each student, and have the students write their names and the date on their sheets. Explain that these are the questions the students will answer in Part 1 of the performance task.

Tell the students that the first step in writing a response to a question is to read and think carefully about the question. Point to Question 1 on the chart and ask the students to listen closely as you read it aloud twice. Discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking what “kind of person” George Washington was. Underline that key phrase on the chart.

Point to the statement following the question and read it aloud. Explain that “use at least two details from the sources to describe him” means that the students should look for at least two details in their notes and the sources to write their responses.

Ask the students to watch as you model writing a response to the first question on the chart, thinking aloud as you write. Display the chart “The Life of George Washington” (WA2) and model reviewing your notes and the article for the information you need.

**You might say:**

“I know that the question is asking me to describe George Washington and to use two details from my sources in my answer. In my notes on this article, I wrote that Washington knew how to farm and hunt. I remember that the article said he learned both of these things while growing up. (Point to the paragraph in the article where you found this information.) I’ll write: *George Washington learned how to hunt and farm while he was growing up.* I need to write at least two details, and I’d like to add information about how he became a strong leader. In my notes I wrote that he ‘was in charge of the army during the Revolutionary War.’ I’ll write: *He became a strong leader and was in charge of the army during the Revolutionary War.*”

### Research Questions

1. What kind of person was *George Washington*? Use at least two details from the sources to describe him in your answer.

*George Washington learned how to hunt and farm while he was growing up. He became a strong leader and was in charge of the army during the Revolutionary War.*

### 3 Read and Discuss Questions as a Class

Explain that the students will read and discuss Questions 2 and 3 as a class. Then, during Writing Time, the students will work in pairs to discuss what they might write in response to those questions, and each write their own responses on their “Research Questions” sheets.

Point to Question 2 on the “Research Questions” chart and read it aloud twice. Ask and discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, point out that the question is asking for “two important things that Benjamin Franklin did.” Underline that key phrase on the chart.

Point to Question 3 on the chart and explain that the format for this question is different from Questions 1 and 2. Read Question 3 aloud twice; then ask and discuss:

**Q** *What information is this question asking for?*

Have a few volunteers share their thinking. If necessary, explain that the students need to “choose the facts about George Washington that are in both articles” and “put a check mark in the blank before each fact that is

### Teacher Note

The consortia that are developing the end-of-year performance tasks plan to deliver the assessment electronically. This means that individual students will have computer or tablet access to all research sources as they respond to questions and write extended pieces.

in *both* articles.” Underline those key phrases on the chart. Read aloud each fact and explain that if the students cannot find the fact about George Washington in *both* articles, they should *not* put a check mark next to the fact.

## WRITING TIME

### 4 Discuss Questions in Pairs and Write Answers



Have partners discuss what they might write in response to Question 2 and which facts from Question 3 can be found in both articles. Review that each student will write his own response to the questions on his “Research Questions” sheet. Remind the students to use details from their notes and from the sources in their responses to Question 2. As the students work, circulate, observe, and offer assistance.



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students’ responses indicate that they understand what each question is asking?
- Are they able to incorporate information from their notes and the sources in their responses?

If you notice the students struggling to write responses, support them by asking questions such as:

- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the article can you find that information?*
- Q *How might you include information from your notes and the articles in your answer?*

Record your observations on the “Class Assessment Record” sheet (CA2); see page 153.

### 5 Facilitate Guided Rereading and Revising of Responses

Tell the students that they will now reread their responses to Question 2 and then reflect on the quality of their responses by thinking about some questions you will ask.

Have the students quietly reread their responses to Question 2 and look up when they are finished. Ask the following questions and give them a moment to review their writing and, if necessary, their sources and notes:

- Q *Do you think your response does a good job of naming two important things Benjamin Franklin did during his life? If not, what might you add or take out to improve it?*

Without discussing as a class, have the students revise their responses as necessary. Remind them to refer to their sources and notes if needed.

Then have the students reflect on their responses to Question 3 by asking the question that follows:

**Q** *What did you do to make sure the facts you marked are in both articles?*

## SHARING AND REFLECTING

### 6 Share Responses and Reflect

After several minutes, have a few volunteers share with the class what they wrote in response to Question 2. As they share, use their ideas to model writing a well-crafted response to the question on the “Research Questions” chart.

Have one or two volunteers share which facts they marked in Question 3. As they share, model marking the facts on the “Research Questions” chart.

#### Research Questions

2. What are two important things Benjamin Franklin did during his life?  
Use details from the sources in your answer.

*Benjamin Franklin invented a stove and many other things. He also helped to write the Constitution of the United States.*

3. Choose the facts about George Washington that are in both articles, “The Early Days of the United States of America” and “The Life of George Washington.” Put a check mark in the blank before each fact that is in both articles.

\_\_\_ George Washington’s home was called Mount Vernon.

George Washington was in charge of the army.

George Washington was the first president of the United States of America.

\_\_\_ George Washington and his wife were one of the richest families in Virginia.

Have the students reflect on their work by asking:

**Q** *Do you think your notes helped you answer the questions well? Why or why not?*

#### Teacher Note

You may want to display both articles (WA2 and WA4) and point out where each fact appears in the articles.

## Teacher Note

Save the “Research Questions” chart to use on Day 4.

# Day 4

## Writing an Essay

Tell the students that tomorrow they will use the sources, their notes, and their answers to the questions to each write an opinion essay about whether they would rather meet George Washington or Benjamin Franklin if they could go back in time. Have them put their materials inside their folders.

### Materials

- “Student Directions for Part 2” chart (WA6)
- Copy of “Student Directions for Part 2” (BLM8) for each student
- “Article 1 Notes,” “Article 2 Notes,” and “Research Questions” charts from Day 3
- “The Life of Benjamin Franklin” chart (WA5) from Day 3
- “The Life of George Washington” chart (WA4) from Day 3
- “The Early Days of the United States of America” chart (WA2) from Day 3
- Lined writing chart (WA7) for modeling
- “Writing Time” chart (WA8)
- Supply of lined paper for writing essays
- “Class Assessment Record” sheet (CA3)

## Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

### In this lesson, the students:

- Plan and write opinion essays about whether they would rather meet George Washington or Benjamin Franklin
- Include qualities of a well-written opinion essay in their writing
- Reflect on how they felt about writing their essays
- Respectfully consider the opinions of others

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Point to the “Research Questions” chart and remind the students that yesterday they completed the first part of the guided practice performance task—answering questions about George Washington and Benjamin Franklin. Explain that today partners will work together on the second part of the task—writing opinion essays about which man they would rather meet.

### 2 Introduce and Discuss the Essay-writing Task

Display the “Student Directions for Part 2” chart (WA6) and distribute a copy of the directions (BLM8) to each student. Explain that these are directions for the second part of the performance task, in which the students each write an opinion essay about whether they would rather meet George Washington or Benjamin Franklin. Review that, because they are working together to practice for the end-of-year performance task, they will not follow these directions exactly. For example, they will take more time than the directions say to write their essays. Remind the students that when they do performance tasks on their own later, they will need to follow the directions exactly.

Ask the students to listen as you read from each section of the directions aloud, using the following procedure:

1. Read the section “Your Task” aloud and review that the students may use the sources, their notes, and their answers to the

research questions to help them write their essays. Remind the students that when they do performance tasks on their own they will be timed, but that today they will not be.

2. Read the section “Your Writing Assignment” aloud and review that each student needs to write an essay that tells his opinion about whether he would rather meet George Washington or Benjamin Franklin. Remind the students that they will need to support their opinions with reasons from the sources.
3. Read the section “Begin Work on Your Essay” aloud, point out the information that is relevant for this performance task (for example, “plan,” “write,” and “revise”), and underline it.
4. Read the list of qualities of a well-written opinion essay aloud. Point out that the list is similar to the list the class created on the “What We Learned About Opinion Writing” chart. Tell the students that they may refer to both lists as they write their essays.

Ask and briefly discuss:

**Q** *What questions do you have about the directions for writing the opinion essay?*

Tell the students that they will do the writing task together as a class and that this will help prepare them to do tasks like this on their own.

### 3 Model Planning and Starting the Essay

Tell the students that you will model writing the first two paragraphs of the essay. Remind them that the essay needs to clearly state an opinion and support the opinion with reasons from the sources. Tell them that you will write an opening paragraph that states your opinion, and then you will write a paragraph describing one reason that supports your opinion. Direct the students’ attention to the qualities of a well-written opinion essay in the directions (BLM8) and explain that as you write the essay, you will include these qualities in your writing.

Display the lined writing chart (WA7) and model writing the first two paragraphs of the essay. Think aloud as you write, and remember to model reviewing your notes and the sources to find the information you need. Be sure to include qualities of a well-written opinion essay, such as clear organization and an opening paragraph that states your opinion.

**You might say:**

“My opening paragraph needs to clearly state my opinion on the topic. I also want the opening to get the reader interested in reading my essay. I’ll write: *If I could go back in time, I would want to meet Benjamin Franklin more than George Washington. I think Benjamin Franklin would be very interesting to talk to because he was an inventor. He was also an important leader of our country.* This shows I understood the assignment because I’ve stated my opinion clearly in the opening sentence. I think by saying that he was ‘an inventor’ and ‘an important leader of our country’ I will make my reader want to keep reading.”

The next paragraph will describe the first reason I want to meet Benjamin Franklin. I have a lot of information about his inventions in my notes. I'll write: *One reason I would like to meet Benjamin Franklin is to ask him about his inventions. I would want to know about how he invented things like the Franklin stove, which helped keep people's houses warm. Next I'll write more about what he invented. I'll add: I would also want to ask him where he got the idea to invent the first swimming fins and bifocal glasses, which people still need and use today. I'll finish the paragraph with my favorite invention of all. I'll write: Another one of his important inventions was the lightning rod. I would definitely ask him about that!"*

WA7

*If I could go back in time, I would like to meet Benjamin Franklin more than George Washington. I think Benjamin Franklin would be very interesting to talk to because he was an inventor. He was also an important leader of our country.*

*One reason I would like to meet Benjamin Franklin is to ask him about his inventions. I would want to know about how he invented the Franklin stove, which helped keep people's houses warm. I would also want to ask him where he got the idea to invent the first swimming fins and bifocal glasses, which people still need and use today. Another one of his important inventions was the lightning rod. I would definitely ask him about that!*

### Teacher Note

You might point out that the students' opinions may be different from yours and that is fine. Remind them that what is important is that they support their opinions with reasons and examples from the sources.



**Q** *What might you write about in your opinion essay today? [pause] Turn to your partner.*

After a few moments, signal for the students' attention and remind them that each student will write her own essay. Explain that you will also finish your essay and share it with the class tomorrow.

## WRITING TIME

### 4 Write Opinion Essays

Explain that when the students complete the actual performance task they will write their essays using computers, but that today they are practicing on paper. Distribute loose, lined sheets of paper and explain that they will use this paper to write their essays. Display the “Writing Time” chart (🕒 WA8) and have them work quietly for 30–40 minutes. As they work, circulate, observe, and offer assistance.

#### Writing Time

- Reread the writing assignment in “Student Directions for Part 2.”
- Write an opening paragraph that states your opinion and gets the reader interested in reading more.
- Give reasons to support your opinion.
- Include transition words and other qualities of a well-written essay in your piece.
- Write a conclusion that wraps up the writing.

WA8



### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Does the students’ writing indicate that they understand the task?
- Are they able to clearly state their opinion in the opening paragraph of the essay?
- Does their writing stay on topic?
- Are they able to incorporate information from their notes and the sources into their essays?

If you notice a student having difficulty starting to write after 5–10 minutes, help stimulate his thinking by asking questions such as:

- Q *What is the topic of your essay? What might you write in your opening paragraph to clearly state your opinion about the topic?*
- Q *How might you use your notes to help you decide what to write in your essay?*
- Q *What information from your notes or the articles can you use to support your opinion?*

Record your observations on the “Class Assessment Record” sheet (CA3); see page 154.

Signal the end of Writing Time. Tell the students that tomorrow they will have time to revise and proofread their essays. Have them put their essays and other materials in their folders.

### Teacher Note

Prior to teaching the Day 5 lesson, you will need to write the rest of your essay (see the diagram in Day 5, Step 2 on page 127). Include evidence from the sources, transition words, and other qualities of a well-written opinion essay in your writing. Save your completed essay on the lined writing chart (WA5).

# Day 5

## Revising and Proofreading an Essay

### Materials

- Completed essay on the lined writing chart (WA7) from Day 4
- “Student Directions for Part 2” chart (WA6) from Day 4

## SHARING AND REFLECTING

### 5 Reflect on Writing Essays

Ask and briefly discuss:

- Q *What did you enjoy about writing your opinion essay today? What did you find challenging?*
- Q *What did you and your partner do to show respect for each other’s opinions as you shared ideas about your essays?*

### In this lesson, the students:

- Revise their essays
- Proofread their essays
- Express interest in and appreciation for one another’s writing
- Reflect on what they have learned and how that will help them on the end-of-year performance task

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students bring their folders and pencils, and sit at desks with partners together. Remind them that yesterday they each planned and wrote an opinion essay about whether they would rather meet George Washington or Benjamin Franklin. Explain that today they will have the opportunity to revise and proofread their essays.

### 2 Discuss Your Essay

Display the completed essay on the lined writing chart (WA7) from Day 4 and tell the students that yesterday you completed your opinion essay. Ask them to follow along as you read it aloud. Review that the opening paragraph clearly states your opinion and gets the reader interested in reading more. In the remaining paragraphs, point out the clear organization, the reasons and examples to support your opinion, the use of transition words to connect ideas, and other qualities of a well-written opinion essay.

**You might say:**

"I clearly stated my opinion about wanting to meet Benjamin Franklin more than George Washington. I tried to get the reader interested by saying that Franklin was an inventor and an important leader. I think that will make the reader want to keep reading to find out more about him.

My essay is clearly organized. After stating my opinion in the introduction, I wrote a paragraph for each of the reasons supporting my opinion. I also stayed on the topic throughout the essay.

I used details from the sources in each paragraph. For example, when talking about Franklin's inventions, I listed examples of his inventions from my notes and the article, such as the Franklin stove and the lightning rod. Also, when writing about Franklin being an important leader, I included information about how he helped write the Declaration of Independence and the Constitution.

I used transition words to connect one idea to the next. For example, I wrote *one reason* and *another reason* at the beginning of each paragraph to help the reader keep track of the reasons for my opinion. In the second paragraph, I used the word *another* in my list of Franklin's inventions.

My conclusion, *If I could go back in time, I would like to meet and talk to Benjamin Franklin. Our lives would not be the same without his inventions and leadership*, restates my opinion and lets the reader know the piece has come to an end."

WA7

If I could go back in time, I would like to meet Benjamin

Franklin more than George Washington. I think Benjamin

Franklin would be very interesting to talk to because he was an

inventor. He was also an important leader of our country.

One reason I would like to meet Benjamin Franklin is to ask

him about his inventions. I would want to know about how he

invented the Franklin stove, which helped keep people's houses

warm. I would also want to ask him where he got the idea

to invent the first swimming fins and bifocal glasses, which

people still need and use today. Another one of his important

inventions was the lightning rod. I would definitely ask him

about that!

Another reason I would like to meet Benjamin Franklin is

because he did important things for our country. He helped

(continues)

(continued)

WA7

write the Declaration of Independence and the Constitution.

This helped the 13 states become a new country! I would want to tell him about some of what's happened in our country since he helped start it so long ago.

If I could go back in time, I would like to meet and talk to Benjamin Franklin. Our lives would not be the same without his inventions and leadership.

## WRITING TIME

### 3 Facilitate Guided Rereading of Essays

Tell the students that they will have time today to finish their essays, but that first they will reread what they have written. Then you will ask some questions for them to think about. Have them quietly reread their writing and look up when they are finished.

Ask the following questions one at a time, giving the students 1–2 minutes after each question to quietly review their writing and mark passages:

- Q** *Do you think your opening paragraph states your opinion clearly and gets the reader interested in reading more? If not, what might you write instead?*
- Q** *Will the organization of your essay be clear to the reader? If you don't think the organization is clear, what might you move around to make it clearer? Underline parts of the essay you might change or move around.*
- Q** *Are there places where you gave, or could give, reasons from the sources to support your opinion? Put a check mark in the margin next to those places.*
- Q** *Are there places where you used, or could use, transition words to connect one idea to the next? Put a star in the margin next to each of those places.*
- Q** *Do you think your conclusion does a good job of wrapping up your writing and letting the reader know that the essay has come to an end? If not, what might you write instead?*

Without discussing as a class, have the students resume writing for another 10–15 minutes.

## 4 Facilitate Proofreading of Essays

Display the “Student Directions for Part 2” chart (WA6), and remind the students that it states that a well-written opinion essay “follows rules for spelling, punctuation, capitalization, and grammar.” Explain that the students will proofread their essays to find and correct any spelling, punctuation, and grammar errors. Ask:

Q *Why will you want to proofread your essay before turning it in?*

Q *What will you check for when you are proofreading?*

### Students might say:

“Mistakes could make my writing harder to read and understand.”

“I would check to make sure I’ve capitalized names and the beginning of every sentence.”

“In addition to what [Jordan] said, I want to make sure every sentence ends with a period, a question mark, or an exclamation point.”

“In addition to what [Jordan and Amaya] said, I want to correct any spelling errors I find.”

Give the students 5–10 minutes to proofread their essays and make any necessary corrections.

## SHARING AND REFLECTING

### 5 Share Writing and Reflect

Have a few volunteers share their essays with the class; then ask:

Q *What qualities of good opinion writing did you notice in [Tahir’s] essay?*

Q *What questions can you ask [Tahir] about his writing?*

Review that this week the students have been learning strategies for doing well on the end-of-year performance task. Ask and briefly discuss:



Q *What have you learned this week that will help you do well on the performance task? Turn to your partner.*

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## EXTENSIONS

### Complete a Diagnostic Language Skills Task

To assess how your students are progressing with Language Standards, you might choose to administer a Diagnostic Language Skills Task in Appendix C of the *Skill Practice Teaching Guide* (also see “Assessing Language Skills” on page xi).

### Complete a Writing Practice Performance Task Independently

Many states provide a practice performance task that the students complete independently. It can be given right after the guided practice, or at a later time.

Introduce the performance task by reminding the students that they spent one week learning about and preparing for the opinion writing portion of the end-of-year writing performance task. Explain that the students will now have the opportunity to do a practice performance task on their own on a different topic, and that they can use what they learned to do their best work on the task. Tell them that they will do this practice performance task under conditions like those they will experience when completing the end-of-year performance task, and that this will help them to be better prepared to do well.

# Guided Practice Performance Task

# **GUIDED PRACTICE PERFORMANCE TASK:** Opinion Writing

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## **GEORGE WASHINGTON OR BENJAMIN FRANKLIN**

### **Resources**

- Task Overview
- Teacher Directions for the Introductory Classroom Activity
- Teacher Directions for Parts 1 and 2
- Scoring Rubrics for Research Questions
- Student Handouts

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# Task Overview

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## Introductory Classroom Activity 20 MINUTES

This whole-class activity introduces the students to the topic of the performance task, whether students would rather meet George Washington or Benjamin Franklin if they could go back in time, and helps prepare the students to answer research questions and write opinion essays about the topic. As part of this activity, the students will read an article about American history right after the Revolutionary War titled “The Early Days of the United States of America.” They will also be reminded of the features of a well-written opinion essay.

During the introductory activity, the teacher will lead a whole-class discussion about the article. The students may take notes using the provided graphic organizer to help them prepare for writing. The students may use their notes from the Introductory Classroom Activity when they plan, write, and revise their own multi-paragraph essays in Part 2.

## Part 1 35 MINUTES

The students will read an article about George Washington titled “The Life of George Washington” and an article about Benjamin Franklin titled “The Life of Benjamin Franklin.” The students are encouraged to take notes using the provided graphic organizers to help them prepare for writing. Then the students will respond to three research questions that require them to analyze, evaluate, interpret, and integrate information.

## Part 2 70 MINUTES

The students will each plan, write, and revise an opinion essay about whether they would rather meet George Washington or Benjamin Franklin. They may refer to the sources from the Introductory Classroom Activity and Part 1, any notes they took, and their answers to the research questions. The students may not, however, change their answers to the questions.

## Scoring

The research questions in Part 1 can be scored with the rubrics included at the end of this performance task (see “Scoring Rubrics for Research Questions” on page 137). Any notes, prewriting, or drafts will not be scored.

## Teacher Preparation

- Make sufficient blank paper and writing tools available for students to use in taking notes. You might make extra copies of the graphic organizers.
- Make a class set of copies of the student handouts on pages 140–150.
- Make dictionaries available to use during Part 2 of the performance task. (Some standards-based assessments are computer-based with many of the student materials, including access to spell-check, available within the testing environment. For the purpose of student practice, the materials for the guided practice performance task have been modified so that they can be administered using pencils, paper, and other classroom resources.)

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## Teacher Directions for the Introductory Classroom Activity

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### 1 Introduce the Topic

Tell the students they are going to learn about George Washington and Benjamin Franklin—two leaders who helped make the United States a country—and each write an opinion essay about which man they would rather meet if they could go back in time.

Display the “Great Britain and the 13 States” chart (📄 WA1). Point out Great Britain and North America on the map. Explain that beginning in the 1600s, some people left Great Britain and sailed in ships across the Atlantic Ocean to make new homes in North America. However, they were still ruled by Great Britain. As time went by, these settlers did not like the way the British king treated them. They decided to become independent states, which meant they no longer had to follow the rules of Great Britain. The British king did not like this. The states had to fight a war with Great Britain to become free. It was called the Revolutionary War. Tell the students that the states won the war and gained their independence from Great Britain in 1783.

### 2 Examine a Source

Tell the students that they will read an article about what happened right after the Revolutionary War and then discuss it as a group.

Distribute the article “The Early Days of the United States of America” (see Student Handout 1 on page 140). Have the students read the article, and then lead a whole-class discussion using the following question:

**Question:** *What did you learn from reading the article about the early days of the United States of America?*

### 3 Explain the Writing Task

Tell students that in a few minutes they will read more about George Washington and Benjamin Franklin. Then the students will use the articles and their notes to answer some research questions and each write an opinion essay about which man, George Washington or Benjamin Franklin, they would rather meet if they could go back in time.

Discuss with the students the characteristics of a well-written opinion essay. An opinion essay:

- States an opinion
- Gives reasons that support the opinion
- Explains information clearly
- Provides a conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

Answer any questions the students might have and then move on to Part 1 of the performance task.

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## Teacher Directions for Parts 1 and 2

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### Part 1 35 MINUTES

1. Distribute copies of the source materials, graphic organizers, student directions, and research questions (see Student Handouts 2–7 on pages 142–149) to each student, and have the students write their names on all materials. Note that the students should not receive the directions specific to writing their essays until Part 2.
2. Tell the students to read “Student Directions for Part 1” (see Student Handout 2 on page 142). Remind the students they will have 35 minutes for Part 1 and then tell them to begin.
3. To help the students plan their time, alert them when 15 minutes and 5 minutes remain in Part 1.
4. Signal to let the students know that Part 1 is over.

## BREAK

## Part 2 70 MINUTES

1. Distribute a copy of “Student Directions for Part 2” (see Student Handout 8 on page 150) to each student. Make sure that the students have access to all of the sources, graphic organizers, any other notes, and their answers to the research questions. Remind the students that they may not change the answers to the research questions from Part 1.
2. Tell the students to read “Student Directions for Part 2” and explain that their writing assignment is included in these directions.
3. After 15 minutes have elapsed, suggest that the students begin writing their essays.
4. Alert the students when 30 minutes remain.
5. Alert the students when 15 minutes remain, and suggest that they begin revising their essays.
6. Signal to let the students know that Part 2 is over and collect all materials from each student.

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# Scoring Rubrics for Research Questions

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## 2-Point Research Rubric

### Question 1:

*What kind of person was George Washington? Use at least two details from the sources to describe him in your answer.*

<b>Interpret and Integrate Information</b>	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides two examples of the kind of person George Washington was.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides one example of the kind of person George Washington was, or, if multiple examples are provided, only one is correct.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not provide examples of the kind of person George Washington was, or, if examples are provided, they may be incorrect, incomplete, and vague.

#### **Sample 2-Point Response**

George Washington learned how to hunt and farm while he was growing up. He became a strong leader and was in charge of the army during the Revolutionary War.

#### **Sample 1-Point Response**

George Washington was born in Virginia. He was the leader of the people who wrote the Constitution.

#### **Sample 0-Point Response**

George Washington married Martha Custis. They owned lots of land.

## 2-Point Research Rubric

### Question 2:

*What are two important things Benjamin Franklin did during his life? Use details from the sources in your answer.*

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides two examples of important things Benjamin Franklin did during his life.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response provides one example of something important that Benjamin Franklin did during his life, or, if multiple examples are provided, only one is correct.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The response does not provide examples of important things Benjamin Franklin did during his life, or, if examples are provided, they may be incorrect, incomplete, and vague.

#### Sample 2-Point Response

Benjamin Franklin invented a stove and many other things. He also helped to write the Constitution of the United States.

#### Sample 1-Point Response

Benjamin Franklin was born in Philadelphia. He started a fire department there.

#### Sample 0-Point Response

Benjamin Franklin was an important man in American history.

## 2-Point Research Rubric

### Question 3:

Choose the facts about George Washington that are in both articles, "The Early Days of the United States of America" and "The Life of George Washington." Put a check mark in the blank before each fact that is in both articles.

- George Washington's home was called Mount Vernon.
- George Washington was in charge of the army.
- George Washington was the first president of the United States of America.
- George Washington and his wife were one of the richest families in Virginia.

Interpret and Integrate Information	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. The student chooses the two facts that are in both articles.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. Only one of the student's choices is a fact from both articles.
<b>0</b>	The response provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information. None of the student's choices is a fact from both articles, or the student does not respond at all.

# *The Early Days of the* **UNITED STATES OF AMERICA**

After the Revolutionary War, the states in North America were free. They were no longer ruled by Great Britain. But what kind of rules would they follow? Some people wanted each state to have its own rules, or government. Other people thought that the 13 states should all have one government. Even those who wanted one government did not agree about what the rules should be.



*(continues)*

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## Student Handout 1 *(continued)*

---

### **A New Government**

In 1787, leaders from most states gathered to write down the rules for a new government. Those rules were called the Constitution of the United States. It took months to write the Constitution. There were many arguments about what the rules should be.

Finally, the Constitution was finished. Next, each state had to vote whether to sign it. By 1789, all 13 states decided to sign. The United States of America was born.

### **America's First Leaders**

Many people worked very hard to get the Constitution written and signed. Two of the most important were George Washington and Benjamin Franklin.

George Washington had been in charge of the army during the Revolutionary War. He was a proven leader. People trusted him. When the people writing the Constitution needed someone to lead their group, they chose Washington. Later he was elected the first president of the United States of America.

Benjamin Franklin was a great scientist and author. People were willing to listen to Benjamin Franklin's ideas because they respected him. When people could not agree about what rules should be in the Constitution, Franklin helped settle those arguments. He was good at helping people find ways to agree.

Without these two men, there might not be a country called the United States of America.

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# Student Handout 2

---

NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 1

### Part 1 (35 minutes)

#### Your Task

You will read two articles about George Washington and Benjamin Franklin. Then you will answer three research questions about what you have learned. In Part 2, you will write an opinion essay about whether you would rather meet George Washington or Benjamin Franklin if you could go back in time. You will be able to refer to the articles, your notes, and the answers to the research questions when you write your essay.

#### Steps to Follow

In order to plan and write your essay, you will do the following:

1. Read the articles.
2. Take notes about the information in the articles using graphic organizers.
3. Answer three research questions to help you think about key information in the articles.

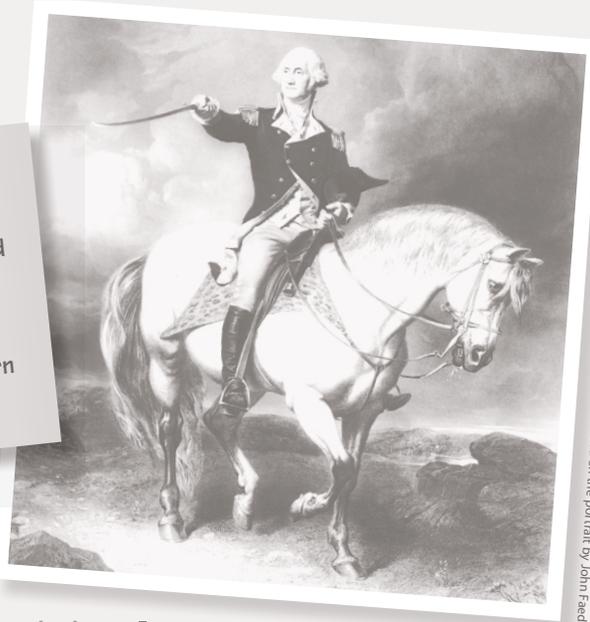
#### Directions for Beginning

You will have 35 minutes to read the articles, take notes, and answer the research questions. Your answers will be scored.

## Biography

# The Life of George Washington

Most people know that George Washington was the first president of the United States of America. But he was also a farmer, a soldier, and a born leader. Let's learn more about this man.



George Washington Taking the Oath at Trenton, printed by William Holl based on the portrait by John Fildes

### Growing Up in Virginia

George Washington was born in 1732 in Virginia and grew up there. As a boy, Washington studied math, geography, English, and Latin. He learned how to grow crops and raise farm animals. He also learned how to hunt and live in the woods. Washington grew to be more than 6 feet tall. He was taller than most people in the 1700s.

When he was only 20 years old, Washington became the owner of his family's valuable land. His home was called Mount Vernon. Running Mount Vernon was hard work, but Washington loved doing it. He taught himself the latest methods for farming. In his free time, he enjoyed fishing and fox hunting.

*(continues on next page)*

*(continues)*

## Student Handout 3 *(continued)*

### A Soldier and a Leader

Washington was also a soldier. In 1754, a war started over which countries owned some of the land in North America. This war was called the French and Indian War. Washington led men from Virginia in fighting many of the battles. Afterward, Washington returned to Mount Vernon.

In 1758, Washington was elected to Virginia's government. The following year, he married Martha Custis. Her family owned a lot of land. Together they became one of the richest families in Virginia.

### A Man of Courage

In 1775, the Revolutionary War started. In this war, the American states fought for their freedom from Great Britain. Washington was chosen to lead the army. It was a very hard job. The British had many more soldiers and weapons. Washington was very smart when planning battles. He also had a lot of courage. Even when they were cold and hungry, his men still followed him. His leadership helped the states win the war.

The Washington Monument in Washington, D.C., honors the first president of the United States of America.

### America's First President

After the Revolutionary War, a group of people met to write the Constitution of the United States. They made Washington the leader of their group.

After the Constitution was signed, the United States of America held its first election. In 1789, Washington was elected the new country's first president. He served as president for 8 years. After his presidency, he returned to Mount Vernon to manage his land and spend time with his family. He died in 1799.

People remember George Washington as a strong leader. He led soldiers in battle. He led the way in forming a new government. And he led the country as its first president. For these reasons, Washington is often called "the father of our country."



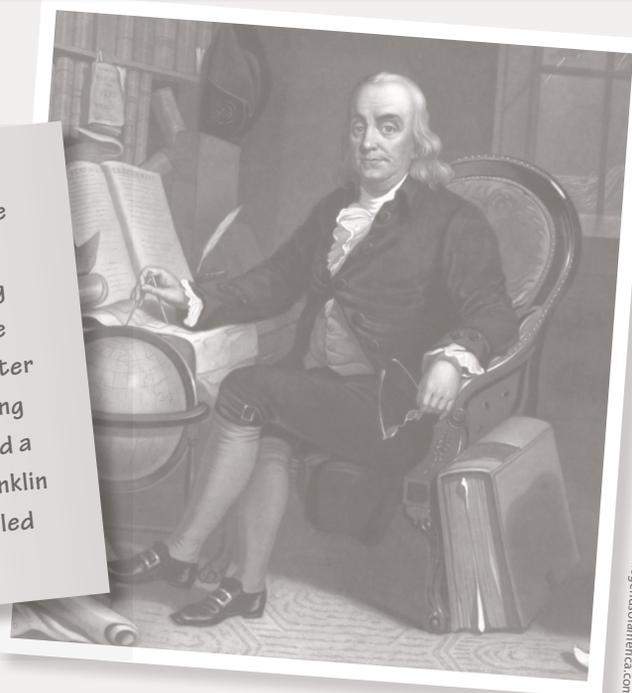
Courtesy of The U.S. Department of the Interior National Park Service.



Biography

The Life of  
**Benjamin Franklin**

Benjamin Franklin was born in Boston in 1706. When he was 12 years old, Franklin began learning the printing trade. At the age of 17, he moved to Philadelphia. Later he started his own printing business. He also started a newspaper. In 1732, Franklin wrote a famous book called *Poor Richard's Almanack*.



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**A Man with New Ideas**

Franklin was the first to do many things. He started the first library in America that let people borrow books. Franklin started the first fire department and the first hospital in

Philadelphia. He also found better ways to deliver mail.

Franklin was a scientist and inventor, too. He invented a stove that helped keep homes warm. It was called a Franklin stove.

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*(continues)*

## Student Handout 5 (continued)

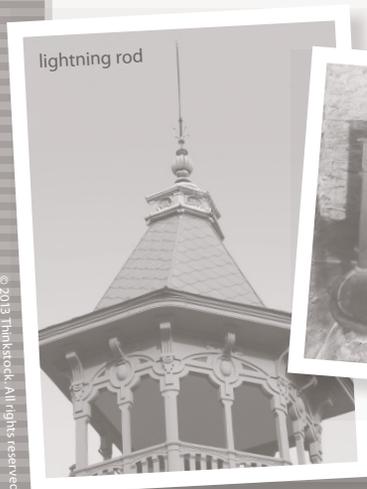
Franklin also invented swim fins and a kind of glasses called bifocals. In addition, he did experiments to prove that lightning is electricity. Then he invented the lightning rod. It protected ships and buildings from lightning strikes. Many of Franklin's inventions are still used by people today.

### A Respected Leader

Over time, Franklin came to believe that the American states should break free of England. He helped to write the Declaration of Independence. After signing it in 1776, Franklin went to France. He asked the French king to help the states fight the Revolutionary War against the British. The French admired Franklin for his scientific work. They respected his many other talents. The French king agreed to help.

Once the American states won the war, Franklin returned home. He helped to write the Constitution of the United States. Franklin also helped the states reach agreement about how the new government would be run. Without his ability to help people compromise, the states might never have agreed about the new government.

When Franklin died in 1790, he was 84 years old. About 20,000 people went to the great man's funeral. Franklin touched so many parts of life in early America. He was a man of intelligence who served his country and its people in many ways. Some people call him "the first American."



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2





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# Student Handout 8

---

NAME \_\_\_\_\_ DATE \_\_\_\_\_

## Student Directions for Part 2

### Part 2 (70 minutes)

#### Your Task

You will have 70 minutes to write your essay. You should review your notes and sources. Then plan, write, and revise your writing. You may also look at the answers you wrote to the research questions in Part 1, but you cannot change those answers.

#### Your Writing Assignment

Imagine you are able to go back in time. You have the chance to meet and talk with either George Washington or Benjamin Franklin. Write an opinion essay telling which man you would rather meet if you could go back in time. Support your opinion with information from the sources you have read.

#### Begin Work on Your Essay

Manage your time carefully so that you can:

- Plan your essay (15 minutes)
- Write your essay (40 minutes)
- Revise and edit for a final draft (15 minutes)

You may use a dictionary to check spelling.

#### Things to Remember

Remember that a well-written opinion essay:

- States an opinion
- Gives reasons that support the opinion
- Explains information clearly
- Provides a conclusion
- Uses language appropriate to the purpose and task
- Follows rules for spelling, punctuation, capitalization, and grammar

# Class Assessment Records

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are partners able to agree about what information to include in their notes?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they recording their notes in the appropriate column on their graphic organizers?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they writing notes in their own words?</li> </ul>			
Other observations:			

**Considerations:**

If you notice many students having difficulty writing notes, call for the class’s attention and have a few volunteers share their ideas for what to write. Then model writing each idea in the appropriate place on the chart. As necessary, encourage the students to reread the article to collect the information they need.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students' responses indicate that they understand what each question is asking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to incorporate information from their notes and the sources in their responses?</li> </ul>			
Other observations:			

**Considerations:**

If you notice the students struggling to write responses, support them by asking questions such as:

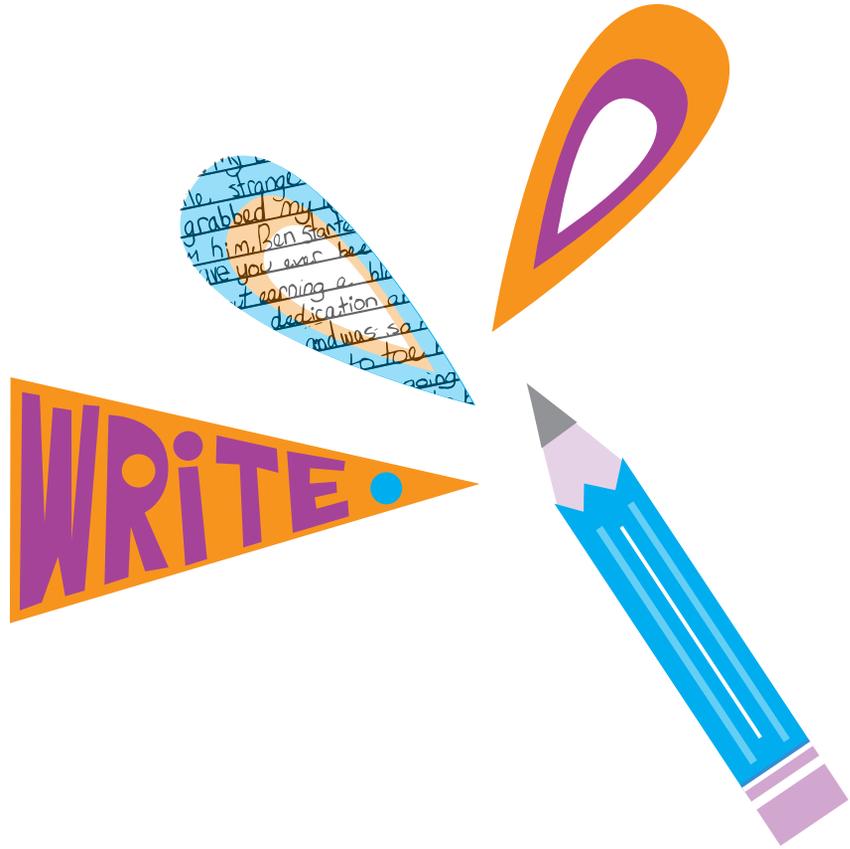
- Q *What information is the question asking for?*
- Q *Where in your notes can you find that information? Where in the article can you find that information?*
- Q *How might you include information from your notes and the articles in your answer?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Does the students' writing indicate that they understand the task?			
▪ Are they able to clearly state their opinion in the opening paragraph of the essay?			
▪ Does their writing stay on topic?			
▪ Are they able to incorporate information from their notes and the sources into their essays?			
Other observations:			

**Considerations:**

If you notice a student is having difficulty starting to write after 5-10 minutes, help stimulate his or her thinking by asking questions such as:

- Q *What is the topic of your essay? What might you write in your opening paragraph to clearly state your opinion about the topic?*
- Q *How might you use your notes to help you decide what to write in your essay?*
- Q *What information from your notes or the articles can you use to support your opinion?*



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Illustration by Michael Wertz



BW2-WPG3

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Sample materials for review

Student Writing Handbook

Being a  
Writer™  
SECOND EDITION





*Being a*  
**Writer**<sup>TM</sup>  
SECOND EDITION

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Student Writing Handbook

# Being a Writer™

SECOND EDITION



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## Excerpts

### from *In November*

by Cynthia Rylant

In November, the earth is growing quiet. It is making its bed, a winter bed for flowers and small creatures. The bed is white and silent, and much life can hide beneath its blankets.

---

In November, the trees are standing all sticks and bones. Without their leaves, how lovely they are, spreading their arms like dancers. They know it is time to be still.

---

In November, the smell of food is different. It is an orange smell. A squash and a pumpkin smell. It tastes like cinnamon and can fill up a house in the morning, can pull everyone from bed in a fog. Food is better in November than any other time of the year.

---

In November, at winter's gate, the stars are brittle. The sun is a sometime friend. And the world has tucked her children in, with a kiss on their heads, till spring.

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## Excerpt

### from *My Father's Hands*

by Joanne Ryder

He calls to me with a promise in his voice, and I run, seeing his hands curl like a flower budding, then unfolding wide so I can see . . . the leaf-green mantis balancing today on long thin legs. . . .

Gently my father tips his hands, softly urging the small one to my open palms. Green prickly feet find their footing on my steady fingers. The mantis tilts his pointed face, his huge round eyes watching me watch him. He is so light, so bold, so strange. I wonder what he thinks of me, of my hands soft and warm.

Excerpt from *My Father's Hands* by Joanne Ryder. Copyright © 1994 by Joanne Ryder. Used by permission of HarperCollins Publishers.

## Essay

### First Day of School

by Jennifer, age 10, from *Kids Write Through It: Essays from Kids Who Have Triumphed Over Trouble*

When I first started going to school, I was scared that the other kids might laugh at me. I had never been to school before, and I didn't really know what to think. I remember when I first saw my classroom I felt bad and started to cry. I instantly knew I wanted my mom, but when I looked back, my mom was gone. Being in a strange place, I wasn't sure everyone was friendly, and now that my mom was gone, I started to cry even more. My teacher came to me and kindly told me that everything was going to be fine. That didn't help right away, but after a while I felt better about being there.

Having a kind teacher and friends who were nice to me on my first day of school makes this memory a good one. If you ask me what I learned on my first day of school, I'd tell you that even though you're in a new place doing something you never did before, and it's uncomfortable, if you look for kind faces and be yourself, it'll be all right. Kind faces and loving acts can make everything around you seem a little better.

"First Day of School" from *Kids Write Through It: Essays from Kids Who Have Triumphed Over Trouble*.  
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## Excerpts

# Opening Sentences from Four Personal Narratives

Every year, right after the last day of school, I'd pack a suitcase with my cool summer clothes, my favorite toys, and a sketchbook. Then my dog, Daisy, and I were off to Grandma's apartment in El Barrio.

— from *Grandma's Records*

A terrible thing happened to my brother John in the schoolyard one day.

— from "John and the Snake" (*Childtimes*)

When I first started going to school, I was scared that the other kids might laugh at me.

— from "First Day of School"

When my old dog, Winston, died, it was sad for all of us. So one day we went to the SPCA to look for a new dog. Of course, I knew we could never, ever, replace Winston, but if I didn't have a dog I would be sad forever.

— from "How I Saved a Dog's Life"

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## Excerpts

# Closing Sentences from Three Personal Narratives

Even now, when I'm playing CDs in my studio, I imagine I'm back in Grandma's living room and she turns to me and says, "You be the DJ today. *Siempre me gusta tu selección.*" And as I work, Grandma's special song surrounds me.

— from *Grandma's Records*

No one will ever bring me better treasures than the ones cupped in my father's hands.

— from *My Father's Hands*

I hope my story will help other children with learning disabilities to overcome their fears and to believe in themselves. I hope each of them will become the confident person that I have become.

— from "Believing in Myself"

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## Excerpts

### from *Cherries and Cherry Pits*

by Vera B. Williams

THIS is the train seat. And THIS is a tiny white woman sitting on the train seat. She is almost as short as I am, but she is a grandmother. On her head is a black hat with a pink flower, like a rose flower. It has shiny green leaves, like the leaves in my uncle's florist shop. On her feet are old, old shoes. These are the buckles. And in her lap is a big black pocketbook.

---

“You like it?” asks the lady. “You like cherries, honeybird?” She laughs and dumps all of the cherries onto the geranium plant in front of the parrot. “There's your own little cherry tree,” she says to the parrot. She stands next to the geranium in her stocking feet, eating cherries with the parrot.

---

And this boy is tall like my brother. And he has glasses like my brother. And the same kind of cap. And the same green and black jacket, too. It has the orange letters from his team. And when he smiles you can see the space between his big front teeth like my brother's.

---

When he gets off the train at his station, he just runs right up the escalator. He runs right along the streets, jumping on and off the stoops to his house. Before he even gets up the stairs, and he can take them in just two steps, he's hollering to his little sister. “Hey, come on out here. See what I got for you.”

Excerpts from *Cherries and Cherry Pits* by Vera Williams. Text copyright © 1986 Vera Williams. Used by permission of HarperCollins Publishers.

A purple rounded square graphic with the word "Excerpts" in white. The background of the square is a faded, light purple color with faint, illegible text in a serif font, suggesting a book page or document.

## Excerpts

## Closing Sentences from Three Stories

Goodly, Lovely, Angel, Neatly, and Perfect hugged Tacky. Tacky was an odd bird but a very nice bird to have around.

— from *Tacky the Penguin*

“Ronald,” said Elizabeth, “your clothes are really pretty and your hair is very neat. You look like a real prince, but you are a bum.”

They didn’t get married after all.

— from *The Paper Bag Princess*

The wind is brushing his borrowed head  
and the sun is warming his borrowed hands  
and clouds are floating across his button-borrowed eyes.  
The scarecrow is thinking his long, slow thoughts . . .  
. . . and soon, birds will be coming by.

— from *Scarecrow*

Excerpt from *Tacky the Penguin* by Helen Lester. Copyright © 1988 by Helen Lester. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved. Excerpt from *The Paper Bag Princess* text copyright © 1980 Bob Munsch Enterprises, published by Annick Press. Reproduced by permission. Excerpt from *Scarecrow* by Cynthia Rylant. Text copyright © 1998 by Cynthia Rylant. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



## Excerpts

### from *Julius, the Baby of the World*

by Kevin Henkes

After Julius was born, it was a different story.  
Lilly took her things back.  
She pinched his tail.  
And she yelled insulting comments into his crib.

---

But her parents loved him.  
They kissed his wet pink nose.  
They admired his small black eyes.  
And they stroked his sweet white fur.

---

Lilly's parents were dazzled when Julius babbled and gurgled.  
"Such a vocabulary!" they exclaimed.  
But if Lilly did the exact same thing, they said,  
"Lilly, let's act our age, please."

---

Lilly's nose twitched.  
Her eyes narrowed.  
Her fur stood on end.  
And her tail quivered.

Excerpts from *Julius, the Baby of the World* by Kevin Henkes. Copyright © 1990 by Kevin Henkes. Used by permission of HarperCollins Publishers.



## Excerpts

### from *Tacky the Penguin*

by Helen Lester

Every day Goodly, Lovely, Angel, Neatly, and Perfect greeted each other quietly and politely.

Tacky greeted them with a hearty slap on the back and a loud “What’s happening?”

---

“PENNNNGUINS?” said Tacky. “Do you mean those birds that march neatly in a row?”

And he marched, 1-2-3, 4-2, 3-6-0, 2½, 0.

The hunters looked puzzled.

“Do you mean those birds that dive so gracefully?” Tacky asked.

And he did a splashy cannonball.

The hunters looked wet.

“Do you mean those birds that sing such pretty songs?”

Tacky began to sing, and from behind the block of ice came the voices of his companions, all singing as loudly and dreadfully as they could.

“HOW MANY TOES DOES A FISH HAVE? AND HOW MANY WINGS ON A COW?

I WONDER. YUP, I WONDER.”

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## Excerpts

## Speech Punctuation in Two Stories

“What’s happening?” blared Tacky, giving one hunter an especially hearty slap on the back.

They growled, “We’re hunting for penguins. That’s what’s happening.”

— from *Tacky the Penguin*

Elizabeth said, “Dragon, is it true that you can fly around the world in just ten seconds?”

“Why, yes,” said the dragon and jumped up and flew all the way around the world in just ten seconds.

He was very tired when he got back, but Elizabeth shouted, “Fantastic, do it again!”

— from *The Paper Bag Princess*

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A purple rounded rectangle with the word "Excerpts" in white. The background of the rectangle features faint, overlapping text from various sources, including phrases like "I know by her voice," "said, but the others didn't know," "make it as long as you can," "said Paul," "got her arms round Mother's waist," "is known at the time," "rich people do," "er writing about the things that ought to be," "about the things that ought to be," "the poor people better and happier. It".

## Excerpts

# Interesting Introductions from Three Nonfiction Books

*Tap, tap. Scritch.* The tiny sea turtle is the last hatchling to break out of her leathery egg and crawl up the sides of a sandy nest. She is not much bigger than a bottle cap and would make a good meal for a hungry sea bird or a crab.

— from *Into the Sea*

When you think of a wolf, you might think of wolves in movies, cartoons, and fairy tales. Some are shown as wild, bloodthirsty beasts, howling at the Moon. They also appear as werewolves (half wolf and half human creatures) in horror stories, or as the big, bad villain who eats Red Riding Hood's grandmother . . . So, what are real wolves like? You might be surprised.

— from *A Pack of Wolves and Other Canine Groups*

One panda cub is a sight to see. Two panda cubs together is rare. But imagine seeing sixteen young giant pandas all at once! Meet a panda kindergarten class at the Wolong Nature Reserve in China, where pandas are protected, loved, and given great care.

— from *Panda Kindergarten*

Excerpt from *Into the Sea* copyright © 1996 by Brenda Guiberson. Illustrations © 1996 by Alix Berenzy. Reprinted by permission of Henry Holt & Company. All rights reserved. Excerpt from *A Pack of Wolves and Other Canine Groups* by Anna Claybourne. Copyright © 2013 by Heinemann Library, an imprint of Capstone Global Library, LLC Chicago, Illinois. All rights reserved. Excerpt from *Panda Kindergarten* by Joanne Ryder. Copyright © 2009 by Joanne Ryder. Used by permission of HarperCollins Publishers.

## Closing Sentences from Three Informational Reports

Chameleons are pretty unusual animals. Some people may think they are weird, but I think they are awesome. Their changing skin color, swiveling eyes, and long, sticky tongues make them different from most animals. I hope that you have enjoyed reading about chameleons. The next time you go to the zoo, you should definitely visit these amazing lizards.

— by Tamar

As you have learned, mountain gorillas are endangered animals. Humans have destroyed much of their habitat and sometimes even hunted them. However, there is still hope for the gorillas. Scientists and nature lovers around the world are working to protect mountain gorillas and save their habitat. These gentle, intelligent, and magnificent animals are special, and I would be very sad if they became extinct.

— by Caleb

Spiders may be small, but they can do things that make people say “Wow!” They can spin very strong webs. Some spiders have poison that is powerful enough to kill animals or even people. They can live in almost any habitat on Earth. As you now know, spiders have been around for a long time—they first appeared 300 million years ago—and I think they will be here for millions more.

— by Ana

# Dolphin

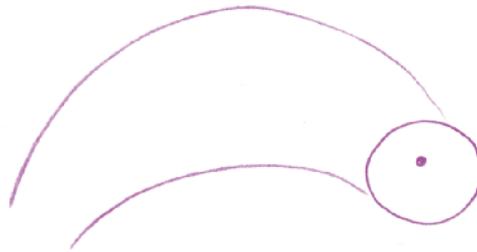
from *1-2-3 Draw Ocean Life* by Freddie Levin

## Dolphin

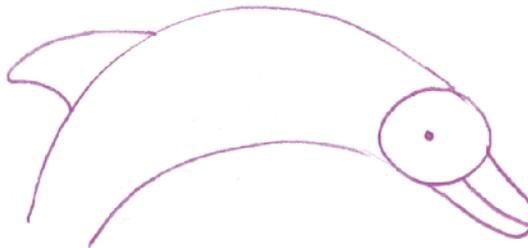
(6 to 13 feet long)

A dolphin is not a fish. It is a mammal that lives in the ocean. Mammals give birth and nurse their babies. A dolphin uses its tail to swim. Playful, friendly dolphins come to the surface and breathe air through their blow holes. They communicate in a language of clicks and squeaks.

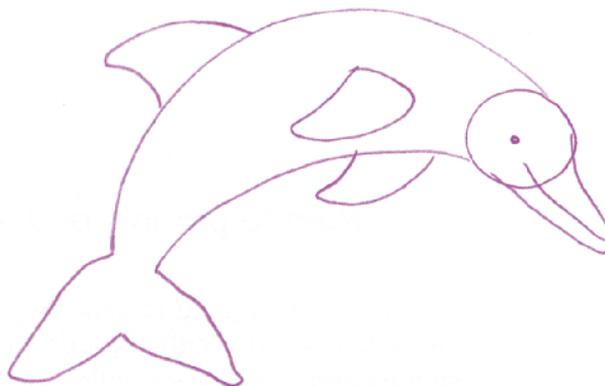
**1** Look at the shapes and lines in the first drawing. Lightly sketch a small circle for the head. Draw a small eye. Start the dolphin's body with two curved lines.



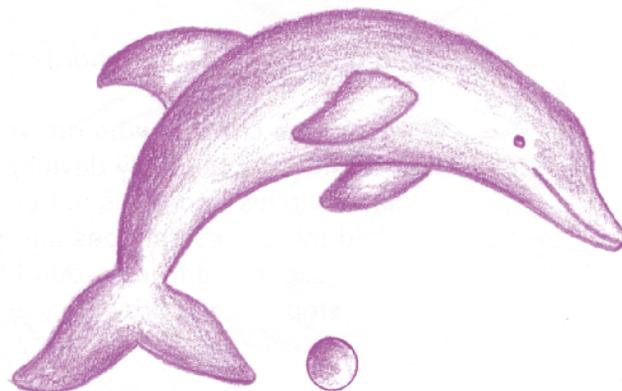
**2** Draw the dolphin's snout. It's called a 'beak.' Add a dorsal fin.



**3** Draw two flippers. Using curved lines, add the tail.



**4** Look at the final drawing. Erase extra sketch lines. Shade and color your dolphin.



"Dolphin" from *1-2-3 Draw Ocean Life* by Freddie Levin. Copyright © 2005, published by Peel Productions, [www.123draw.com](http://www.123draw.com). Reprinted by permission of Peel Productions.

# Bottlenose Dolphin

from *Doodle a Zoodle* by Deborah Zemke

## bottlenose dolphin

Dolphins look like fish, but they're mammals. They swim with flippers and flukes, not fins, and they breathe air through lungs, not gills.

1) Draw two t's jumping.

2) Connect them with a curve on top...

3) and another curve on the bottom.

4) Add a U in front and a curvy U in back.

Some fish look like something else!



Roosterfish—  
but does it crow?



Paddlefish—  
but does it row?



Needlefish—  
but does it knit?

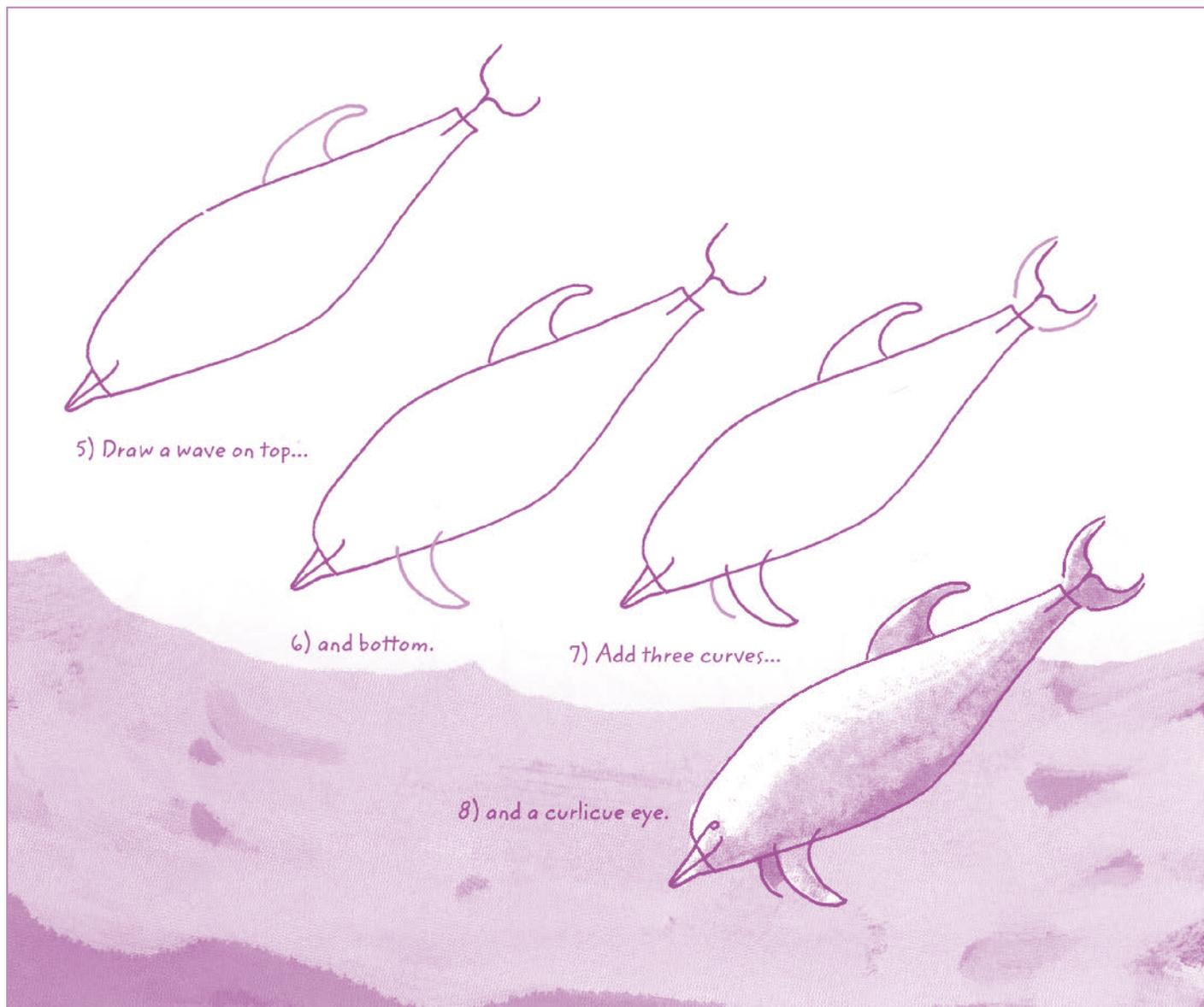


Hammerhead—  
but does it hit?

(continues)

"Bottlenose Dolphin" from *Doodle a Zoodle* © 2006 by Deborah Zemke. Used by permission of Blue Apple Books.

## Bottlenose Dolphin (continued)



"Bottlenose Dolphin" from *Doodle a Zoodle* © 2006 by Deborah Zemke. Used by permission of Blue Apple Books.

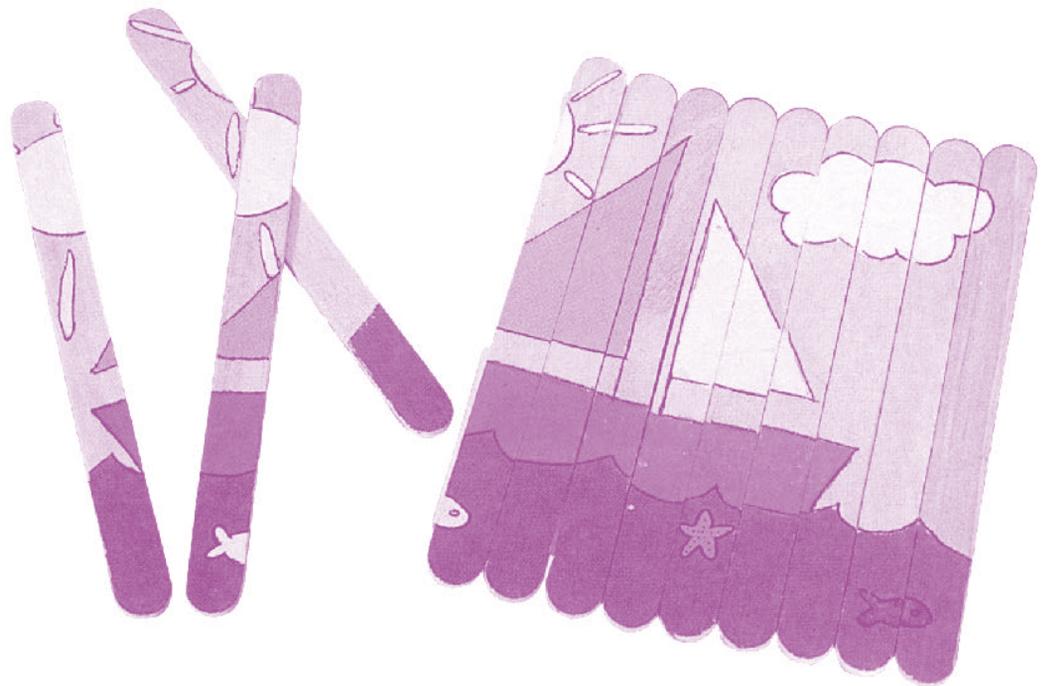
## Excerpt

### Puzzle Sticks

from *Fun-To-Make Crafts for Every Day*,  
edited by Tom Daning

#### Materials: craft sticks

1. Lay twelve craft sticks side by side. Line the ends up evenly. Tape the sticks to keep them lined up, then number them from one to twelve. Flip the sticks over.
2. Use a pencil to sketch a picture on the untaped side. Color the picture with markers. Remove the tape from the back.
3. Mix up the sticks, then try to put them back together. You can make a more difficult puzzle by using more sticks.



"Puzzle Sticks" from *Fun-To-Make Crafts for Every Day*. Copyright © 2005 by Boyds Mills Press. Reprinted by permission.

## School Should Start Later in the Morning

I hate getting up early in the morning. It's so hard to get out of my nice warm bed. I want to sleep more! In fact, everyone should get more sleep. That's why I think school should start later in the morning.

If school started later, kids could sleep later. Then we wouldn't be so tired in class. When kids are tired, it's hard to learn. Nothing seems interesting. We just sit there yawning. We want to close our eyes and go "Zzzz . . ." But when we get to sleep longer, we feel wide awake. We want to exercise our brains and learn new things. We should sleep longer because then we would be more awake in class and learn more. That would make teachers smile, because teachers always want kids to learn more.

Also, sleep is really good for you. Kids need a lot of sleep because it helps us grow. For example, I grew 2 inches last year. This year I want to grow 3 inches. Grown-ups need sleep, too. My mom says that she gets sick if she doesn't sleep enough. So, if school started later, everyone would sleep more in the morning. Then everyone would be healthier.

More sleep is good for everyone. Sleep helps kids learn, and that makes teachers happy. Also, sleep makes us all healthier. That's why I think school should start later in the morning. Let's all get more sleep!

## Don't Change Our Start Time

Some people say that school should start later in the morning. I don't agree. There are many reasons why it's better for school to start early, at the normal time.

It would cause problems for families if school started later in the morning. Many parents take their kids to school and then go to work. They have to be at work at a certain time. They can't be late! If school started later, then those parents would have to rush to work. They might drive too fast, and that would not be safe. Also, they might arrive at work late and get into trouble.

If school started later, then it would finish later, too. That would be bad because then kids wouldn't be able to do after-school activities. Lots of kids play sports, volunteer, and do other fun things after school. For example, I play soccer every Tuesday and Thursday afternoon right after school. It's one of my favorite things to do. But if school finished later every day, I wouldn't have time for soccer.

As you can see, it wouldn't work to have school start later in the morning. It would be bad for parents, and it would be bad for kids, too. Anyway, if you really want to sleep in, that's what the weekend is for.

## Rats Are the Coolest Pets

Some kids like dogs, and some kids like cats. Believe it or not, I think rats are the coolest pets. I should know because I have an amazing pet rat named Zippy. So if you're thinking of getting a pet, how about a rat? Rats are great in so many ways.

First, rats are friendly and really smart. You can teach them fun things. I taught Zippy to sit on my arm and ride around with me. I also taught him to come to me when I call his name! How smart is that? Rats are also very clean. Maybe you thought they were smelly, like some other pets. Well, I'm here to tell you that rats smell fine. Also, rats are interesting to look at. They have twinkly eyes and soft fur. If you had a pet rat, I bet everyone in your family would enjoy it.

Next, pet rats are easy to take care of. For example, they don't need to go on walks. Since rats are small, they don't even need a yard. My rat Zippy has a nice big cage, and that's his home. Also, pet rats won't mess up your stuff like dogs sometimes do. They won't chew on tables or chairs. Your parents would love that.

Now you know why I think rats are the coolest pets. They are friendly, smart, clean, and easy to take care of. If you want a pet, I think you should definitely get a rat. You will love it and so will your family!

## Why You Should Get a Dog

When I walk down the street with my frisky, fluffy, brown dog, Boomer, everyone smiles at us. People just love dogs . . . they can't help it! I believe that dogs are the best pets ever.

Dogs are the best because they are loyal. That means dogs love the people who take care of them. Dogs want to make them happy. In fact, they will even protect them. For example, I read about a brave dog that saved its owner from a terrible fire. Another dog saved a boy from drowning. A cat or a rat or a bird couldn't do those things.

Also, dogs are wonderful because they come in many different shapes and sizes. Since there are so many, there is definitely a right dog for you. Maybe you want a small, cuddly dog. You can find one easily. Maybe you want a big, strong dog that loves to run and play. There are plenty of dogs like that. Maybe you have allergies, and you want a dog that won't make you sneeze. There are even dogs like that!

Last of all, having a dog is great for your health. That's because dogs need to go on walks every day. Walking is good for people, too. Did you know that most people don't get enough exercise? Walking your dog is a fun, easy way to get more exercise. You can't walk a cat or another type of pet!

If you want a pet, I really think you should get a dog. They are the most loyal, loving, and wonderful pets in the world.

## Computers in Our Classrooms

We live in an amazing time. Computers are changing how we live and work. I think it is very important for schools to have enough computers for students to use.

Students need computers so we can get on the Internet. The Internet is very good for learning. There are many great websites for students. We can see videos of animals we're studying in science class. We can read interviews with famous authors. We can chat online with students in other parts of the country.

When the kids of today are all grown up, we will be living in a world filled with technology. If we don't learn how to use computers and technology now, we won't be able to get good jobs. Right now in our classroom, we have just one computer. Only one or two students at a time can use it. That means we never get enough practice with the computer. We really need more computers!

I hope that our school principal and teachers will read this. They want us to learn a lot. They want us to do great things when we grow up. That's why I think that they should try hard to get more computers for our classrooms.



## Excerpts

# Persuasive Essay Excerpts with Sentence Fragments

I think people should always pick up their trash. Trash makes our streets dirty. And sidewalks, too. When trash is everywhere, it isn't fun to walk around. Also, when people don't pick up their trash, it is bad. For nature. Plants can't grow when the ground is covered with trash. Trash can hurt animals, too. For example. An animal might eat trash and get sick.

---

If people picked up their own trash, it wouldn't be a problem in our city. When you see trash on the ground. Pick it up! It is easy to do. It only takes a second. Also, if you want to make a difference. Organize a clean-up day in your neighborhood. You can ask family and friends to help. When lots of people work together, cleaning up trash is not too hard. In fact, it can be fun! And a good way to make new friends.



## Poem

# Galoshes

by Rhoda Bacmeister

Susie's galoshes  
Make splishes and splashes  
And slooshes and sloshes  
As Susie steps slowly  
Along in the slush.

They stamp and they tramp  
On the ice and concrete,  
They get stuck in the muck and the mud;  
But Susie likes much best to hear

The slippery slush  
As it slooshes and sloshes,  
And splishes and splashes,  
All around her galoshes!

"Galoshes" from *Stories to Begin On* by Rhoda W. Bacmeister. Copyright © 1940 by E.P. Dutton, renewed © 1968 by Rhoda W. Bacmeister. Used by permission of Dutton Children's Books, a division of Penguin Group (USA) LLC.

The evening star  
beauty  
of all stars

## Poem

# Two Voices in a Tent at Night

by Kristine O'Connell George

Shhhhh . . .

Something is scratching  
on our tent.

Is too.

Scratching!

Something is scratching!

It's you! Stop it!

"It is you!"

Isn't it?

Told you so.

Scratching!

No. No. No!

I hope so.

Is not.

Is not.

I don't hear anything.

Go to sleep.

No, it's *not*. It's a branch.

OK. OK. It *was* me . . .

Wait.

Something's scratching!

Listen.

*Shhhhhh*. Are you doing that?

Think it's the dog?

"Two Voices in a Tent at Night" from *Toasting Marshmallows: Camping Poems* by Kristine O'Connell George. Copyright © 2001 by Kristine O'Connell George. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

The evening star  
beauties  
of all stars

## Poem

# Fresh Pop-Corn

by Laura Purdie Salas

each  
kernel

# POPS

with a  
bubblewrap  
burst

sweet  
buttery  
corn-juice

slides  
down

my  
throat

“Fresh Pop-Corn” from *Lettuce Introduce You: Poems about Food* by Laura Purdie Salas. Copyright © 2009 by Capstone Press, an imprint of Capstone. All rights reserved.



## Poem

### Which is the Best?

by James Stevenson

Ice cream on a stick,  
Covered with cold, shiny chocolate,

Or ice cream heaped up in a cone,  
Dripping fast on a hot day,

Or ice cream in a big blue bowl  
And a spoon you can take your time with—

Which is the best?

It is too soon  
To give the answer.

I have more testing  
To do.

“Which is the Best?” by James Stevenson from *Poetry Speaks to Children* edited by Elise Paschen. Text copyright © 2001 by James Stevenson. Used by permission of HarperCollins Publishers.



## Poem

### Sunning

by James S. Tippett

Old Dog lay in the summer sun  
Much too lazy to rise and run.  
He flapped an ear  
At a buzzing fly.  
He winked a half opened  
Sleepy eye.  
He scratched himself  
On an itching spot,  
As he dozed on the porch  
Where the sun was hot.  
He whimpered a bit  
From force of habit  
While he lazily dreamed  
Of chasing a rabbit.  
But Old Dog happily lay in the sun  
Much too lazy to rise and run.

“Sunning” by James S. Tippett appears in *The Seasons*. Copyright © 2005, edited by John N. Serio.  
Published by Sterling Publishing Co.



## Poem

### The Polliwogs

by Douglas Florian

We p<sup>o</sup>l*j*i<sup>w</sup>oggle.  
We p<sup>o</sup>l*j*i<sup>w</sup>igggle.  
We sh<sup>a</sup>ke in lakes,  
Make w<sup>a</sup>kes,  
And wr<sup>i</sup>gggle.  
We q<sup>u</sup>iver,  
We sh<sup>i</sup>v<sup>e</sup>r,  
We j<sup>i</sup>gg<sup>l</sup>e,  
We j<sup>o</sup>g.  
We're yearning  
To turn ourselves  
Into a frog.

“The Polliwogs” from *Lizards, Frogs, and Polliwogs* by Douglas Florian. Copyright © 2001 by Douglas Florian.  
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## It's Raining!

by Heidi B. Roemer

P  
i  
t  
t  
e  
r  
  
P  
l  
i  
p  
  
R  
a  
i  
n  
  
f  
r  
o  
m  
  
p  
a  
t  
t  
e  
r  
  
p  
l  
o  
p  
!  
  
f  
a  
l  
l  
s  
  
t  
h  
e  
  
S  
k  
y  
:  
:  
:

I open my umbrella up  
and  
I  
s  
t  
a  
y  
d  
r  
y

"It's Raining!" from *Come To My Party and Other Shape Poems* copyright © 2004 by Heidi Roemer. Reprinted by permission of Henry Holt & Company. All rights reserved.

## Ice Cubes

by Joan Bransfield Graham



"Ice Cubes" from *Splish Splash* by Joan Bransfield Graham. Text copyright © 1994 by Joan Bransfield Graham. Illustration copyright © 1994 by Steven Scott. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

The evening star  
beauties  
of all stars

# Poem

## Open Hydrant

by Marci Ridlon

Water rushes up  
and gushes,  
cooling summer's sizzle.

In a sudden whoosh  
it rushes,  
not a little drizzle.

First a hush and down  
it crashes,  
over curbs it swishes.

Just a luscious waterfall  
for  
cooling city fishes.



“Open Hydrant” from *Sun Through the Window* by Marci Ridlon. Copyright © 1996 by Marci Ridlon. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission. Illustration by Arnold Lobel from *The Random House Book of Poetry for Children* selected by Jack Prelutsky, copyright © 1983 by Random House. Used by permission of Random House Children’s Books, a division of Random House LLC. All rights reserved.

The evening star  
beauty  
of all stars

# Poem

## Autumn Leaves

by Eve Merriam

Down

    down

        down

Red

    yellow

        brown

Autumn leaves tumble down,  
Autumn leaves crumble down,  
Autumn leaves bumble down,  
Flaking and shaking,  
Tumbledown leaves.

Skittery

Flittery

Rustle by

Hustle by

Crackle and crunch

In a snappety bunch.

Run and catch

Run and catch

Butterfly leaves

Sailboat leaves

Windstorm leaves.

Can you catch them?

Swoop,

Scoop,

Pile them up

In a stompy pile and

Jump

*Jump*

**JUMP!**

"Autumn Leaves" from *Jamboree: Rhymes for All Times* by Eve Merriam. Copyright © 1962, 1964, 1966, 1973, 1984 by Eve Merriam. Used by permission of Marian Reiner.

The evening star  
beauties  
of all stars

## Poem

# Hotel Swimming Pool's Evening Lament

by Stefi Weisburd

I've been  
so bored  
staring  
at the sky  
all day  
while you  
were at  
the beach  
playing  
with the ocean.  
No one to swirl me.  
No one to splash, to dive.  
No one to swim through me sleek  
and slow. Come on, child. At least dip in a toe.

"Hotel Swimming Pool's Lament" from *Barefoot: Poems for Naked Feet* by Stefi Weisburd. Copyright © 2008 by Stefi Weisburd. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission.



## Poem

### Oak's Introduction

by Kristine O'Connell George

I've been wondering  
when you'd notice  
me standing here.

I've been waiting,  
watching you  
grow taller.

I have grown too.  
My branches  
are strong.

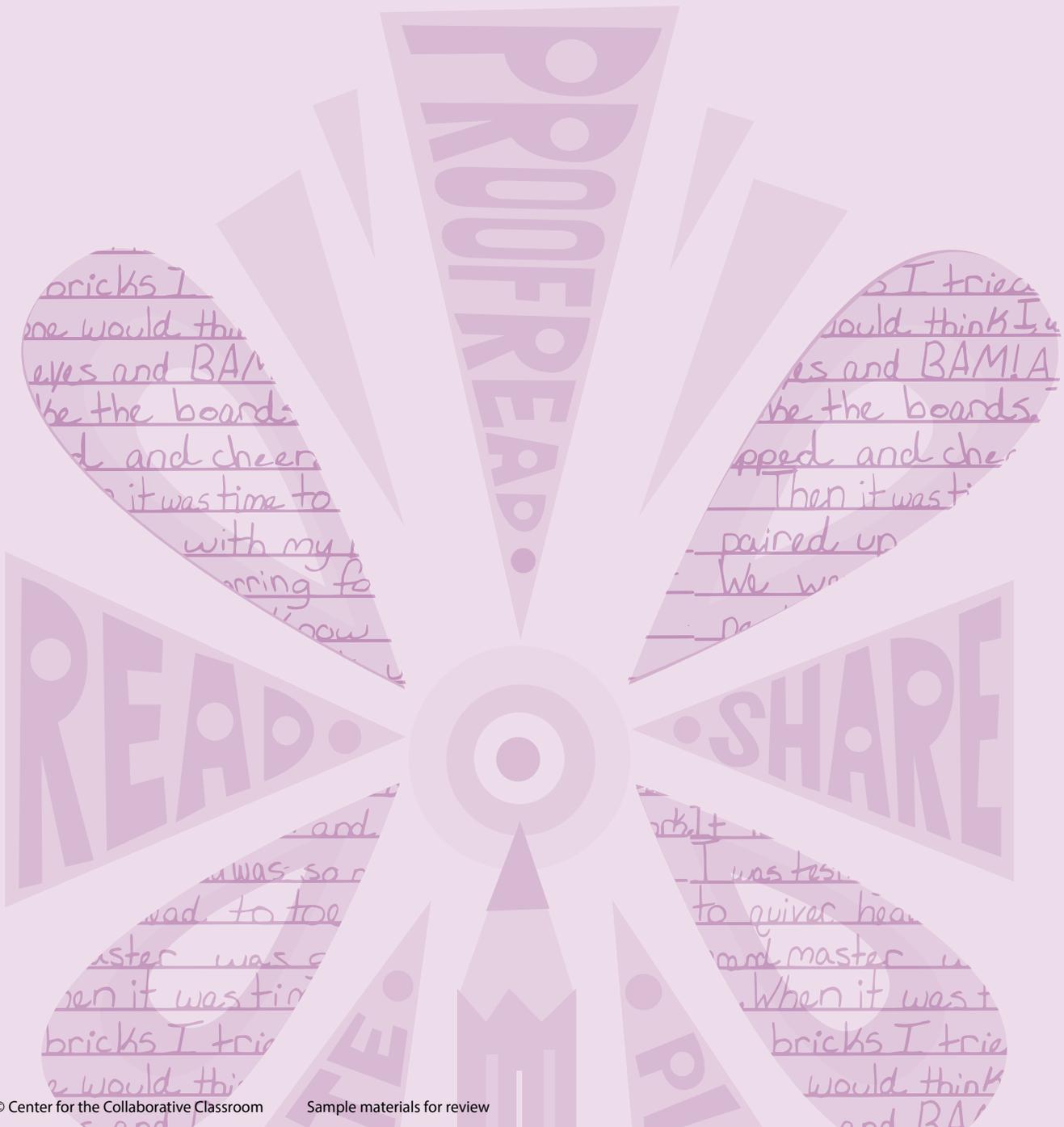
Step closer.  
Let's see  
how high

you can

climb.

"Oak's Introduction" from *Old Elm Speaks: Tree Poems* by Kristine O'Connell George. Copyright © 1998 by Kristine O'Connell George. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

# Word Bank



# A

able	ago	and	arguing
about	air	angry	argument
above	alive	animal	arms
absolutely	all right	another	around
accidentally	almost	answer	as
ache	along	answered	ask
across	already	any	asked
act	also	anyone	at
add	although	apart	ate
address	always	apology	athlete
advice	am	approximately	aunt
after	America	April	author
again	American	arctic	away
against	among	area	awful
age	an	argue	



A series of horizontal lines for writing, organized into three columns. Each column contains 20 lines, for a total of 60 lines on the page.

# B

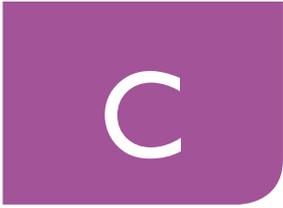
baby	beetle	bike	brick
back	before	bird	bridge
bad	began	birds	bring
bag	begin	black	broke
ball	beginning	blue	brought
band	behind	boat	building
base	being	body	built
baseball	below	book	bunny
basketball	belt	both	buried
be	beneath	bottle	bury
beautiful	best	bought	bus
became	better	box	busy
because	between	boy	butter
become	beyond	bread	button
bed	bicycle	breakfast	buy
been	big	breath	
beep	biggest	breathe	

# B

A writing template consisting of three vertical columns of horizontal lines for text entry.

## C

cabin	cent	clear	courageous
came	certain	close	course
camp	chair	cloth	cover
candy	change	coal	covered
cannot	charge	coat	crack
captain	check	cold	crackle
car	cheer	color	crayon
carefully	cheese	come	creak
carrot	cherry	coming	creep
carry	chief	common	crib
carrying	children	complete	cricket
cartoon	chocolate	conquer	cried
cast	choose	consider	crowd
cat	circle	contain	cry
ceiling	circus	control	cupboard
celebrate	city	correct	cut
cemetery	class	couldn't	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# D

dairy

danger

dangerous

dark

dear

decided

decision

decorate

deep

defense

definitely

describe

desk

develop

die

difference

different

dime

dining

dinner

dinosaur

dirty

disappear

disappoint

discover

disease

dive

do

doctor

does

dog

don't

done

door

double

draw

dream

dribble

drink

drop

dropped

drove

drowned

dry

during

dust



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.

# E

each

early

earth

easily

east

easy

eat

eggs

elbow

embarrass

empty

end

English

enough

environment

equation

equipment

even

ever

every

everybody

everywhere

example

excellent

except

excitement

exercise

exhausted

explain

extremely

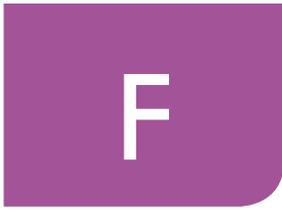
eye



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# F

face	feet	fish	fourth
facet	felt	five	free
fact	fence	fix	Friday
fall	few	flew	friend
family	field	flies	friends
far	fierce	fly	front
farm	figure	follow	frown
farther	fill	food	frozen
fascinate	filled	football	fuel
fast	final	force	full
father	finally	form	funny
favorite	fine	forth	further
feather	finger	forty	future
February	finish	forward	
feed	fire	found	
feel	first	four	



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for handwriting practice.

# G

game

gave

getting

girl

give

glad

gloves

glow

glue

goal

goes

good

got

government

grader

gray

great

green

ground

group

grow

grown

guard

guess

guessed

guide

guilty

gun



A writing area consisting of three vertical columns of horizontal lines. Each column contains 20 lines, for a total of 60 lines across the page.

# H

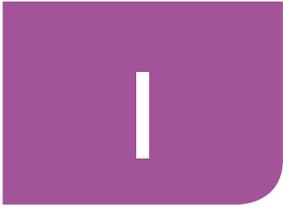
hair	hear	himself	horse
half	heard	hockey	hospital
halt	heat	hold	hot
hand	heavy	home	hour
handkerchief	height	homework	hours
happen	hello	hood	house
happened	help	hoof	however
hard	here	hook	hundred
haven't	heroes	hoop	hungry
he's	high	hoping	hurt
head	hill	horn	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# I

I'd	imaginary	include	intercept
I'll	imagine	indeed	island
I'm	important	Indian	it's
I've	impossible	innocent	its
ice	inch	inside	
idea	inches	instead	



A large writing area consisting of 24 horizontal purple lines, organized into three vertical columns of eight lines each.

# J, K

job

join

juice

jumble

jump

junk

just

keep

kids

kind

king

kitchen

knew

knife

know

knowledge

known

J, K

Handwriting practice lines for the letters J and K. The page contains three columns of horizontal lines, each with 20 lines, for a total of 60 lines.

# L

ladder

ladybug

lamb

land

language

large

last

late

later

latter

leaf

learn

leave

led

left

leg

less

lessons

let

letter

library

life

light

lightning

line

liquid

list

listen

little

live

looking

lose

losing

lots

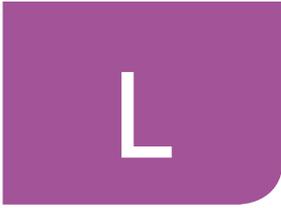
love

loving

low

lower

lunch



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# M

machine

mad

magnificent

making

man

many

map

mark

market

mass

master

material

maybe

me

mean

meant

measure

medicine

melt

member

men

mental

met

might

mild

mile

milk

million

minute

minutes

miss

money

month

morning

most

mother

mountain

mouse

move

Mr.

Mrs.

Ms.

much

muscle

music

must

myself

mysterious



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# N

nail

name

napkin

narrow

nasty

near

neck

need

nest

never

new

next

nice

night

nine

noise

none

north

note

nothing

notice

noun

numeral



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.



o'clock

object

ocean

of

off

often

oh

oil

old

once

only

open

order

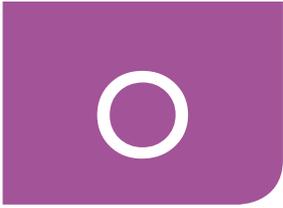
original

our

outside

over

own



A large writing area consisting of three vertical columns of horizontal purple lines, providing space for text entry.

# P

page	people	played	protect
paid	pepper	playing	proud
pair	person	please	public
paper	pick	point	pull
parents	picture	poison	pulled
party	piece	police	punt
pass	pitch	popular	puppet
passed	place	population	purple
path	plain	power	purpose
pattern	plan	pressure	purse
paw	plane	principal	push
peace	planet	probably	put
peach	plant	problem	puzzle
penny	play	produce	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# Q, R

quarter  
question  
quick  
quickly  
quit  
quite

rain  
raise  
ran  
range  
rate  
reach  
reached  
read  
real  
really  
reason  
receive  
received  
recommend

red  
regular  
remember  
responsibility  
responsible  
rest  
restaurant  
rhythm  
ride  
riding  
right  
river  
road  
roam

rock  
rocket  
rode  
roof  
room  
rooster  
rough  
round  
route  
rubber  
rule  
rules  
run  
running

Q, R

Lined writing area consisting of three columns of horizontal lines.

## S

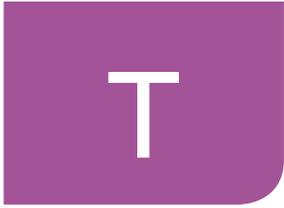
sad	ship	snore	steam
safety	shoes	snow	step
said	shook	soccer	still
salt	shoot	soft	stood
same	shore	sold	stop
sandwich	short	soldier	stopped
sat	shot	solid	store
Saturday	should	some	storm
saw	show	something	story
say	shown	sometime	street
says	shriek	sometimes	strength
scared	sick	son	strong
schedule	side	song	study
school	silver	soon	studying
schoolhouse	similar	sound	stuff
science	since	south	success
scientist	sing	space	such
scientists	sit	special	sugar
sea	six	speech	summer
season	size	spell	sun
second	skateboard	spend	Sunday
seem	skis	spent	sunny
seen	sky	spoke	super
sentence	slide	sports	suppose
separate	slippery	spread	sure
serious	slowly	sprint	surely
set	small	stand	surface
seventh	snail	star	surprise
several	snare	stars	surrounded
shape	snatch	start	swallow
share	sneak	started	swamp
sheep	sneeze	state	swarm
sheet	sniffle	states	symbol
shining	snooze	stay	system



A writing template consisting of three vertical columns of horizontal lines. Each column contains 20 lines, providing a structured space for writing.

# T

table	there	tired	tree
tackle	they	today	tried
take	thief	together	tries
talk	thing	told	trouble
tall	think	tomorrow	true
teacher	those	tonight	truly
tear	though	too	truth
teeth	thought	took	try
television	thousand	tool	Tuesday
tell	thousands	tooth	turn
temperature	three	top	turned
ten	through	toward	twelve
terrible	throughout	town	twenty
test	throw	toys	twice
that's	thus	train	two
their	times	travel	



A writing area consisting of three vertical columns of horizontal purple lines, providing space for text.

# U, V

under

understand

unit

united

United States

unless

until

upon

us

used

using

usual

usually

vacation

variety

vegetable

verb

victim

voice

vowel

U, V

Handwriting practice lines for the letters U and V, consisting of three columns of horizontal lines.

# W

wagon

wait

walk

walking

want

wanted

war

warm

watch

waves

we're

weather

week

weigh

weird

well

went

were

west

wet

wheel

wheels

when

where

which

while

white

whole

why

wind

within

without

woke

woman

women

won

wood

work

world

worth

would

write

writing

wrote



A large writing area consisting of 25 horizontal purple lines, organized into three columns of approximately 8, 8, and 9 lines each.

# X, Y, Z

year

years

yes

yet

you

you'll

you're

young

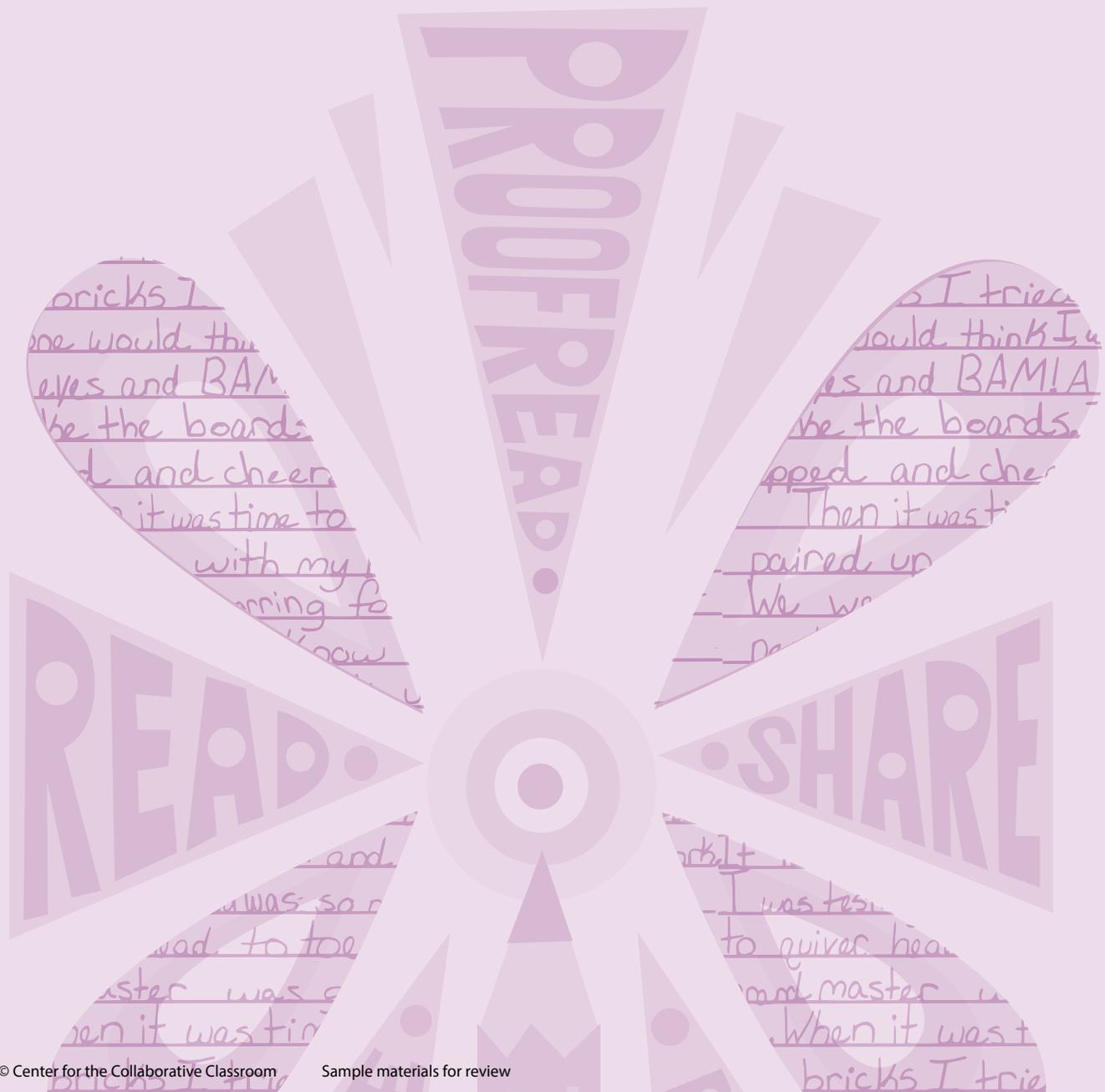
your



A series of horizontal purple lines forming a writing area, organized into three columns.



# Proofreading Notes



# Proofreading Notes

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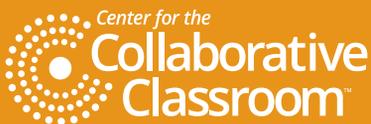
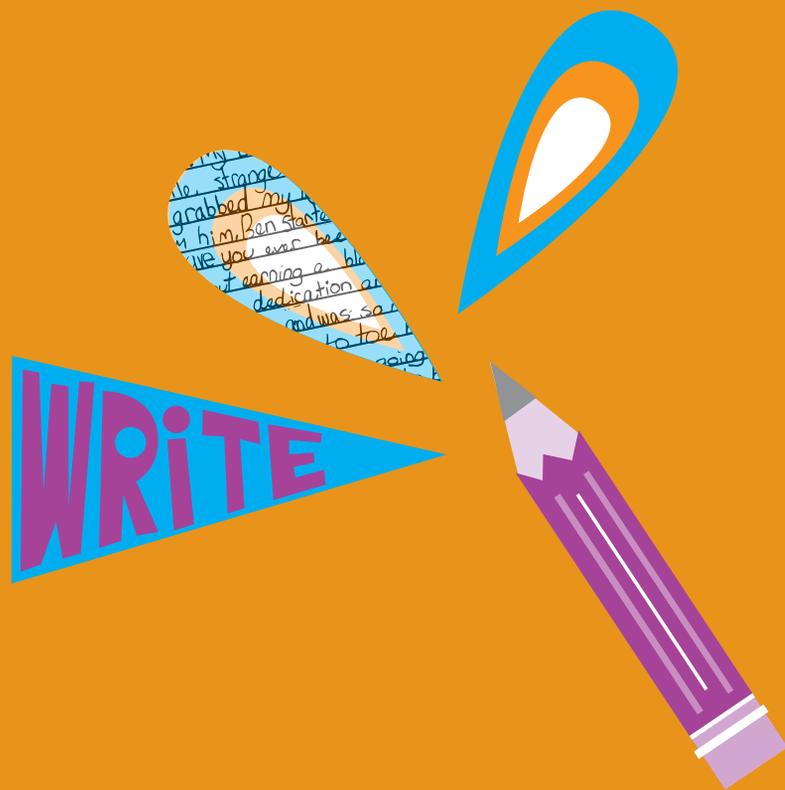
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# Proofreading Notes

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# Proofreading Notes

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Illustration by Michael Wertz

BW2-SB3

Student Skill Practice Book

# Being a Writer™

SECOND EDITION





Student Skill Practice Book

# Being a Writer™

SECOND EDITION



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# Silly Sandwiches

**A. Read each sentence. Underline the complete subject. Circle the simple subject.**

1. Lionel loves all kinds of sandwiches.
2. His favorite uncle teaches him how to make unusual sandwiches.
3. One sandwich has pickles and peanut butter.
4. Lionel's older sister makes banana and peanut butter sandwiches.
5. The two children take pictures of their silly sandwiches.

**B. Choose a simple subject from the word box to complete each sentence. Then circle the complete subject.**

neighbors winner rules person contest

1. Some \_\_\_\_\_ are planning a sandwich-making contest.
2. The \_\_\_\_\_ takes place on Saturday.
3. The \_\_\_\_\_ are easy to follow.
4. Each \_\_\_\_\_ makes one strange but tasty treat!
5. The \_\_\_\_\_ gets free sandwiches from the Yummy Sandwich Shop for one month.

**C. Write a paragraph about your favorite sandwich. Use complete sentences.**

# Try It. You'll Like It!

**A. Read each sentence. Underline the complete predicate. Write the simple predicate on the line.**

1. Lola likes all kinds of food. \_\_\_\_\_
2. She and her family try new foods  
all the time. \_\_\_\_\_
3. One day her dad bought a jar of salsa. \_\_\_\_\_
4. The sauce has tomatoes, onions, and hot  
peppers in it. \_\_\_\_\_
5. The delicious sauce burns her tongue  
a little. \_\_\_\_\_

**B. Choose a simple predicate from the word box to complete each sentence.  
Then circle the complete predicate.**

chopped   decided   laughed   wiped   squirted

1. One afternoon Lola \_\_\_\_\_ to make salsa.
2. First, she \_\_\_\_\_ the tomatoes into small pieces.
3. The red tomatoes \_\_\_\_\_ juice all over her clothes.
4. Her sister \_\_\_\_\_ at the red juice on Lola's shirt.
5. Lola \_\_\_\_\_ the juice off easily.

**C. Write a short passage about a new food you tried. Use complete sentences.**

# Vanilla or Chocolate?

- A. Read the sentences. Draw one line under each complete subject. Draw two lines under each complete predicate. Then circle the simple subject and simple predicate in each sentence.**

My brother Jake works in an ice-cream shop. He loves ice cream! Jake tastes all the different flavors. The customers love his tasty ice-cream sundaes. My dad takes me to the shop sometimes.

- B. Draw a line to connect each subject on the left to a predicate on the right. Write the complete sentences on the lines.**

The small shop

buy ice-cream cones.

Many people

is chocolate.

The most popular flavor

gets busy on weekends.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- C. Write a paragraph about your favorite dessert. Include four sentences, and underline the simple subjects and predicates.**

# A Special Walk

**A. Circle C if the group of words is a complete sentence. Circle I if it is an incomplete sentence.**

1. Ramon cares about his street.                    **C**     **I**
2. Decides to pick up the litter.                    **C**     **I**
3. The people next door.                            **C**     **I**
4. He finds a pair of gloves.                        **C**     **I**
5. They will keep his hands clean.                **C**     **I**

**B. Read each incomplete sentence. Rewrite it as a complete sentence by adding a word or phrase from the chart.**

Subject	Predicate
The neighbors	puts the litter in the bag.
Ramon	are on the sidewalk.

1. Two candy wrappers.

---

2. Grabs a plastic bag.

---

3. This helpful boy.

---

4. Greet Ramon with a smile.

---

**C. Write a short passage about something you have done or could do to keep your neighborhood clean. Be sure to use complete sentences.**

# What a Surprise!

- A. Read the passage. Draw a line under each group of words that is not a complete sentence.**

Tina woke up early on Saturday. Was a beautiful sunny day.

Tina loved the outdoors. She looked out the window. Saw her mom's car. She would wash the car for her mom. A clean car.

- B. Add a subject or predicate from the chart to make each group of words a complete sentence. Write the new sentences on the lines.**

Subject	Predicate
Tina	wanted to help Tina.
Tina and Dan	got a bucket of soapy water.

1. Put on her old T-shirt and shorts.

---

2. She.

---

3. Tina's younger brother Dan.

---

4. Would surprise their mom with a clean car.

---

---

- C. Write a short passage about a time you tried to surprise someone. Be sure to use complete sentences.**

# Let It Rain

**A. Match each subject to its predicate. Write the new sentences on the lines.**

Subject	Predicate
The rain	was a fun movie to watch.
Mia's grandpa	made popcorn together.
Mia	ruined Mia's plans for outdoor fun.
Mia and Grandpa	liked her grandpa's ideas.
<i>The Wizard of Oz</i>	used his pen to list ideas for a rainy day.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**B. Read each word or group of words. Add a subject or predicate. Write the sentence on the line.**

1. Mia.  
\_\_\_\_\_
2. Read the next chapter in her mystery book.  
\_\_\_\_\_
3. Fell asleep for an hour after that.  
\_\_\_\_\_
4. Her sister.  
\_\_\_\_\_

**C. Write a paragraph about a rainy-day activity. Use three complete sentences.**

# Crawly Caterpillars

**A. Read each sentence. Decide whether it is a simple sentence (S) or a compound sentence (C). Write S or C on the line.**

1. A caterpillar has many legs. \_\_\_\_\_
2. It can crawl, but it cannot fly. \_\_\_\_\_
3. A caterpillar builds a soft shell around itself. \_\_\_\_\_
4. The shell protects caterpillars from the wind, and it keeps them dry. \_\_\_\_\_
5. A caterpillar may be all green, or it may be red and yellow. \_\_\_\_\_
6. Some caterpillars have smooth skin. \_\_\_\_\_
7. Others have bumps all over their skin. \_\_\_\_\_
8. A caterpillar changes shape inside its shell, and it becomes a butterfly. \_\_\_\_\_

**B. Complete each compound sentence by adding a comma and a conjunction. Use each conjunction from the word box one time.**

and   but   or
----------------

1. A caterpillar eats a lot of plants \_\_\_\_\_ it grows and grows.
2. A caterpillar has twelve eyes \_\_\_\_\_ it does not have ears.
3. People may love caterpillars \_\_\_\_\_ they may be afraid of these insects.

**C. Write a paragraph about caterpillars or butterflies. Use both simple and compound sentences.**

# Ants: Friends or Enemies?

- A. Read the paragraph. Find the four compound sentences. Draw a line under each one.**

Ants have been on Earth a long time. Ants may live under the ground, or they may live inside trees. Some ants make nests from leaves. Ants live in groups, and they share food. Most ants are very tiny, but some grow to be an inch long. They may be small, but they are strong. An ant can lift things that weigh ten times more than it does. That's one powerful ant!

- B. Complete the paragraph by writing *and*, *or*, or *but* in each space. Add a comma before each one.**

Many people think ants are pests \_\_\_\_\_ ants can be helpful. They eat other insects \_\_\_\_\_ they dig up soil. The digging makes the soil healthier. Sometimes ants bother us. They may get into our houses. They may crawl on our skin. Do you like ants \_\_\_\_\_ do you think they are pests?

- C. Write a paragraph about whether an ant would make a good pet. Use simple and compound sentences.**

# Grasshoppers

- A. Read the paragraph. Find three mistakes with the compound sentences. Cross out each mistake you find, and write the correction above it.**

A grasshopper's body has three parts, or it is covered by a shell. The grasshopper has six legs and it uses all six to walk. Its legs are strong, but the back legs are strongest. The grasshopper uses its powerful back legs to jump. To protect themselves, grasshoppers can jump away, but they can hide in the grass.

- B. Rewrite each pair of sentences to form one compound sentence. Write the new sentences on the lines.**

1. Alonzo's class went to the park. The students looked for grasshoppers.

---

---

2. Alonzo took his notebook. He left his heavy backpack at school.

---

---

3. Hannah found a grasshopper in the grass. She pointed it out.

---

---

4. The students had to be quiet. The grasshopper would hop away.

---

---

- C. Write a paragraph about a field trip you took with your class. Include four compound sentences.**

# A Birthday Party That Pops

**A.** Read each sentence. Draw one line under the group of words that tells a complete thought. Draw two lines under the group of words that does not tell a complete thought. Circle the conjunction.

1. Grace wakes up early because today is her birthday.
2. She feels excited before she even gets out of bed.
3. Grace counts the hours until her party begins.
4. She starts getting ready after she walks the dog.

**B.** Connect each sentence on the left to a word group on the right that makes the most sense. Write the new sentences on the lines. Circle the conjunction.

The party could not begin	before Grace shared her cake.
Kids played lots of games	after everyone left.
Grace thanked her mom	until all the guests arrived.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**C.** Write a short passage about a birthday party you would like to have. Use simple sentences and complex sentences.

# The Best Day!

**A. Read each sentence. Circle the conjunction that works best. Then write it on the line.**

1. Yesterday was Georgio's best day at school \_\_\_\_\_ he made a new friend. (before, because)
2. Georgio saw Sally \_\_\_\_\_ she got off of the school bus. (when, until)
3. Sally was scared \_\_\_\_\_ it was her first day of school. (because, after)
4. Georgio said hello to Sally \_\_\_\_\_ she got to the school door. (before, until)
5. He brought Sally to the office \_\_\_\_\_ she didn't know where to go. (after, because)
6. Sally felt better \_\_\_\_\_ Georgio walked her to her classroom. (after, before)
7. He waited \_\_\_\_\_ Sally's teacher introduced her to the class. (until, before)
8. Sally thanked Georgio \_\_\_\_\_ he left for his class. (because, before)
9. Sally didn't think she would like her new school \_\_\_\_\_ she made a new friend. (because, until)

**B. Write a short passage about a time when you helped someone. Use simple sentences and complex sentences.**

# Grandpa's Present

**A. Read the passage. Circle the correct conjunctions.**

Avi was worried (because, after) she didn't have a birthday present for her grandpa. She needed to think of something (before, after) tomorrow. What could she get? She didn't have money to buy anything. Avi thought and thought (because, until) she finally came up with an idea. She would write a poem for Grandpa David. Avi drew pictures of Grandpa's favorite things all around the poem (after, until) she had carefully copied it onto shiny paper.

**B. Use a conjunction from the word box to combine each sentence pair to form a complex sentence. Write the new sentence on the lines.**

after   because   before

1. Avi was a little nervous. Grandpa opened his present.

---

---

2. She felt much better. He gave her a big, warm hug.

---

---

3. Grandpa David loved his present. No one had ever written a poem for him.

---

---

**C. Write a short passage about the best present you have given to someone. Include three simple sentences and two complex sentences.**

# A Family Trip

**A. What is needed to make each phrase a complete sentence?**

Write *S* (for *subject*) or *P* (for *predicate*).

1. Visited San Francisco. \_\_\_\_\_

2. One of the nicest parks for kids. \_\_\_\_\_

3. Pours water into a wading pool. \_\_\_\_\_

4. A big grassy field. \_\_\_\_\_

5. A giant merry-go-round. \_\_\_\_\_

**B. Read each incomplete sentence. Correct it by adding a subject or predicate. Write the new sentence on the line.**

1. Will visit the Space Center this summer.

\_\_\_\_\_

2. Stays open at night.

\_\_\_\_\_

3. Like the center's outdoor slumber parties.

\_\_\_\_\_

4. Helps you look at the stars through a telescope.

\_\_\_\_\_

5. My family.

\_\_\_\_\_

**C. Write a brief passage about a trip you took. Be sure to use complete sentences.**

# On the Beach

**A.** Draw a line to connect each simple sentence on the left to a sentence on the right. Add a comma and a conjunction from the word box. Write the sentences on the lines.

and but or

I like to swim in a pool.

I swim with fish at the same time.

I ride the ocean waves.

I can look for seashells in the sand.

I can build sandcastles.

I like the ocean even more.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**B.** Read each sentence pair. Circle the conjunction at the end of each sentence pair that could be used to combine the sentences correctly.

1. I always put on sunscreen. I go to the beach. (after, before)

2. Dad sets up an umbrella. It offers shade from the sun.  
(because, until)

3. We swim, play, and read. It gets dark. (after, until)

**C.** Write a brief passage about something you like to do in the summer. Use simple, compound, and complex sentences.

# Space Camp

**A. Read the passage. Correct each incomplete sentence.**

Like to go to Space Camp? It's lots of fun. NASA astronauts.  
Then you train to be an astronaut. Can sit at the controls of the  
space shuttle. Can try some space exploration activities. Kids  
ages 14 and older. Kids from ages 7 to 13 can attend a half-day  
training program.

**B. Read each incomplete sentence. Add a subject or a predicate to complete it.**

1. A journey into space.

---

2. Visitors at the Space Center.

---

3. Strap in to a make-believe shuttle.

---

4. People of all ages.

---

**C. Write a passage about what you imagine being in space might be like.  
Use complete sentences.**

# The Walls Around Me

**A. Read each sentence. Circle the two nouns in each one. Then underline the noun that is plural.**

1. My parents stared at my bedroom.
2. The paintings on the wall were old.
3. My brother said to draw puppies.
4. A forest with deer is also interesting.
5. My sister said to paint different shapes.

**B. Circle the noun that correctly completes each sentence. Write the noun on the line.**

1. My friend Beth said to draw men and \_\_\_\_\_ in a circus. (womans, women)
2. Then I thought about painting \_\_\_\_\_ with colorful wings. (butterflys, butterflies)
3. I could also draw \_\_\_\_\_ and then count them at night. (sheeps, sheep)
4. There were so many \_\_\_\_\_ to paint the walls! (ways, wayes)
5. Finally, I just picked up one of the \_\_\_\_\_ and started to paint. (brushs, brushes)

**C. Write a paragraph about what you would paint on the walls of a bedroom. Use singular and plural nouns.**

# Making a Mural

**A. Circle the *S* if the underlined noun is singular and the *P* if it is plural.**

1. The fourth graders are making a mural about their community. **S P**
2. The children talk about what to include in the mural. **S P**
3. They decide to show some important buildings. **S P**
4. They want to include their new school bus. **S P**
5. They also want to show geese sitting near the lake. **S P**

**B. Choose the nouns from the chart that correctly complete the story. Write the nouns on the lines.**

<b>Singular</b>	crayon	bench	man	baby	paper
<b>Plural</b>	crayons	benches	men	babies	papers

The students plan to draw children of all ages, including \_\_\_\_\_. They will also include \_\_\_\_\_ and women who work in the community. They will show parks with \_\_\_\_\_ so people can sit. First, the students will draw their picture in pencil on the mural, which is made of \_\_\_\_\_. Then they will use \_\_\_\_\_ to add bright colors.

**C. Write a short passage about a drawing or painting. Use singular and plural nouns.**

# Welcome Home, Welcome Home!

- A. Proofread the passage. Cross out each incorrect singular or plural noun. Write the correct form of the noun above it.**

Aunt Li came home from the hospital today with her two twin babys. We made a big banners that said, "Welcome Home!"

It was six feets long. We decorated it with pictures of little bears, foxs, and other baby animals. Then we made some sandwichies for everyone in the family to eat.

- B. Replace each singular noun with its plural form. Write the new sentence on the line.**

1. We heard the car door shut.

---

2. Aunt Li walked in, and all the child ran up to her.

---

3. "I hope you are not giving speech today," she said.

---

4. Instead, my brother gave Aunt Li two stuffed sheep for her girls.

---

5. Aunt Li thanked us and said, "I love homecoming party."

---

- C. Write a paragraph about a fun way to welcome someone home. Use three singular and two plural nouns.**

# Hats, Feathers, and Pirates

**A. Read the sentences. Underline the common nouns. Circle the proper nouns. You should mark three words or groups of words in each sentence.**

1. My mom works for the Cookoo Costume Company in Springtown.
2. Arthur Featherman, who moved here from Canada, owns the shop.
3. My mother once made a hat that looked like the Statue of Liberty.
4. Her costumes for Thanksgiving are very popular in November.
5. Robin Hawke, a friend, just bought a special shirt.

**B. Read the passage. Underline the common nouns. Circle the proper nouns.**

My friend went to Maysville Costume Museum on June 12.

That was the day it opened. Last Friday my whole family went there. The museum has amazing costumes. Some clothes belonged to pirates, such as Davey Doolittle. His jacket was covered with bright feathers. Doolittle lived on an island near Florida. The Doolittle Bridge got its name from another person—not from Davey. Would you want to go across a bridge named after a pirate?

**C. Write a paragraph about a place you would like to visit. Use common nouns and proper nouns. Include people, places, and things.**

# A Holiday for Trees

## A. Read the sentences. Circle the correct form of the nouns.

1. People plant trees on a holiday called arbor day. Arbor Day  
Arbor day
2. A man named j. sterling morton started the holiday. j. Sterling Morton  
J. Sterling Morton
3. He was from detroit, Michigan. detroit, Michigan  
Detroit, Michigan
4. He moved to a part of the state of nebraska that had no trees. State of Nebraska  
state of Nebraska
5. The first Arbor Day was on friday, April 10, 1872. Friday, April  
friday, April

## B. Read the sentences and underline the proper nouns. Circle the words at the end of the sentences that tell what the proper nouns name.

1. The students at Goodmont Elementary School learned all about trees. (person, place)
2. The fourth-grade teacher, Mrs. Chen, brought in books about trees. (thing, person)
3. The students went to Golden Leaf Park to learn about different kinds of trees. (place, thing)
4. They made pictures of trees for the Spring Art Show. (person, thing)
5. The mayor of Maplewood came to the school to see all of the art. (person, place)

## C. Write a paragraph about a project that took place at your school. Use common nouns and proper nouns.

# Small Towns, Big Things

- A. Proofread the paragraph. Find five mistakes with common and proper nouns. Cross out each mistake and write the correction above it.**

Many small Towns have interesting things to see. Some have big sculptures made of wood and plastic. One town has a huge statue called the *World's largest Crayon*. It is in Easton, pennsylvania. It was built in october 2003. My family visited it last year. My cousins Freda and dale came with us.

- B. Underline the common nouns and circle the proper nouns. Rewrite each sentence on the line, using capital letters correctly.**

1. Many people visit North carolina.

---

2. Some visitors go to see The coffee Pot.

---

3. That famous site is in Winston-Salem.

---

4. My friend visited the City last Sunday.

---

5. It was the weekend of memorial Day.

---

- C. Write a paragraph about an unusual object you have seen or read about. Use five proper nouns.**



# Putting on a Play

**A.** Read each sentence. Circle the possessive noun that correctly completes it. Then write the word on the line.

1. \_\_\_\_\_ friends decided to put on a play.  
(Leahs', Leah's)
2. They used the community \_\_\_\_\_ basement for their show. (centers, center's)
3. They had to move the \_\_\_\_\_ furniture to set up a stage. (room's, rooms)
4. My mom sewed the \_\_\_\_\_ costumes.  
(children's, childrens')
5. The kids borrowed some fun hats from \_\_\_\_\_ grandfather. (Ross's, Rosses)
6. They found umbrellas and other things in a \_\_\_\_\_ attic. (neighbors, neighbor's)
7. The \_\_\_\_\_ families came to see the play.  
(actors', actors)
8. The \_\_\_\_\_ cheers proved that the play was a success. (audiences, audience's)

**B.** Write a short passage about a play you took part in or went to see. Use singular and plural possessive nouns.

# Save the Library!

- A. Proofread the passage. Cross out each incorrect form of a possessive noun. Write the correct form of the possessive noun above it.**

Tammys class loves going to the library. The librarys' rooms are filled with exciting books. Now the city's leaders want to close the library. They say there is not enough money to keep it open. The librarians have asked for the communities help. They want the childrens' help, too. The kids could make posters to show how important the library is to them. All of the students's posters could make a difference.

- B. Replace each underlined phrase with the correct possessive noun. Then write the sentence on the line.**

1. The signs belonging to the kids were put in stores and parks.

---

2. The poster belonging to Tammy was read by hundreds of people.

---

3. The posters made by the children helped to keep the library open.

---

- C. Write a paragraph about a library you have visited. Use four possessive nouns.**

# The Spinner

## A. Read the sentences. Circle the subject pronouns.

1. Gil read a book about dog tricks. He decided to teach an old dog a new trick.
2. Gil's friends were excited. They wanted to make a video of the dog.
3. Gil's sister wondered if the dog could learn tricks. She had heard that old dogs can't learn new tricks.
4. Gil said to his sister Rita, "You just wait. I can teach this dog anything!"

## B. Read the sentences. Circle the object pronouns.

1. Gil got some dog treats and put them in his pocket.
2. He called the dog over to him.
3. Gil pulled out a treat, and the dog sniffed it.
4. Gil moved the treat in a circle, again and again. The dog followed it.
5. "Look! The dog is spinning in circles!" Gil cried out. "The two of us are a real team!"
6. "I told you I could teach Spinner to spin!" Gil said to Rita.

## C. Write a short passage about an animal trick you have seen. Use two subject pronouns and two object pronouns.

# Misty's Eyes

**A. Read each sentence. Circle the pronoun that correctly completes it. Then write the pronoun on the line.**

1. My friend Rana and \_\_\_\_\_ met a dog that was blind. (I, me)
2. \_\_\_\_\_ saw the dog at a neighborhood picnic. (Us, We)
3. Rana saw \_\_\_\_\_ first. (it, them)
4. \_\_\_\_\_ ran over to talk to the dog's owner, Mr. Moore. (She, Her)
5. "Do you want to pet Misty?" \_\_\_\_\_ asked. (him, he)
6. The two of \_\_\_\_\_ gently patted the dog's head. (we, us)
7. Then Rana showed \_\_\_\_\_ another dog, standing nearby. (me, I)
8. "Do \_\_\_\_\_ know what this pup can do?" Mr. Moore asked. (you, her)
9. We watched as \_\_\_\_\_ picked up Misty's leash and led the dog around. (them, it)
10. Rana and I exclaimed, "\_\_\_\_\_ are amazing!" (They, Them)

**B. Write a short passage about an amazing animal. Use two subject pronouns and two object pronouns.**

# Catch Me If You Can

- A. Proofread the passage. Cross out the five incorrect pronouns and write the correct pronouns above them.**

Nick and his dog Pepito played in the park. Them both got muddy. Back at home, Nick's mom told he to take a bath. Her also said Pepito needed a bath. "We should wash Pepito first," Nick said.

Pepito does not like bath time, so him ran away. "Pepito, come back to I right now!" shouted Nick.

- B. Read the passage. Replace the underlined words with pronouns to make the sentences sound smoother. Write each pronoun above the underlined word or words.**

Nick found Pepito. Nick grabbed the dog by the collar.

The collar came off. The dog ran away again and knocked into the table. Two lamps fell over. Luckily, the lamps did not break.

Nick picked the lamps up. The boy finally caught the dog and put it in the tub. Pepito splashed water all over the boy. At least

Pepito was having fun!

- C. Write a short passage about caring for a pet or animal. Use the pronouns *I, me, it, they, and them*.**

# Owls in the Night

## A. Read the sentences. Circle the possessive pronoun in each sentence.

1. Owls are one of my favorite animals.
2. My mom likes all kinds of birds, especially the owl.
3. We went out at night to look for owls near our house.
4. We wanted to find their nests.
5. We took Dad's camera because Mom couldn't find hers.

## B. Read the passage. Circle each possessive pronoun.

After about an hour, Mom and I spotted an owl. Its nest was in the hole of a tree. Mom took the camera out of her pocket and snapped a picture. Then it was my turn to take a photo. I looked right into the owl's eyes. It stared back into mine. The owl seemed to wink. I took a bunch of pictures. Later we showed our photos to Dad.

"Yours are a real hoot, Vanessa!" he said.

## C. Write a short passage about a real or make-believe animal that comes out at night. Use at least three possessive pronouns.

# To the Lighthouse

A. Read each sentence. Circle the possessive pronoun that correctly completes it. Then write the pronoun on the line.

1. Tanya goes on a lot of hikes with \_\_\_\_\_ dad. (her, his)
2. She says, “\_\_\_\_\_ favorite hike is to the lighthouse.”  
(Mine, My)
3. The lighthouse is on a hill, and \_\_\_\_\_ light flashes all night. (its, his)
4. The light helps sailors keep \_\_\_\_\_ boats away from rocky shores. (theirs, their)
5. On Friday evening, Tanya’s dad says, “Let’s leave for \_\_\_\_\_ hike in an hour.” (our, her)
6. “Put an extra sweater in \_\_\_\_\_ backpack,” he reminds Tanya. (your, yours)
7. Then he adds, “I already put flashlights and water in \_\_\_\_\_.”  
(my, mine)
8. “\_\_\_\_\_ will be really heavy,” Tanya says to her father.  
(Yours, Your)
9. Tanya and her dad follow the trail to \_\_\_\_\_ end. (its, their)
10. On a quiet night, the lighthouse seems like it is all \_\_\_\_\_.  
(their, theirs)

B. Write a short passage about your favorite place. Use at least four possessive pronouns.

# Fireflies and Frogs

- A. Proofread the passage. Cross out each incorrect possessive pronoun. Write the correct possessive pronoun above it.**

A firefly is an insect. Our body has a part that flashes light. Often parents and your children go outside at night to see the fireflies. Jonah likes to go to its neighbor's backyard to watch the fireflies with Clare. One friendly firefly lands on Clare's arm. Another lands on Jonah's hand. "Wow," Jonah says. "Yours firefly is bright." He adds, "It is a lot brighter than his!"

- B. Read the sentences. Then choose a possessive pronoun from the word box to complete each one. Write the pronoun on the line.**

his   its   their   her   mine
--------------------------------

1. Jonah and Clare went to a pond near \_\_\_\_\_ school to look for frogs.
2. Clare took \_\_\_\_\_ cell phone to record the frogs' sounds.
3. Jonah wore \_\_\_\_\_ rain boots in case the ground was muddy.
4. "I wish I had worn \_\_\_\_\_," Clare said.
5. Clare forgot about her wet feet when she saw a frog and heard \_\_\_\_\_ croaking sound.

- C. Write a paragraph about a fun adventure you have had with a friend. Use five possessive pronouns.**

# Trash, You Say?

**A. Read the sentences. Circle each pronoun. Then circle C if the pronoun correctly matches the underlined noun. Circle I if the pronoun is incorrect.**

1. Gerald took a walk in his neighborhood. C I
2. The boy carried a big bag with her. C I
3. Gerald found a plastic bag on the ground and put it in the bag. C I
4. Three paper clips sat on the sidewalk, and Gerald grabbed they, too. C I
5. A friend asked Gerald, “What are you going to do with these things?” C I

**B. Read the sentences. Circle the noun that each underlined pronoun refers to. Then circle S if the pronoun is singular. Circle P if the pronoun is plural.**

1. Gerald collects things so he can make little animals. S P
2. Paper clips become insects. Old twist ties become their legs. S P
3. Gerald hangs up the plastic bag. It looks like a jellyfish. S P
4. Gerald’s friends love the art. They start to collect trash, too. S P
5. Gerald’s parents proudly say, “Our son turns trash into art!” S P

**C. Write a short passage about something you might make from trash. Use three pronouns. Make sure they match the nouns they are replacing.**

# Lost and Found

**A. Read the sentences. Circle the pronoun that correctly refers to the underlined noun or nouns. Write the pronoun on the line.**

1. Molli is looking for a sweatshirt in \_\_\_\_\_ closet. (her, their)
2. Sweaters are piled up on the closet floor. Molli has tossed \_\_\_\_\_ there. (they, them)
3. Old shoes sit in another pile. Molli says, "Some of these shoes aren't even \_\_\_\_\_." (his, mine)
4. Some toys sit in a dark corner of the closet. \_\_\_\_\_ broke somehow. (It, They)
5. The sweatshirt Molli is looking for is red. \_\_\_\_\_ has a hood. (It, She)
6. "\_\_\_\_\_ can't find anything in this closet," Molli thinks to herself. (We, I)
7. Finally, the girl finds the sweatshirt. \_\_\_\_\_ puts it on. (Her, She)
8. Just then Molli's sister, Hannah, walks in. "What are \_\_\_\_\_ doing with that sweatshirt, Molli?" Hannah asks. (you, they)
9. Hannah tells Molli, "That sweatshirt isn't \_\_\_\_\_!" (yours, his)
10. Hannah adds, "I've been looking for that sweatshirt for weeks! Thanks for finding \_\_\_\_\_." (it, them)

**B. Write a short passage describing a closet in your home or at school. Use three pronouns. Make sure that each one matches the noun it is replacing.**

# A Lucky Day

- A. Read the paragraph. Find six pronouns that are used incorrectly. Cross out each one and write the correct pronoun above it.**

Dan looks out the window at the first snow of winter. He is excited to go out and play. Dan grabs her scarf, mittens, and warm jacket. Dan's dad tells them to wear a warm hat, too. Suddenly, Dan feels something in its jacket pocket. He finds a small wooden eagle. She was a gift from Grandfather. Dan yells out, "You found the eagle! This is really their lucky day!"

- B. Read the sentences. Complete each sentence by writing the correct pronoun on the line.**

1. Dan wants to put \_\_\_\_\_ eagle somewhere safe.
2. Dan's sister, Lily, shows \_\_\_\_\_ a safe place for the eagle.
3. Lily has put some special things there, and \_\_\_\_\_ have stayed safe.
4. "What happens if \_\_\_\_\_ forget where the safe place is?" Dan asks.
5. "Then you will just have to ask \_\_\_\_\_," Dan's sister says, smiling.

- C. Write a paragraph about a safe place to keep your favorite things. Use four pronouns. Make sure that each matches the noun it is replacing.**

# Fairy Tales

**A. Complete each sentence. Write the plural form of the word in parentheses.**

1. Fairy \_\_\_\_\_ are make-believe stories. (tale)
2. Sometimes a character is granted three \_\_\_\_\_. (wish)
3. Tattered \_\_\_\_\_ turn into beautiful ball gowns. (dress)
4. Pumpkins become golden \_\_\_\_\_. (coach)
5. Horses appear where \_\_\_\_\_ once stood. (mouse)
6. Country girls get to dance with \_\_\_\_\_. (prince)
7. Do you like these \_\_\_\_\_? Do you wish they could come true? (story)

**B. Underline the common nouns. Circle the proper nouns.**

- |            |              |                 |
|------------|--------------|-----------------|
| 1. girl    | 5. dog       | 9. Wicked Witch |
| 2. Dorothy | 6. Toto      | 10. enemy       |
| 3. land    | 7. friend    | 11. home        |
| 4. Oz      | 8. Scarecrow | 12. Kansas      |

**C. Write a brief passage about your favorite fairy tale or story. Use singular, plural, common, and proper nouns.**

# After-school Fun

- A. Complete each sentence. Use the correct subject pronoun for the word or words in parentheses.**

You He She It We

1. \_\_\_\_\_ want to start a crafts club at school.  
(My friends and I)
2. \_\_\_\_\_ would teach us how to make puppets.  
(Mrs. Burrell)
3. \_\_\_\_\_ would teach us to build models with wood.  
(Mr. Moore)
4. \_\_\_\_\_ would offer two new crafts every year.  
(The crafts club)

- B. Read the passage. Replace the underlined words with an object pronoun in the word box. Write it above the words.**

me you him her it us them

My family went to Margie’s Pizza Place. My dad told the server that we wanted an extra large mushroom pie. She suggested to my family and me that we add broccoli and peppers. “The price includes three toppings!” she said.

“That sounds like a delicious pizza!” my dad said. My family decided to order the pizza with three toppings.

- C. Write a brief passage about something you like to do with your friends or family. Use subject and object pronouns in your passage.**

# The Great Outdoors

- A. Read the passage. Find and circle four possessive nouns. Write *S* above each singular possessive noun and *P* above each plural possessive noun.**

The clouds' gray darkness began to fill the sky. The seagulls' squawks pierced through the growing wind. The beach's salty air was lifting blankets off of the sand. A storm was coming in. Our family's picnic would have to move indoors. Luckily, my grandma has a house near the shore.

- B. Rewrite each sentence. Replace the underlined words with a possessive pronoun.**

1. My family's hiking trip will take place this spring.

---

2. Dad's dream has been to visit Yosemite National Park.

---

3. There is wildlife everywhere along Yosemite's trails.

---

4. I am going to use Mom's camera for the first time.

---

- C. Write a brief passage about a place you would like to visit and what you would bring on the trip. Use four possessive nouns and three possessive pronouns.**

# Polar Bears

**A. Read the passage. Circle each action verb.**

Polar bears live in the cold north. They hunt seals on the ice. A polar bear also swims. Its big front paws pull it through the water. A thick layer of fat protects the bear from the cold.

**B. Read the sentences. Write *H* above each helping verb. Write *M* above each main verb.**

A polar bear can smell a seal on the ice 20 miles away!  
The bear can also find seals through holes in the ice. A seal may pop up for air. If a seal does come up, the polar bear will grab it. Polar bears have survived this way for a long time.

**C. Make up a story about a polar bear. Write a paragraph about what the bear does. Use at least three verbs.**

# Grizzly Bears

- A. Read the paragraph. Write a verb from the word box on each line. Use each verb only once.**

have dig sleep eat live catch will do keeps run

Grizzly bears \_\_\_\_\_ in Alaska, Canada, and other places. These giant bears \_\_\_\_\_ both plants and meat. Some grizzlies \_\_\_\_\_ fish in streams. Others \_\_\_\_\_ eat animals as big as moose!

A grizzly bear \_\_\_\_\_ a den, or hole, for the winter. The bear will \_\_\_\_\_ there all winter long. The den also \_\_\_\_\_ baby bears, or cubs, safe.

Grizzly bears are huge, and they can \_\_\_\_\_ very fast. I \_\_\_\_\_ seen many pictures of grizzly bears. But I \_\_\_\_\_ not want to meet one in person!

- B. Make up a story about an animal that lives in the woods. Write a short paragraph about it. Use at least four verbs.**

# Bear-y Hungry

- A. Read the passage. Circle the action verb in each sentence. Underline the helping verb, if there is one.**

A big bear has crawled out of its den. The bear yawns.

Then its stomach growls. The bear does not see any food.

Maybe it can find some nearby.

- B. Write a verb from the word box to complete each sentence.**

have	holds	chew	grows	can
------	-------	------	-------	-----

1. A panda bear \_\_\_\_\_ eat a lot of bamboo.
  2. Its strong teeth can \_\_\_\_\_ the tough plant.
  3. The panda \_\_\_\_\_ the stems with its fingers.
  4. The bamboo plant that pandas eat \_\_\_\_\_ in China.
  5. Bamboo forests \_\_\_\_\_ grown for millions of years.
- C. Write a short passage about what you eat. Use five verbs, including two helping verbs.**

# My Aunt and Uncle

- A. Read the passage. Circle each linking verb. If it has a helping verb, write *H* above the helping verb.**

My uncle and aunt are both artists. Uncle Victor is a painter. He paints pictures of animals and plants. The pictures look very realistic. Aunt Carmen carves pretty bowls out of wood. They feel smooth and soft.

Aunt Carmen and Uncle Victor have been together since college. They met each other in art class. At first they were friends. Then they married. Next Saturday will be their tenth anniversary.

- B. Describe something you have made. Use at least three linking verbs.**

# Picture This

**A. Read each sentence. Circle the linking verb that completes the sentence.  
Write the verb on the line.**

1. I \_\_\_\_\_ a good artist. (are, am)
2. The drawing of the sunset \_\_\_\_\_ pretty. (was, were)
3. Be careful! That paint \_\_\_\_\_ wet. (is, am)
4. My uncle \_\_\_\_\_ an artist for ten years.  
(have be, has been)
5. I \_\_\_\_\_ happy when I finish my drawing.  
(will be, were)

**B. Write a verb from the word box to complete each sentence. Use each verb only once.**

smells	looks	feels
--------	-------	-------

1. The art room \_\_\_\_\_ messy.
2. The ball of clay \_\_\_\_\_ soft and wet.
3. The paint \_\_\_\_\_ stinky.

**C. Describe your classroom. Use at least four linking verbs.**

# Art Everywhere!

- A. Read the passage. Circle each verb. If it is a linking verb, write *L* above it. If it is an action verb, write *A* above it.**

My school is near the art museum. Last week my class went to the museum. Each room was full of beautiful art objects. We looked at many paintings and drawings. Some pictures seemed very old. Others were newer. We learned interesting facts about each one.

- B. Write three sentences. Choose a subject, a linking verb, and the word or words that go best with the subject.**

Subject	Linking Verb	Words That Tell About the Subject
I	feels	in the paint
The glue	were	sticky
The brushes	am	a good writer

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

- C. Describe a work of art that you have seen or made. It can be a drawing, a painting, a photograph, a statue, or a mural on a wall. Use five linking verbs to tell about it.**

# To the Moon

**A. Read the passage. Write *present, past, or future* above each underlined verb.**

On July 20, 1969, two astronauts landed on the moon.

Neil Armstrong stepped out first. Buzz Aldrin followed him.

People back on Earth cheered!

Today astronauts from many countries work in space.

They live together in a big station. They study the stars and planets up close.

Maybe someday you will live in space. Or maybe you will walk on the moon!

**B. Read each sentence. Circle the correct form of the verb.**

1. Neil Armstrong (will walk, walked) on the moon in 1969.
2. Next week my class (will visit, visited) the Space Museum.
3. In the past, rockets (blasted, blast) astronauts into space.
4. Today astronauts (traveled, travel) on a space shuttle.

**C. Make up a story about going to the moon. Use the past, present, and future tenses in your writing.**

# The Stinky Planet

- A. Read the story. Use verbs from the word box to complete it. Make sure you write the correct form to show past, present, or future. Remember to write the word *will* before each future-tense verb.**

save shout wait smell open look walk need

James and Julia peeked out the window of the spaceship.

“Wow!” Julia \_\_\_\_\_. “Look at this planet!” She went to the door. She slowly \_\_\_\_\_ it. Then she \_\_\_\_\_ down the steps.

James was afraid to go with her. “I \_\_\_\_\_ here,” he said.

Julia sniffed the air. “I \_\_\_\_\_ something funny,” she said. Then she \_\_\_\_\_ at the ground. She was stuck in brown goo. “James, help! I \_\_\_\_\_ you right now!”

“Don’t worry!” James said. “I \_\_\_\_\_ you!”

- B. Write about what happens next to James and Julia. Use the past, present, and future tenses correctly.**

# Space Is the Place

A. Complete the chart. Fill in the missing verbs.

Present	Past	Future
wait	waited	_____
walk	_____	will walk
_____	landed	will land
learn	learned	_____
_____	looked	will look

B. Read each sentence. Circle the correct verb to complete the sentence.  
Write it on the line.

1. In 1942 the first rocket \_\_\_\_\_ into space.  
(zoomed, will zoom)
2. Today computers \_\_\_\_\_ astronauts in space.  
(help, helped)
3. Last night I \_\_\_\_\_ up at the stars.  
(gazed, will gaze)
4. Maybe someday people \_\_\_\_\_ on Mars.  
(live, will live)

C. Pretend you are lost in space. How did you get there? What will you do?  
Write six sentences, and use the past, present, and future tenses correctly.

# Moving Land

**A. Read the passage. Underline the past-tense verbs.**

Mountains are tall landforms. They are formed in different ways. The Rocky Mountains formed millions of years ago. Earth's crust moved, and big pieces of land pushed into each other. Slowly, one piece slipped under the other. The land rose up. It became a string of mountains. These mountains now stretch from Canada to New Mexico. Maybe mountains will form somewhere else someday.

**B. Read each sentence. Circle the correct form of the verb.**

1. Yesterday people in Japan (felt, feeled) a small earthquake.
2. The ground (rockked, rocked) for a few seconds.
3. Buildings (shakeed, shook), but nothing (break, broke).
4. The quake (stopped, stoped). Life (goed, went) back to normal.

**C. Imagine you felt the earth move. What happened? Write about it. Use at least three past-tense verbs.**

# The Volcano

- A. Read the passage. Find each underlined verb. Write its past-tense form above it.**

Akahi live on the island of Hawaii. One day when he was little, he was outside on his bike. He look up at a faraway mountain. A cloud of smoke float above it.

His heart skip a beat. He feel afraid. He hop on his bike and race home. “Mom! The mountain is on fire!” he said.

Akahi’s mother hurry outside. She smile. “The mountain is not on fire. It is a volcano,” she said. “It form long ago. Hot, melted rock come out of an opening at the top of the mountain. The melted rock run down the sides. Then it cool. But the inside of the mountain is still hot. Sometimes steam comes out of the top. That is what you saw.”

- B. Write the beginning of a story about a boy or a girl who visits a volcano. Use at least four past-tense verbs.**

# Rock and Roll

A. Complete the chart. Fill in the missing verb forms.

Present	Past
stop	_____
_____	moved
_____	went
feel	_____
_____	rubbed
hurry	_____

B. Proofread the paragraph. Cross out each incorrect past-tense form and write the correct form above it.

One day a rock falled off a cliff. It droped on the ground.

When it landed, it brokeed into smaller rocks. Over time the rocks becomed even smaller. They turn to bits of sand.

C. Pretend you are a rock that formed long ago. What happened to you? Use at least four past-tense verbs.

# Sunflower Seeds

**A. Read each sentence. Underline the simple subject. Then circle the correct form of the verb.**

1. Mrs. Ming (grows, grow) sunflowers.
2. The sunflowers (gets, get) very tall.
3. Each flower (has, have) bright yellow petals.
4. The seeds (are, am) in the center of the flower.
5. Sometimes Mrs. Ming (dry, dries) the seeds.
6. She (have, has) given me some to eat.
7. You (cracks, crack) the shell with your teeth.
8. The seed inside (is, are) tiny but tasty.
9. I (am, is) helping Mrs. Ming this afternoon.
10. We (are, is) collecting seeds from flowers.

**B. Write five sentences about making or eating a healthy snack. Make sure each verb agrees with its subject. Use at least three of these verbs: *am, is, are, has, or have*.**

# Plant Parts

- A. Read the story. Write a verb from the word box to complete each sentence. Add an ending to the verb if it needs one.**

make know hold carry drink

I \_\_\_\_\_ the main parts of a plant.

The roots are at the bottom. They \_\_\_\_\_ water from the ground. The stem \_\_\_\_\_ up the plant.

It also \_\_\_\_\_ water to the leaves. The leaves \_\_\_\_\_ food from the water and the sun.

- B. Read the sentences. Write a helping verb from the word box to complete each sentence.**

am is are have has

1. I \_\_\_\_\_ learning about seeds in school.
2. We \_\_\_\_\_ growing lima beans.
3. Most of the seeds \_\_\_\_\_ sprouted.
4. My seedling \_\_\_\_\_ getting bigger.
5. It \_\_\_\_\_ grown a tiny leaf.

- C. Write four sentences about the parts of a plant. Make sure each verb agrees with its subject. Use at least three of these verbs: *am, is, are, has, or have.***

# Lions and Bees

- A. Proofread the passage. Cross out any verb that does not agree with its subject. Write the correct form of the verb above it.**

I sees a pretty flower. It are growing next to the sidewalk.  
It have a long stem with leaves at the bottom. The flower has  
little yellow petals. They forms a circle around the center. It look  
like a lion's mane! It is a dandelion.

- B. Write the correct verb from the word box to complete each sentence.**

fly	lands	flower	flies	flowers	land
-----	-------	--------	-------	---------	------

One bee \_\_\_\_\_ around the pink flower. Three bees  
\_\_\_\_\_ around the red flower. The \_\_\_\_\_ smell  
sweet. One \_\_\_\_\_ smells the sweetest. A bee \_\_\_\_\_  
on it. Soon the other bees \_\_\_\_\_ there, too.

- C. Imagine you are a bee. What do you see and do? Write at least four sentences. Use a different verb in each sentence. Make sure each verb agrees with its subject.**

# Shooting Hoops

- A. Write a verb from the word box to complete each sentence. Use each verb only once. Add an ending to the verb if it needs one.**

catch wave throw jump bounce try

Jessica \_\_\_\_\_ the ball to Josh. He  
\_\_\_\_\_ the ball. He \_\_\_\_\_ it  
twice on the floor. Two players \_\_\_\_\_ to steal  
the ball from him. They \_\_\_\_\_ their arms.  
They \_\_\_\_\_ up and down.

- B. Read the passage. Circle each helping verb. Draw an arrow from the helping verb to its main verb.**

Josh looks at the basket. He will score two points  
if the ball goes in. Can he do it? Finally he throws. He  
does not miss. *Swish!* The ball has dropped through the net.

- C. Write about playing your favorite sport. Use at least three action verbs, and include at least one helping verb.**

# Football, Outside and In

- A. Read the passage. Circle each linking verb. Include the helping verb if it has one.**

A football field is big. It is 100 yards long. Most football fields are outside. But they can be inside, too. They may be under a big dome. The grass is fake, but it looks and feels almost real. The Superdome is in New Orleans. I saw a game there once. It was fun! I have been a fan ever since.

- B. Circle the correct form of the linking verb to complete each sentence. Then write it on the line.**

1. My brother \_\_\_\_\_ on the football team. (is, are)
2. He \_\_\_\_\_ the kicker for two years.  
(have be, has been)
3. I \_\_\_\_\_ too young to play. (is, am)
4. Someday I \_\_\_\_\_ old enough. (will be, will been)

- C. Write about a place where you like to play. Use at least three linking verbs, and include at least one helping verb.**

# Soccer Saturday

- A. Proofread the story. Cross out each incorrect verb form. Write the correct form above it.**

Last Saturday I go to a soccer game. The Sharks played against the Bobcats. The Bobcats will score three points, but the Sharks was better. They kick four goals. The Sharks always wins. Next Saturday they will face the Hawks. The Hawks lose, probably.

- B. Complete the chart. Fill in the missing verbs.**

Present	Past	Future
throw	threw	_____
drop	_____	will drop
_____	jumped	will jump
come	_____	will come

- C. Write a story about an exciting game you have seen. Include at least four verbs. Use the past, present, and future tenses correctly.**

# Perfect Pie

- A. Read the story. Circle each adjective. Draw an arrow to the noun or pronoun it tells about.**

Jack made the perfect pie. The crust was crispy and golden. The inside was filled with sweet, juicy fruit. He had used some peaches and three apples. They were red.

Jack left the pie on the table. Later he heard a loud crash. He ran in and found a big, terrible mess. His dog, Roxy, was lapping up his wonderful pie!

- B. Read each sentence. Look at the underlined adjective. What does it describe? Circle the answer.**

1. I would like a big piece of pie. (how many, how much, what size)
2. We need three forks. (how many, how much, what size)
3. There is no pie left. (how many, how much, what size)

- C. Pretend you are making a cake or a pie. Write three sentences telling what you put in it. Use an adjective in each sentence.**

# Tricks with Treats

**A.** Read each sentence. Circle the adjective that best completes it. Then write the adjective on the line.

1. We made a gingerbread house with \_\_\_\_\_ walls.  
(round, four)
2. We used \_\_\_\_\_ pieces of candy for bricks.  
(square, loud)
3. We covered the roof with \_\_\_\_\_ frosting.  
(few, green)
4. I sprinkled \_\_\_\_\_ sugar on it to look like snow.  
(some, six)

**B.** Write an adjective from the word box to complete each sentence.

creamy long one salty funny

I like food that tastes sweet and \_\_\_\_\_.

Sometimes I cut a banana into \_\_\_\_\_ slices.

Then I spread \_\_\_\_\_ peanut butter on each

slice. Next, I place \_\_\_\_\_ or two pretzels on

top. It may sound \_\_\_\_\_, but it's good!

**C.** Invent a silly snack. Write four sentences about it. Use a different adjective in each sentence.

# Pepper Popcorn

A. Read the story. Write a word from the word box on each line.

crunchy two spicy round much

Clara made \_\_\_\_\_ bags of popcorn. She emptied the bags into a \_\_\_\_\_ bowl. The popcorn was \_\_\_\_\_, but it didn't have \_\_\_\_\_ taste. So she added pepper to make it \_\_\_\_\_.

B. Read the adjectives in the word box. Write the adjective that answers each question. Use each word only once.

squeaky cold nine white bitter

1. Which word tells how something can feel? \_\_\_\_\_
2. Which word tells how something can sound? \_\_\_\_\_
3. Which word tells how something can look? \_\_\_\_\_
4. Which word tells how something can taste? \_\_\_\_\_
5. Which word tells how many? \_\_\_\_\_

C. What do you like to eat? Write about it. Use at least five different adjectives in your description.

# How to Get There

**A. Read each sentence. Circle the correct form of the adjective. Write it on the line.**

1. There are three ways to get to school, but one is the \_\_\_\_\_ . (easier, easiest)
2. Oak Drive is much \_\_\_\_\_ than First Street. (nicer, nicest)
3. First Street has a lot of cars, but it is \_\_\_\_\_ than Oak Drive. (shorter, shortest)
4. Carter Road has the \_\_\_\_\_ cars, and it is easy to find. (fewer, fewest)
5. I think Carter Road is the \_\_\_\_\_ way to go. (better, best)

**B. Read the paragraph. Circle each adjective. Write 1 above each adjective that compares one thing to another thing. Write 2 above each adjective that compares one thing to two or more things.**

The street I live on is a steep road. However, the street to my school is steeper. The school is at the top of a tall hill. It is the tallest hill in the city. Once I rode my bike to the top. The way down was easier than the way up! I'm glad I take the bus to school. That is the best way to go. It is more comfortable than my bike.

**C. Write three sentences about the best way to get to your school. Use adjectives that compare the different streets or types of transportation.**

# A Good Day for Boating

**A. Read the first sentence in each group. Write the correct form of the underlined adjective to complete the other two sentences.**

1. Captain Breeze took his sailboat out on a windy day.

It was \_\_\_\_\_ than the day before.

It was the \_\_\_\_\_ day that week.

2. “Today is a good day for sailing,” thought Captain Breeze.

“It is \_\_\_\_\_ than yesterday.”

“It is the \_\_\_\_\_ day this week.”

3. A fisherman passed by in a small rowboat.

It was \_\_\_\_\_ than the sailboat.

The rowboat was the \_\_\_\_\_ of all the boats on the lake.

4. The fisherman shouted, “The sky is beautiful today, isn’t it?”

“Yes!” Captain Breeze shouted back. “It is even \_\_\_\_\_ than yesterday.”

“I think this is the \_\_\_\_\_ weather we have had all year.”

**B. Write four sentences about the weather this week. Use adjectives to compare the weather on different days.**

# Flying High

**A. Proofread the story. Cross out each incorrect adjective. Write the correct form of the adjective above it.**

I saw two airplanes in the sky. One was a jet. It was highest than the other plane. It was also bigger. Then a third airplane flew by. It was the small plane of the three. It was also the slower of all. However, it was the more colorful plane I have ever seen.

**B. Complete the chart. Fill in the missing adjectives.**

One	Compared to Another	Compared to Two or More
strong	stronger	_____
_____	heavier	heaviest
thin	thinner	_____
good	better	_____
important	_____	most important

**C. Write five sentences about things you might see in the sky. Use adjectives to compare them. Use *better* or *best* at least once.**

# Penny and Copper

**A. Read the story. Circle each adverb. Underline the verb that it tells about.**

Princess Penny sat sadly by her castle window. She was a happy girl, but today she cried. Her favorite horse, Copper, had disappeared. Penny missed him terribly.

Suddenly, she heard a noise. She looked outside and saw Copper. "You're back!" she shouted joyfully. She ran downstairs and hugged him tightly.

**B. Read each sentence. Circle the adverb. Write whether it tells *how*, *where*, or *when*.**

1. Penny gently stroked Copper's mane. \_\_\_\_\_

2. Penny rode Copper around. \_\_\_\_\_

3. Later they returned to the barn. \_\_\_\_\_

**C. Where do you think Penny's horse went the day before? Write at least three sentences about it. Use three adverbs to tell how, where, and when.**

# Across the River

**A. Write the adverb from the word box that means the opposite of the underlined adverb in each sentence. Then reread the sentences.**

later   carefully   early   lightly   slowly   brightly

1. Penny and her horse left the castle late \_\_\_\_\_  
one day.
2. The princess sat heavily on Copper's back. \_\_\_\_\_
3. Copper quickly trotted along the \_\_\_\_\_  
stone path.
4. They reached the bridge and crossed it \_\_\_\_\_  
carelessly.
5. On the other side, Penny smiled darkly. \_\_\_\_\_
6. We can rest and eat lunch now," she said. \_\_\_\_\_

**B. Write an adverb from the word box to complete each sentence.**

sleepily   away   back   soon

1. Princess Penny yawned \_\_\_\_\_.
2. She leaned \_\_\_\_\_ and closed her eyes.
3. She \_\_\_\_\_ fell asleep and began to dream.
4. When Penny woke up, she saw that Copper had run  
\_\_\_\_\_.

**C. Make up a short story about Penny or Copper. Write at least four sentences, and use adverbs to tell how, where, and when.**

# Copper's New Friend

A. Read the paragraph. Write an adverb from the word box to complete each sentence.

loudly finally everywhere slowly happily

“Copper, where are you?” Princess Penny screamed \_\_\_\_\_ . She searched \_\_\_\_\_ for him but could not find him. So she walked \_\_\_\_\_ back to the castle. When she \_\_\_\_\_ got there, Copper was prancing \_\_\_\_\_ in the courtyard. A beautiful white mare pranced with him.

B. Write each adverb under the correct heading.

softly tomorrow often there quickly ahead

Tells How	Tells Where	Tells When
_____	_____	_____
_____	_____	_____

C. Pretend you live in a castle. Write a short story about something that happens there. Use at least two adverbs that tell how, one adverb that tells where, and one adverb that tells when.

# A Chinese Festival

- A. Circle the adverbs that compare two actions. Underline the adverbs that compare three or more actions. Make sure you include the word *more* or *most* when it is used to compare.**

Tamra and her family went downtown to see the Chinese New Year Festival. Her dad drove slower than usual. There was so much city traffic. When they arrived, they had to run more quickly than they expected. Tamra's brother reached the stands and climbed higher than Mom and Dad to find four seats. Tamra could see the most clearly because she had binoculars. The drummers played the loudest of all the groups. The festival was amazing!

- B. Circle the correct adverb to complete each sentence.**

1. The festival dragon moved (most gracefully, more gracefully) than a fire-breathing dragon.
2. When the dancing ended, Tamra raced (more quickly, most quickly) to the food court than her brother.
3. Tamra's brother gulped down his lunch (hungriest, most hungrily) of all, though!

- C. Write a paragraph about a festival or fair you have attended. Use adverbs that compare in your paragraph.**

# St. Patrick's Day

A. Write words from the word box to complete the sentences.

slower longer most sooner earlier

I won't have to wait \_\_\_\_\_ than a few days until St. Patrick's Day. The more excited I get, the \_\_\_\_\_ the days move. Mom says that the \_\_\_\_\_ I go to bed each night, the \_\_\_\_\_ the day will come. I \_\_\_\_\_ often listen to my mom because she knows a thing or two!

B. Read the paragraph. Use the correct form of the adverb in parentheses to complete each sentence.

I don't think any family celebrates St. Patrick's Day \_\_\_\_\_ (happily) than mine. My father steams his corned beef \_\_\_\_\_ (long) than many recipes say. He adds carrots, potatoes, and cabbage to the corned beef \_\_\_\_\_ (late) than my mother does. We all fight to see who can load their plates the \_\_\_\_\_ (high).

C. Write a paragraph about some fun family event. Use adverbs that compare in your paragraph.

# Family Holidays

- A. Proofread the paragraph. Cross out each incorrect adverb. Write the correct form of the adverb above it.**

My family celebrates holidays oftener than anyone I know. They have been doing this longest than I can remember. We have the parties at our house because we can fit a big group the more easily of all. My mother works more hard than usual to get things ready. As it gets more closest to the time, people begin arriving. Everyone brings something good to eat. It's so much fun!

- B. Write *more* or *most* to complete each sentence correctly.**

1. After dinner the cousins race to see who runs the \_\_\_\_\_ swiftly.
2. Cousin Tino runs \_\_\_\_\_ quickly than I do.
3. Tino runs \_\_\_\_\_ slowly than Cousin Gus, though.
4. Cousin Annie runs the \_\_\_\_\_ swiftly of us all.
5. Cousin Frankie glides the \_\_\_\_\_ gracefully. He likes to race on skates!

- C. Write about a family holiday. Use five adverbs that compare in your descriptions.**

# We're Making a Collage!

**A. Read the sentences. Circle the adjectives. Draw a line under the adverbs.**

1. Mia and her friends wanted to make an interesting collage for school.
2. They quickly gathered a stack of magazines.
3. They cut colorful pictures to use in the collage.
4. They carefully glued the pictures on a piece of cardboard.
5. When they finally finished, they hung the picture in the hall at school.

**B. Label the underlined word by writing *adjective* or *adverb* on the line.**

1. The kids at school looked at the big collage \_\_\_\_\_  
as they walked by it.
2. Students started putting comments on \_\_\_\_\_  
colorful sticky notes next to the collage.
3. The number of comments quickly grew. \_\_\_\_\_
4. Mia and her friends happily read the \_\_\_\_\_  
comments.
5. They loved reading the nice things people \_\_\_\_\_  
said about their work.

**C. Write a paragraph about a project you have done with friends. Use adjectives and adverbs in your paragraph.**

# It's for the Birds!

A. Read the sentences. Add words from the chart to complete each sentence.

<b>Adjectives</b>	sloping	tall	tiny	wooden	one
<b>Adverbs</b>	quietly	carefully	suddenly	often	slowly

1. Pedro was building a birdhouse for the birds who \_\_\_\_\_ visited his backyard.
2. He glued together \_\_\_\_\_ sticks he had saved from ice-cream bars.
3. He \_\_\_\_\_ cut a hole for the birds to use to get into the birdhouse.
4. Pedro made a \_\_\_\_\_ roof and glued it on top.
5. He attached the birdhouse to a \_\_\_\_\_ stick and put it in the yard.
6. At first only \_\_\_\_\_ little bird visited the birdhouse.
7. Then another \_\_\_\_\_ bird joined the first one.
8. Pedro was surprised when \_\_\_\_\_ the yard was filled with birds.
9. His papi whispered \_\_\_\_\_, "Let's take a picture."
10. Papi \_\_\_\_\_ pushed the button and took the picture.

B. Write a paragraph about birds you have seen in your yard or in a park. Use adjectives and adverbs to describe the birds.

# Taking on a Project

- A. Read the paragraph. Circle the incorrect adjective or adverb. Write the correct form above it.**

My friend Tomás and I were eagerly to make something fun for our art project. We soonly decided to make a mobile of the planets. Mobiles can be made of all kinds of greatly things. All you need is some string, a hanger, and some interestinger things to put together. We gathered markers, scissors, and some heavily cardboard. We quick cut out the planet shapes. Thenly we cut tiny holes at the top of the roundly shapes and threaded them with strings.

- B. Write a paragraph about a project you and a classmate have made for school. Use four adjectives and three adverbs to describe what you made and how you made it.**

# Gators!

**A. Write *F* (for *formal*) or *I* (for *informal*) above each underlined group of words.**

Dear Jackson,

Mom, Dad, and I had quite an interesting time at Gatorland. It was totally awesome. There were gators everywhere! We learned many fascinating facts about alligators. These guys are really cool. I hope to prepare a report on them for class.

Sincerely yours,

Kyle

**B. Underline each sentence that is too informal for this report on alligators.**

Alligators almost became extinct. What bummer news! American alligators were placed on the endangered species list in 1967. By 1987 they were removed from the endangered list. How great is that? There are now more than a million American alligators. Pretty amazing, huh?

**C. Write a short paragraph about an animal that interests you. Write it in formal language.**

# Visiting the Alligators in Florida

**A. Circle *a.* or *b.* to show which sentence you would use for each type of writing.**

1. Type of writing: a research report

- a. The alligator became the state reptile of Florida in 1987.
- b. If you wanna see gators, go to Florida.

2. Type of writing: a postcard to a friend

- a. Wow, these alligators are something to see!
- b. Alligators are considered a tourist attraction in Florida.

3. Type of writing: a letter to your teacher

- a. Man, you oughta see these guys!
- b. I think you would find the alligators very interesting.

**B. Read the paragraph. Rewrite it to sound more formal.**

My sis says gators are kinda creepy. I think they're totally cool. I'm gonna check them out on the Web.

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**C. Imagine you are giving a report at school about a topic that interests you. Write the first paragraph.**

# Greetings

**A. Read the informal sentences on the left. Draw a line from each one to the sentence that shows a more formal way of writing it.**

- |                           |                               |
|---------------------------|-------------------------------|
| 1. No sweat.              | a. Try to relax.              |
| 2. Sorry.                 | b. Try not to make a mistake. |
| 3. That's gross!          | c. That is really disgusting. |
| 4. Don't goof up.         | d. Please accept my apology.  |
| 5. You need to chill out. | e. That is not a problem.     |

**B. Read the sentence pairs. Circle the informal sentence and underline the more formal one.**

1. Boy, was it totally cool to visit Florida!  
It was a lot of fun to visit Florida!
2. We stayed in a nice hotel near the sights.  
Me and my parents had a cool room near most stuff.
3. The amusement parks were well worth the visit.  
Those parks were awesome!
4. My favorite activity was taking a cruise on the St. Johns River.  
Best thing, the St. Johns trip.
5. There were all kinds of gators and birds.  
We saw a lot of alligators and bald eagles.

**C. Write a short letter to an older relative. Then rewrite it, changing a few words or phrases to make it an informal letter.**

# Mr. Larue's Cooking Class

- A. Read the paragraph. Circle the adjectives that tell about the underlined nouns or pronouns.**

Mr. Larue is a great cook. He is happy to share his skills with the children in the neighborhood. Every Saturday Mr. Larue has a class for ten kids. Today he is making a big pot of jambalaya. Mr. Larue shows the young cooks how to make it. The children are careful to do what he does. Mr. Larue uses a hot red sauce. His special jambalaya is spicy!

- B. Read the paragraph. Circle the adverbs that tell about the underlined verbs.**

Mr. Larue always tells stories while he cooks. We listen and watch him carefully. Then we slowly follow his directions. If we make a mistake, Mr. Larue kindly corrects us. He doesn't treat us harshly. That's why kids eagerly join Mr. Larue's cooking classes.

- C. Write a paragraph about something you have learned in a class. Use adjectives and adverbs to describe it.**

# Learning More About Cooking

**A. Circle the correct form of the adjective in parentheses. Then write the adjective on the line.**

1. Carmine's chili is \_\_\_\_\_ than mine. (hotter, hot)

2. I sprinkle parsley on top of my chili, so it is \_\_\_\_\_  
than Carmine's. (more pretty, prettier)

3. The new student, Marita, is already the \_\_\_\_\_ cook  
of all. (successfulest, most successful)

4. Mr. Larue thinks Marita's chili is \_\_\_\_\_ than his.  
(tasty, tastier)

**B. Read the paragraph. Cross out the mistakes with the adverbs that compare. Write the correct form above each crossed-out word.**

Mr. Larue prepares his dishes more careful than some of us.

He has cooked the longer of all. We're still learning. I'm trying to  
mix the ingredients more slowlier so I won't forget something.

If I need to beat eggs, though, I have to stir them more quicker.

The electric mixer beats ingredients the most fastest.

**C. Write a paragraph comparing two things you like to eat. Use adjectives and adverbs to compare them.**

# Open House at Mr. Larue's

- A. Proofread the paragraph. Cross out each incorrect adjective or adverb and write the correct form above it. (Hint: There are 10 mistakes.)**

We had a very successfully open house at Mr. Larue's last Saturday. Every one of the children in our cooking class made specially foods to serve. We made chili, submarine sandwiches, desserts—all kinds of yummiest foods. We spent many days careful preparing the food to get ready for Saturday. On the day of the open house, family members of all ages came to taste what we had happy cooked. Everyone total liked the food we made, and there were fewest leftovers when the open house was over. We were all so proudly! Nextest year we are going to train otherer young students to cook.

- B. Write a paragraph about an open house you have been to at school or for an after-school class. Use formal language. Then change a few words or phrases to make it informal.**

# The Children's Book Store

**A. Find each book title and cross it out. Write the title correctly above it.**

There is a wonderful bookstore in our town called Books for Kids. They have every book you can imagine, from little house on the prairie to dogzilla. The other day I noticed a book that had just come in, the case of the diamond dog collar. I like mysteries, so I added it to my pile. I also picked up a copy of encyclopedia brown and the case of the secret pitch.

**B. Write each book title correctly and underline it.**

1. a wrinkle in time

---

2. mufaro's beautiful daughters

---

3. don't sit on my lunch

---

4. nate the great

---

5. jack and the wonder beans

---

**C. Write a paragraph about two fiction books you like a lot. Make sure you underline the titles and capitalize them correctly.**

# Summer Knights

- A. Read the paragraph. Find and underline three book titles. Write them correctly on the lines.**

During the summer, Lincoln and his family like to go to the park to read. Last week Lincoln read danny, the champion of the world. His sister was reading the cricket in times square. This week Lincoln is going to read knights of the round table.

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- B. Read the paragraph and find the book titles. Cross them out and rewrite them correctly above. Make sure to underline them.**

Linc and Tran are writing a book about King Arthur. To research the topic, they read books on the subject, such as The sword in the stone, Legends Of king arthur, and The making of A Knight. They also read books about other characters from the King Arthur legends. Linc's favorite was Merlin And The Dragons. Tran's favorite was A pup in king Arthur's court.

- C. Write a paragraph about two nonfiction books you have read and liked. Make sure you underline book titles and capitalize them correctly.**

# At the Book Fair

- A. Proofread the passage. Cross out any words that have not been capitalized correctly in the book titles. Write them correctly above the crossed-out words.**

Sam and his friend Chanase were excited about the book fair at their school. Sam found a copy of duck on A Bike, a picture book for his little sister. Chanase found frindle, a book about a boy who invents a new word for the pencil. Sam saw his favorite book, diary of a wimpy Kid. His best friend bought a copy. Sam decided to buy Mummies In the morning. Then Chanase found a mystery novel, The secret of The Old mill. The book fair raised lots of money for the school library.

- B. Write a list of five books you would recommend to your friends. Make sure you underline the titles and capitalize them correctly.**

# Going to the Park

- A. Read the paragraph and circle the contractions. Write the words that make up each contraction above the circled words.**

There's a park in the neighborhood where Shantal lives. She loves to go there with her friends. The park used to be an ugly place. Children didn't feel safe there. People in the neighborhood have been cleaning it up. Once the park is all cleaned up, they'll post rules and enforce them. They've come up with a list of rules for people to follow: Don't litter. Put your trash in the trash bins. Don't hang out by yourself at the park. You're safer if you stick with a buddy.

- B. Rewrite each sentence, using a contraction for the underlined words.**

TEKS 2.B.x  
Student/Teacher  
Activity  
Lesson 27: "Going to the  
Park" Part B

1. We have always wanted to make sure that students ride safely.

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2. Tomorrow I will hand out the rules we want students to follow.

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3. Ms. Sanchez has read the rules and thinks they are good.

---

- C. Write a list of safety rules for a park. Make sure you write contractions correctly.**

# Cool at the Pool

- A. Circle the words that can be replaced by contractions. Write the contractions above them.**

We are going to the community pool this Saturday. It is a great pool, and my family loves going there. My big brother is the lifeguard. He has been at the pool the last two summers. He is a trained lifeguard, and he knows how to save people. We make sure we do not break the rules when we are there. My brother and my mom would never allow it.

- B. Choose a contraction from the word box to complete each sentence correctly. Write them on the lines.**

TEKS 2.A.x  
TEKS 2.A.xxvi  
Student/Teacher Activity  
"Cool at the Pool" (Part B)

he's   haven't   we'll   she's   we're
--

1. I \_\_\_\_\_ missed a swimming class all summer.
2. My friend Mara has been sick, so \_\_\_\_\_ missed a few classes.
3. Six people are in my class, and \_\_\_\_\_ all good swimmers.
4. Next week \_\_\_\_\_ take part in a swim meet.
5. Mr. Kernan is making us practice a lot, and \_\_\_\_\_ a great coach.

- C. Write a paragraph about a sport you play. Use contractions.**

# Don't Be a Fool on the Playground!

- A. Proofread the passage. Cross out any contractions that have not been written correctly. Write them correctly above the crossed-out words.**

Its important to behave on the school playground. Thats' what our teacher, Ms. Shapiro, tells us, and shes right. If we dont follow the playground rules, kids might get hurt. For example, if you break a glass on the playground, itll shatter into sharp pieces. A child might step on broken glass and get cut.

- B. Read each sentence. Write the contraction above each set of underlined words.**

1. I hope we will all learn to follow the rules on the playground.
2. Ms. Shapiro says she will make sure that students understand the rules.
3. Our class has promised that we are going to follow the rules.
4. It is great that we can work together!
5. We do not want our playground to become a dangerous place.

- C. Write about some things you think people should not do on a playground. Use five contractions.**

# Wish You Were Here!

- A. Read the postcard. Circle the comma in the body of the letter that separates a city name from a state name. Also circle the commas in the address.**

<p>Dear Papi,</p> <p>I hope you're well. I am having a good time with Mami visiting our cousins in Franklin, Massachusetts. I'm learning about being a ranger. I can't wait to tell you all about it.</p> <p>Love,</p> <p>Roberto</p>	<p>Mr. Mateo Gonzales</p> <p>112 Jupiter Way, Apartment 27</p> <p>Houston, TX 77006</p>
---	---

- B. Read the addresses. Circle each comma that separates the street name from the apartment number. Draw a box around each comma that separates the city name from the state name.**

Gus Medina

77 107th Street, Apartment 3

Detroit, MI 48207

Jason Lin

2371 San Pablo Street, #117

Phoenix, AZ 85085

- C. Write a letter to someone in your family about a place you have visited. Write the address on an envelope.**

# From Me to You

## A. Read the addresses for the letter. Add commas where they belong.

535 Jackson Drive Suite 222

Atlanta GA 30306

Mr. Jonti Singh

8 Sullivan Way #2

Bridgewater NJ 08807

October 12, 2017

Dear Jonti,

I was so glad to get your letter. We can't wait to see you next week. We have all kinds of fun things planned. See you soon!

Love,

Uncle Hari

## B. Read the addresses on the envelope. Add commas where they belong.

Erica Jacoby

747 Concord Lane Unit 43

Sacramento CA 95825

Santana Washington

1812 Campos Street Apartment 4

Los Angeles CA 90021

## C. Write a letter to a friend who lives in another town. Use commas correctly in your address and your friend's address.

# Dear Aunt Julia

- A. Find four mistakes with commas in the addresses. Circle each comma that is in the wrong place. Draw an arrow from it to where it belongs.**

Martin Watkins  
3 Summer, Street Apt. 2  
Hampton NH, 03842

Mrs. Julia Zahn  
428, Jackson Avenue Unit 47  
St., Martin MS 39532

- B. Add the missing commas where they belong.**

Helen Grush  
3 Summer Street Apt. 2  
Hampton NH 03842

Ms. Patti Bloston  
24520 Shady Brook Lane  
Carmel CA 93923

- C. Write a letter to a family member about something you would like to do when you grow up. Write your address at the top of the letter. Write your family member's address on an envelope. Make sure you use commas correctly.**

# The Big Apple

- A. Circle the quotation marks. Underline each comma that separates a speaker's words from the speaker.**

“I just found out that New York is called the Big Apple,”

Toni told her grandmother.

“I didn't know that,” Mrs. Crowe replied to her

granddaughter.

“Maybe everyone in New York really likes apples,”

said Toni.

Her grandmother smiled and replied, “Maybe it rains

apple juice there.”

“Maybe all the houses are made from apples,”

laughed Toni.

Her grandmother looked at her and said, “Maybe we

should go to New York to see for ourselves.”

“Let's go,” said Toni.

- B. Write a dialogue between two people who are talking about a fascinating fact. Use quotation marks and commas correctly.**

# Jack and the Daisy

**A. Read the story. Add any missing quotation marks and commas.**

“Jack, please don’t pick me” said the daisy.

“I didn’t know daisies could talk, Jack replied.

Well, this daisy can, so please don’t pick me, said the daisy.

“I’m sorry, but I have to pick you” Jack answered. My sister isn’t well, and I thought a daisy might cheer her up.”

“I have an idea” said the daisy.

“Tell me Jack replied.

Plant me in a flowerpot, and I’ll live in your sister’s room forever” the daisy explained.

“My sister would love that” Jack replied. “I think that’s a great idea

**B. Write a dialogue between Jack’s sister and the daisy. Use quotation marks to show each speaker’s exact words. Add commas to set off the speakers’ words from the person speaking.**

# Going to a Concert

**A. Proofread the dialogue. Add any missing quotation marks and commas.**

“Dad, I’d like to go see the Jensen Boys concert on Friday night, Bella said to her father.

“No” he replied. “I don’t want you at a concert alone.

“I wouldn’t be going alone, Bella replied. “Shayna, Ali, and Emma are going, too.”

Bella’s father replied “You need an adult to go with you.

What a great idea, Dad,” Bella said as she hugged her father.

“You can come with us. Then all the parents will be happy.

Hmmm,” Bella’s father said as he rubbed his chin. “Aren’t you the clever one!

**B. Imagine what the concert was like with Bella, her friends, and her father. Write at least five more lines of dialogue between Bella and her father about the concert. Use commas and quotation marks correctly.**

# We're Reading All the Time!

**A. Rewrite each book title on the line. Capitalize the words in each title correctly. Then draw a line under the title.**

1. the cat in the hat

---

2. anansi the spider

---

3. chang and the bamboo flute

---

4. the boy of a thousand faces

---

**B. Read the contractions. Write the words that make up each contraction.**

1. isn't \_\_\_\_\_

2. we'll \_\_\_\_\_

3. I've \_\_\_\_\_

4. you're \_\_\_\_\_

**C. Write a paragraph recommending a book that you've read. Use at least two contractions.**

# Don't Forget to Write!

**A. Read the addresses. Add commas where they belong.**

Matt Bellamy  
17 Lions Lane #2  
Carson City NV 89701

Andy Shanahan  
2731 Cobalt Street Apartment 7  
Wilkes-Barre PA 18711

**B. Read the letter. Cross out any words that could be replaced by a contraction. Write the contraction above the crossed-out words.**

Dear Mags,

I heard you are having fun on vacation. We will be leaving on our trip soon. I think it is going to be fun visiting my cousins. I have never been to St. Louis before. I am sure you will hear all about it when we get back. See you in a month!

Your friend,

Tamara

**C. Write a letter to a friend. Write your address at the top of the letter. Write your friend's address on an envelope. Make sure you use commas correctly.**

# What Are You Doing Here?

- A. Proofread this dialogue between Antoine and Jake. Add missing quotation marks and commas where they belong.**

Antoine ran into his friend Jake at the grocery store.

“Hey, Jake! What are you doing here? Antoine asked.

Jake smiled and said My dad wanted to pick up something special.”

Antoine looked around. Then he said, “Oh, I see your dad over there.

Jake replied He had to have this special sauce for a dish he’s making.”

I wish my dad cooked” Antoine said, laughing.

Jake laughed and said, “You sound like my mom!

Antoine turned and said, Enjoy your dinner!

Jake waved and said “See you on Monday, Antoine.

- B. Write a dialogue between two friends who run into each other. Use commas and quotation marks correctly.**

# Student Grammar Guide

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Illustration by Michael Wertz

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Sample materials for review

# Sentences

A **sentence** is a group of words that expresses a complete thought. It includes a subject and a predicate.

- The **subject** tells whom or what the sentence is about.

My whole family goes to the carnival every year.

- The **predicate** tells what the subject does or is.

We go on the Ferris wheel. It is our favorite ride.

An **incomplete sentence** does not express a complete thought. It is missing either a subject or a predicate.

**Incomplete sentence:** Wins a prize at the game booth.

**Complete sentence:** My big brother wins a prize at the game booth.

**Incomplete sentence:** My little sister.

**Complete sentence:** My little sister picks a stuffed tiger for a prize.

A **compound sentence** is made up of two simple sentences joined by the **conjunctions**, or connecting words, *and*, *but*, or *or*. Put a comma before the conjunction.

I have gone to the Fun House, and I am now on the Teacups.

I can stop for a snack now, or I can go to a game booth.

I want to ride on the Whirl-and-Twirl, but I am too small.

A **complex sentence** is made up of one group of words that tells a complete thought and one group of words that does not. Complex sentences use conjunctions like *after*, *before*, *because*, and *until*. No comma is needed before the conjunction.

I have to wait until I am two inches taller.

My brother doesn't like that ride because it makes him dizzy.

Becca didn't eat anything before she went on the Whirl-and-Twirl.

She had a great big smile on her face when the ride was over.

# Nouns

A **noun** is a word that names a person, a place, a thing, an animal, or an idea. A noun can be singular or plural. A **singular noun** names one. A **plural noun** names more than one.

- Add *-s* to form the plural of most nouns: beeses, flowerses.
- Add *-es* to nouns that end with *s*, *x*, *sh*, *ch*: buseses, boxeses, luncheses, wisheses.
- Change the *y* to an *i* and add *-es* to a noun that ends with a consonant + *y*: story – *y* + *i* + *es* = storieses; family – *y* + *i* + *es* = familieses.
- Change the spelling to form the plural of some irregular nouns: mouse/mices; goose/geeses; child/childrens.

A **common noun** names any person, place, or thing. It does not begin with a capital letter. A **proper noun** names a specific person, place, or thing. It begins with a capital letter.

My favorite city is New York City.

Broadway is the longest street in the city.

You can climb to the top of a famous statue called the Statue of Liberty.

A **possessive noun** shows ownership.

- Add *'s* to make singular nouns possessive: the robin's egg.
- Add an apostrophe after the *s* for plurals that end with *s*: the robins's nest.
- Add *'s* to an irregular plural noun that does not end with *s*: the children's playground.

# Pronouns

A **subject pronoun** replaces a noun that is the subject of a sentence. It tells whom or what the sentence is about.

Bees fly from flower to flower.

They fly from flower to flower.

An **object pronoun** replaces a noun that receives the action of the verb. It can also follow a word such as *for*, *from*, *to*, or *with*.

Bees gather pollen from flowers.

Bees also carry pollen to flowers.

Bees gather it from flowers.

Bees also carry pollen to them.

A **possessive pronoun** takes the place of a noun and shows ownership.

A flower uses the pollen to make its seeds.

My parents love gardening. That is their favorite hobby.

Drawing flowers is mine.

A pronoun must **agree in number** with the noun it is replacing. Singular pronouns replace singular nouns. Plural pronouns replace plural nouns.

Rob and Alexa were playing catch.

Rob heard a bee buzzing.

They were playing catch.

He heard a bee buzzing.

A pronoun must also **agree in gender** with the noun it is replacing. *She* and *her* replace one female. *He* and *his* replace one male.

Alexa tried to swat the bee away.

The bee stung Alexa.

She tried to swat the bee away.

The bee stung her.

Rob went to get the first aid kit.

He went to get the first aid kit.

# Verbs

A **verb** tells what someone or something does or is like.

An **action verb** tells what someone or something does.

Gabriella hits the baseball. Her teammates cheer.

- An action verb can have two parts—a **main verb** and a **helping verb**. The helping verb usually comes before the main verb and does not show action.

Gabriella can run fast. She has reached third base.

A **linking verb** connects the subject to words that tell what the subject is or is like.

Gabriella is a good player. She feels proud.

- Linking verbs can also have main verbs and helping verbs.

The game will be over soon. It has been a fun game.

A verb **tense** tells when the action in a sentence takes place.

- A **present-tense** verb tells about something happening now.

Louis catches the ball. His friends yell, “Hooray!”

- A **past-tense** verb tells about something that has already happened. Some past-tense verbs are formed with *-ed*, but others are irregular.

The game ended. People in the stands clapped.

The players shook hands. They ran off the field.

- A **future-tense** verb tells about something that is going to happen. It includes the helping verb *will*.

The two teams will play again next week.

A verb must **agree in number** with its subject.

- When the subject is singular, use the singular form of the verb or helping verb.

This cap belongs to Ramona. She is standing over there.

- When the subject is plural, use the plural form of the verb or helping verb.

Those boys always bring the bats for the game.

They are collecting the bats now.

# Adjectives

An **adjective** is a word that describes, or tells more about, a noun or a pronoun.

- Adjectives can describe many things, such as *size*, *shape*, and *color*. They can also describe how something *looks*, *sounds*, *smells*, *tastes*, or *feels*.

The storm made a <sup>size</sup> big <sup>shape</sup> round puddle in the yard.

*Splash!* Now my <sup>color</sup> white dog is <sup>color</sup> brown.

- An adjective can also tell *how many* or *how much*.

My <sup>how many</sup> two friends helped me wash my dog.

We had <sup>how much</sup> a little help from my brothers.

Adjectives have special forms that can be used to show how two or more people, places, animals, or things are different.

- Use *-er* to compare two people, places, animals, or things.

The sun is hotter today than it was yesterday.

- Use *-est* to compare three or more people, places, animals, or things.

That was the prettiest sunset I have ever seen.

- Not all adjectives use *-er* or *-est* to compare things. Some use different words.

Jocelyn's scary story was really bad!

Jacob's scary story was even worse than Jocelyn's.

Mackenzie's scary story was the worst of all.

# Adverbs

**Adverbs** are words that tell more about a verb. They tell *how*, *when*, or *where* something happens. Most adverbs that tell how end with *-ly*.

- How: *quickly, loudly, sadly, softly, nicely*

The wind whispers softly through the leaves.

- Where: *outside, here, there, away, down*

I like to sit outside in the shade of a tree.

- When: *today, tomorrow, suddenly, later, next, now*

I will read now and play with my friends later.

Adverbs have special forms that can be used to compare actions.

- Use *-er* to compare two actions.

A hare moves faster than a tortoise.

- Use *-est* to compare three or more actions.

A cheetah runs the fastest of any animal on Earth.

- When an adverb is a long word, use *more* or *most* instead of *-er* or *-est* to compare.

Jeb works carefully on his math homework.

He works more carefully on division than on multiplication.

He works most carefully of all on his word problems.

# Capitalization and Punctuation

The first and last words in a book title, and all the important words in between, are capitalized.

This week we're reading the book *The Mouse and the Motorcycle*.

Our group also liked the book *A Letter to Amy*.

Next week we're going to read the book *Casey at the Bat*.

My favorite book so far is *Bartholomew and the Oobleck*.

My friend Jesse's favorite book is *Mirette on the High Wire*.

I'm writing a book report on *Encyclopedia Brown Saves the Day*.

A **contraction** is two words joined together to make a shorter word.

An apostrophe (') takes the place of the letter or letters that have been left out.

is + not = isn't	he + is = he's	I + will = I'll
was + not = wasn't	she + has = she's	you + have = you've
are + not = aren't	it + is = it's	they + are = they're

**Commas** are used to set off information in the parts of a letter. Use commas to separate a street name from an apartment, a city name from a state name, and the day from the year. Also use a comma after the greeting in the letter and to separate the closing from the signature.

153 Oval Street, Unit 4

Gary, IN 46408

April 24, 2014

Use a comma after the greeting in the letter.

Dear Anika,

Gosh, it's good to hear from you! I'm glad you like your new home in Portland, Maine. It'll be good to see you next summer. Summer isn't that far away.

Use a comma to separate a city name from a state name in a sentence.

Your friend,

Tyler

Use a comma to separate the closing from the signature.

(continues)

## Capitalization and Punctuation *(continued)*

**Quotation marks** are used to set off the exact words of a speaker, and a comma often separates the speaker's exact words from the rest of the sentence. Ending punctuation always goes inside the quotation marks.

Sophie said, "I think Book Club is really fun."

Use quotation marks to let readers know which words speakers are saying.

Her friend Trey said, "I do too, but I don't say much."

Use a comma to separate what the speaker is saying from the rest of the sentence.

"Why don't you speak more?" Sophie asked.

Trey replied, "I'm afraid I'll give the wrong answer."

Always put end punctuation inside the quotation marks.

# Tasks

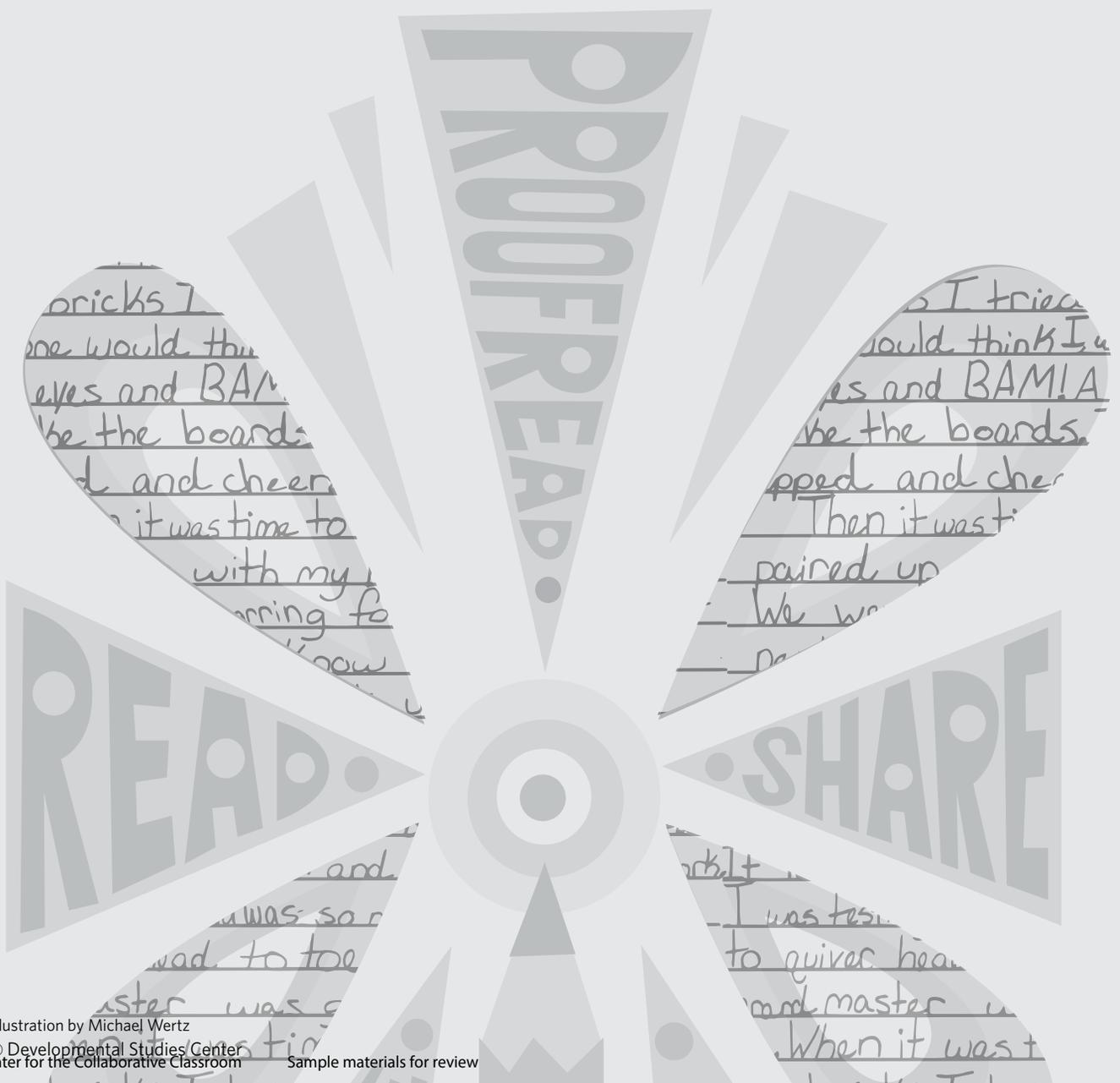


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Sample materials for review

## Task 1

A student is writing a story. Draw a line under the correct answers to finish the sentences.

(1) I found something interesting \_\_\_\_\_. I went to Grandma's house. (2) In one of the closets, I saw a box of old books for \_\_\_\_\_. (3) I \_\_\_\_\_ up the box and took it to the kitchen. (4) Grandma was there, packing our lunch. (5) "Grandma, are these your books? I asked. (6) "No" she answered. (7) "Those were your \_\_\_\_\_ books." (8) The one on top was titled *How to train a Puppy*. (9) I \_\_\_\_\_ the book. (10) I saw a \_\_\_\_\_ handwriting. (11) It said, "This book belongs to Ruth Ann Martin, who lives at 10 Garden Street Tampa, Florida." (12) My mom wrote this when \_\_\_\_\_ was a little girl!

1. Which word correctly completes sentence 1?
  - a. when
  - b. since
  - c. until
  
2. Which word correctly completes sentence 2?
  - a. children
  - b. childs
  - c. child

3. Which one correctly completes sentence 3?
  - a. pick
  - b. picked
  - c. will pick
  
4. Which is the correct way to write sentence 5?
  - a. “Grandma, are these your books?” I asked.
  - b. “Grandma, are these your books? I asked.”
  - c. Correct as is
  
5. Which is the correct way to write sentence 6?
  - a. “No, she answered.”
  - b. “No,” she answered.
  - c. Correct as is
  
6. Which word correctly completes sentence 7?
  - a. mothers
  - b. mothers’
  - c. mother’s
  
7. Which is the correct way to write the title in sentence 8?
  - a. *How to train a puppy*
  - b. *How to Train a Puppy*
  - c. Correct as is
  
8. Which one correctly completes sentence 9?
  - a. open
  - b. will open
  - c. opened
  
9. Which word correctly completes sentence 10?
  - a. child
  - b. child’s
  - c. childs’



10. Which is the correct way to write the underlined part of sentence 11?
- a. 10 Garden Street, Tampa, Florida.
  - b. 10 Garden Street, Tampa Florida.
  - c. Correct as is
11. Which word correctly completes sentence 12?
- a. they
  - b. her
  - c. she

Here is more of the story. Draw a line under the correct answers to finish the sentences.

(13) I \_\_\_\_\_ home from Grandma’s house with a big box of books. (14) Mom was really surprised, \_\_\_\_\_ she started digging in the box. (15) “Here it is!” she exclaimed. “I’ve found *The Wind in the willows*. (16) This was the book I liked \_\_\_\_\_ of all. (17) Your Uncle Mike loved this book, too.”

(18) My Uncle Mike \_\_\_\_\_ near us now. (19) He used to live in Denver Colorado. (20) He moved here two \_\_\_\_\_ ago for a new job. (21) Yesterday I \_\_\_\_\_ excited to see Uncle Mike in our house. (22) He was even \_\_\_\_\_ than my mom when I gave him the book.

12. Which word correctly completes sentence 13?
- a. goed
  - b. went
  - c. wented
13. Which word correctly completes sentence 14?
- a. but
  - b. and
  - c. or
14. Which is the correct way to write the title in sentence 15?
- a. *The Wind in the Willows*
  - b. *The wind in The Willows*
  - c. Correct as is
15. Which word correctly completes sentence 16?
- a. better
  - b. bestest
  - c. best
16. Which word correctly completes sentence 18?
- a. live
  - b. lives
  - c. lived
17. Which is the correct way to write the underlined part of sentence 19?
- a. Denver, Colorado
  - b. Denver Colorado,
  - c. Correct as is
18. Which word correctly completes sentence 20?
- a. month
  - b. months
  - c. monthes



19. Which word correctly completes sentence 21?
- a. feel
  - b. feeled
  - c. felt
20. Which word correctly completes sentence 22?
- a. happier
  - b. happier
  - c. happiest



## Task 2

A student is writing a story. Draw a line under the correct answers to finish the sentences.

(1) Kai is flying to California next week to see his \_\_\_\_\_, Dave and Dan. (2) It is Dave’s birthday, \_\_\_\_\_ Kai will join the boys and their parents for vacation. (3) They \_\_\_\_\_ at a campground near the beach. (4) Kai always has a good time with his \_\_\_\_\_ family.

(5) “Dave sent me his address, so we can mail his present,” Kai told his mom. (6) “He \_\_\_\_\_ to my e-mail just a few minutes ago.”

(7) “I’ll also send those shoes Dave left here last summer. Mom said. (8) “Dave’s feet are probably \_\_\_\_\_ than they were last year, but the shoes may fit Dan.”

1. Which word correctly completes sentence 1?
  - a. cousins
  - b. cousin
  - c. cousin’s
  
2. Which word correctly completes sentence 2?
  - a. but
  - b. and
  - c. since



3. Which one correctly completes sentence 3?
  - a. stay
  - b. stayed
  - c. will stay
  
4. Which word correctly completes sentence 4?
  - a. cousins
  - b. cousins'
  - c. cousin's
  
5. Which is the correct way to write sentence 5?
  - a. "Dave sent me his address, so we can mail his present." Kai told his mom.
  - b. "Dave sent me his address, so we can mail his present, Kai told his mom."
  - c. Correct as is
  
6. Which word correctly completes sentence 6?
  - a. reply
  - b. replied
  - c. replied
  
7. Which is the correct way to write sentence 7?
  - a. "I'll also send those shoes Dave left here last summer," Mom said.
  - b. "I'll also send those shoes Dave left here last summer, Mom said."
  - c. Correct as is
  
8. Which word correctly completes sentence 8?
  - a. big
  - b. bigger
  - c. biggest

Read this e-mail. Draw a line under the correct answers.

**From:** Dave

**To:** Kai

**Subject:** Summer fun!

(9) This is going to be the \_\_\_\_\_ summer ever! (10) The campgrounds are at 1404 Bayside, Street. (11) They have a great beach, and they also have a few \_\_\_\_\_. (12) Last July I \_\_\_\_\_ on the beach every morning. (13) You can use \_\_\_\_\_ swim fins. (14) Dan has grown so much that they don't fit \_\_\_\_\_ anymore.

(15) I just finished a book titled the *Best science fiction Stories of All Time*. (16) This book \_\_\_\_\_ my favorite now. (17) Last year you \_\_\_\_\_ the story "the thing from Venus." (18) One story in the book is like that one, \_\_\_\_\_ the ending is different.

(19) I know that your mom asked for my mailing address. (20) It is 643 Luna Street Pasadena, CA 91107.

9. Which one correctly completes sentence 9?
- a. more exciting
  - b. excitingest
  - c. most exciting
10. Which is the best way to write the underlined part of sentence 10?
- a. 1404 Bayside Street
  - b. 1404, Bayside Street
  - c. Correct as is

GO ON 

11. Which word correctly completes sentence 11?
- a. pony
  - b. ponies
  - c. ponys
12. Which word correctly completes sentence 12?
- a. run
  - b. runned
  - c. ran
13. Which is the correct way to complete sentence 13?
- a. Dans’
  - b. Dan’s
  - c. Dans’s
14. Which word correctly completes sentence 14?
- a. her
  - b. him
  - c. them
15. Which is the correct way to write the title in sentence 15?
- a. *The Best Science Fiction Stories of All Time*
  - b. *The best Science Fiction Stories Of All Time*
  - c. Correct as is
16. Which word correctly completes sentence 16?
- a. is
  - b. are
  - c. was
17. Which one correctly completes sentence 17?
- a. enjoy
  - b. enjoyed
  - c. will enjoy

18. Which is the correct way to write the title in sentence 17?
- a. “The Thing from Venus”
  - b. “The thing From Venus”
  - c. Correct as is
19. Which word correctly completes sentence 18?
- a. and
  - b. or
  - c. but
20. Which is the correct way to write the underlined part of sentence 20?
- a. 643 Luna Street Pasadena CA 91107
  - b. 643 Luna Street, Pasadena, CA 91107
  - c. Correct as is



## Task 3

A student wrote a letter to a friend. Draw a line under the correct answers to finish the sentences.

(1) 75 Teaberry, Lane  
(2) Cleveland Ohio 44130  
(3) June 20, 2019

(4) Dear Milo,

(5) Mom says your family is coming here for the Fourth of July. (6) When I heard that, I \_\_\_\_\_ a cartwheel! (7) We'll go to the parade in the morning, \_\_\_\_\_ we'll have a picnic afterward. (8) I am already dreaming of \_\_\_\_\_ apple pie. (9) After the picnic we'll swim in the pool. (10) Last year I \_\_\_\_\_ in the water with my clothes on! (11) This year we'll put on our suits and wear fins on our \_\_\_\_\_. (12) The fireworks will start \_\_\_\_\_ it gets dark. (13) They will probably be even \_\_\_\_\_ than last year. (14) We can watch them from the \_\_\_\_\_.

1. Which is the correct way to write line 1?
  - a. 75 Teaberry Lane
  - b. 75, Teaberry Lane
  - c. Correct as is

2. Which is the correct way to write line 2?
  - a. Cleveland Ohio, 44130
  - b. Cleveland, Ohio 44130
  - c. Correct as is
  
3. Which word correctly completes sentence 6?
  - a. do
  - b. doed
  - c. did
  
4. Which word correctly completes sentence 7?
  - a. but
  - b. or
  - c. and
  
5. Which one correctly completes sentence 8?
  - a. Aunt Ritas
  - b. Aunt Rita's
  - c. Aunt Ritas'
  
6. Which word correctly completes sentence 10?
  - a. fall
  - b. falled
  - c. fell
  
7. Which word correctly completes sentence 11?
  - a. foot
  - b. foots
  - c. feet
  
8. Which word correctly completes sentence 12?
  - a. when
  - b. until
  - c. so



9. Which word correctly completes sentence 13?
- a. big
  - b. bigger
  - c. biggest
10. Which word correctly completes sentence 14?
- a. benches
  - b. benchis
  - c. benches

**Here is the rest of the letter. Correct all the errors you find.**

(15) I have other great news! (16) I will be marching with the school band in the parade. (17) I have been learning to play “the Stars And Stripes Forever.” (18) I use my older \_\_\_\_\_ trumpet. (19) Next month I \_\_\_\_\_ on my very own trumpet. (20) Luckily, I don’t have to play “the Star-Spangled Banner.” (21) It’s the \_\_\_\_\_ song ever written! (22) Last week I tried to play it. (23) My brother yelled, “Vicky, stop that awful noise!” (24) Then Mom \_\_\_\_\_, “Leave your sister alone. (25) \_\_\_\_\_ needs to practice.” (26) “There aren’t enough years in a lifetime for her to learn that song” my brother shouted back. (27) Even I had to laugh. (28) I \_\_\_\_\_ to play a different song for you next week!

Your cousin,

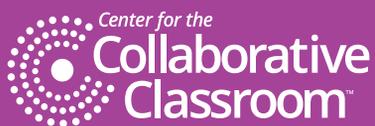
Vicky

11. Which is the correct way to write the title in sentence 17?
- “The Stars and Stripes Forever”
  - “The Stars and stripes forever”
  - Correct as is
12. Which word goes in the blank in sentence 18?
- brother
  - brothers’
  - brother’s
13. Which one correctly completes sentence 19?
- play
  - played
  - will play
14. Which is the correct way to write the title in sentence 20?
- “the star-spangled banner”
  - “The Star-Spangled Banner”
  - Correct as is
15. Which one correctly completes sentence 21?
- difficulter
  - difficultest
  - most difficult
16. Which is the correct way to write sentence 23?
- My brother yelled, Vicky, stop that awful noise.
  - My brother yelled “Vicky, stop that awful noise.”
  - Correct as is
17. Which one correctly completes sentence 24?
- hollers
  - hollered
  - will holler



18. Which word correctly completes sentence 25?
- a. It
  - b. He
  - c. She
19. Which is the correct way to write sentence 26?
- a. “There aren’t enough years in a lifetime for her to learn that song,” my brother shouted back.
  - b. “There aren’t enough years in a lifetime for her to learn that song, my brother shouted back.”
  - c. Correct as is
20. Which word correctly completes sentence 28?
- a. promise
  - b. promises
  - c. promising





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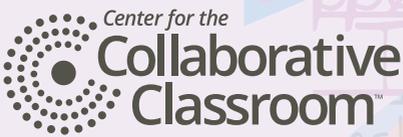
Illustration by Michael Wertz

BW2-SSB3

CCC Collaborative Literacy

# Being a Writer™

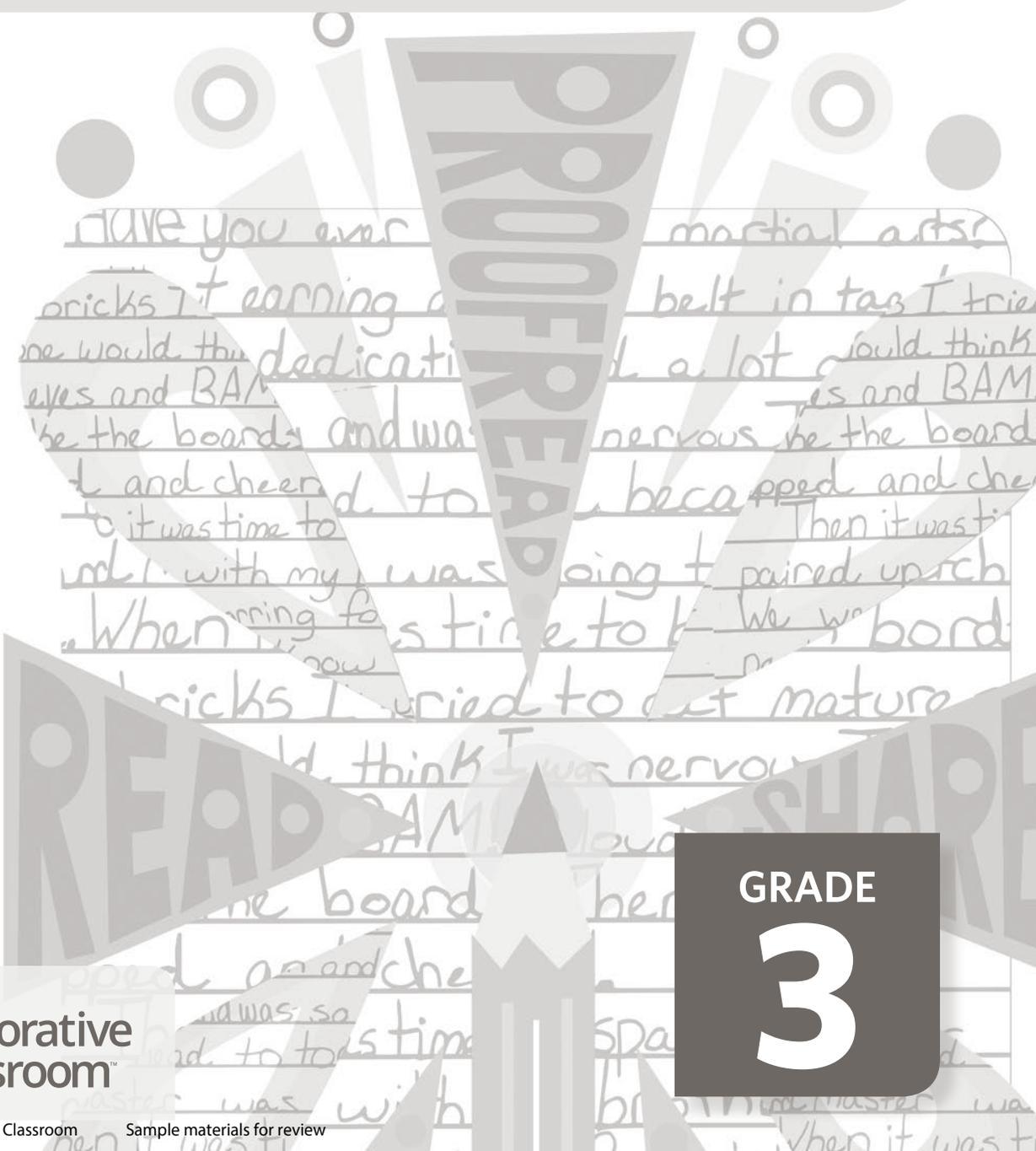
SECOND EDITION



CCC Collaborative Literacy

# Being a Writer™

SECOND EDITION



GRADE

3



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# Assessment Overview

The assessments offered in the *Being a Writer*<sup>™</sup> program are designed to help you (1) make informed instructional decisions as you teach the program, and (2) track your students' writing growth and social development over time. The assumption is that all of your students are developing at their own pace into strong, capable writers and that they are all developing into principled, responsible people with strong interpersonal skills.

The *Being a Writer* program provides a comprehensive and flexible set of formative and summative assessments that enable you to track and evaluate your students' progress and needs, unit-by-unit and across the year. (For a brief description of each assessment, see "Assessments" on page vi.) As you teach the lessons in the *Teacher's Manual*, an assessment icon (📝) will alert you whenever an assessment is suggested. If you are using the *Digital Teacher's Set*, tapping the assessment icon opens the CCC ClassView<sup>™</sup> assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or accessed through the CCC ClassView app ([classview.org](http://classview.org)). You may choose to record your students' progress using printed copies of the forms from this book or from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information, see "CCC ClassView App" below.

---

## CCC ClassView App

The CCC ClassView app is an online application that contains all of the assessment forms and instructions available in this *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole. You can access the CCC ClassView app by tapping the linked assessment icons in the *Digital Teacher's Set*, by directly accessing the app at [classview.org](http://classview.org), or via the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)). For more information about the assessment app, view the "Using the CCC ClassView App" tutorial (AV80).



# Assessments

## CLASS ASSESSMENT

Unit 1 • Week 1 • Day 4 Class Assessment Record • CA1

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
• Are the students writing in silence?			
• Are they staying in their seats?			

Other observations:

**Considerations:**  
If you notice students having difficulty staying in their seats or writing in silence, call for the class's attention and remind them of your expectations before having them resume writing. Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this.

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The class assessments are designed to help you assess the writing, and sometimes the social performance, of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher's Manual* will alert you when an assessment is suggested. During the class assessments you have the opportunity to observe the students as you ask yourself questions that focus your observations. These notes occur about once per week, usually during Writing Time, when the students are using the writing processes, craft, or skills that they are learning in the unit. Each Class Assessment Note has a corresponding "Class Assessment Record" sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher's Manual* for how to proceed with the instruction based on your observations.

## TEACHER CONFERENCE

Personal Narrative Conference Notes: Focus 1 • CN1

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you his or her writing and read some of it aloud to you. Help the student extend his or her thinking about personal narrative by asking questions such as:

- Q Why did you choose to write about this [event/memory/thing]?
- Q What else do you remember about it that you can add to the narrative?
- Q What words are you using to describe what you [saw/heard/smelled/tasted/felt]?
- Q (Beginning Week 2, Day 5) What temporal words and phrases are you using to help readers understand when something happened?
- Q What other experiences from your own life might you want to write about?

Other observations:

Next steps:

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Teacher conferences provide you with the opportunity to talk with individual students about their writing, identify areas of strength, and note areas in which a student needs more support. As you teach the lessons, a Teacher Conference Note in the *Teacher's Manual* will alert you when an individual teacher conference is suggested. These notes provide specific questions related to the students' writing that you might ask yourself or a student when conferring individually. Many notes also include suggestions for supporting struggling students. Each Teacher Conference Note has a corresponding "Conference Notes" record sheet (CN) where you can document your suggestions and observations that result from each conference. We

encourage you to confer with each student at least once or twice per unit, depending on the length of the unit. The "Conference Notes" record sheets from your writing conferences with the students also comprise an important source of information for the Individual Writing Assessment (see page vii).

## **Student Goals and Interests Survey**

The questions provided in the first “Conference Notes” record sheet can be used as a beginning-of-year survey of your students’ goals and interests. After you have conferred with all of your students, we recommend that you review the students’ responses to the questions and look both for patterns across the class and for individual comments that stand out for you. For example, you might note writing topics and genres that the students are interested in and whether the students exhibit an aversion to, or affinity for, writing. The information you gather can help you plan instruction for the coming months.

After analyzing your students’ responses, you might share with the class what you learned about them as writers and how you plan to help them build their love of writing over the course of the year. For ideas on how to facilitate a class discussion about the survey, see the extension “Discuss the Students’ Writing Goals and Interests” on page 67 of the *Teacher’s Manual*.

The questions in the final Teacher Conference Note of the year can serve as an end-of-year survey of your students’ perceptions of their growth as writers, a measure of their attitudes toward writing, and a summary of their goals for summer writing. After you have conferred with your students, you might share the information from this final survey with them, along with the initial survey, and discuss how the students’ attitudes toward writing have changed.

## **SOCIAL SKILLS ASSESSMENT**

The Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note in the *Teacher’s Manual* will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times during the year—in the fall, winter, and spring. (If you teach in a year-round school, adapt as necessary to assess early in the year, midyear, and at the end of the year.) The “Social Skills Assessment Record” sheet (SS1) allows you to track how individual students are doing with particular skills over the course of the year (see page 171).

## **INDIVIDUAL WRITING ASSESSMENT**

The Individual Writing Assessment is designed to help you assess growth in the writing of individual students. The “Individual Writing Assessment” record sheet (IA) consists of two sections—Part A: Non-published Writing and Part B: Published Writing—and a few Reflection questions to help guide your assessment of each student’s growth.

## Part A: Non-published Writing

Unit 2 Individual Writing Assessment • IA1

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part A: Non-published Writing**

		Amount of the writing produced	Quality of the writing produced	Time taken to write	Final use of the writing produced
<b>Unit 1</b>					
Week 1	<b>Notebook writing: 4 days*</b> Quick-write: Ideas from the students' lives Quick-write: Start writing with a sentence from an earlier piece Quick-write: Reflection topics Notebook writing: 5 days	4	3	2	1
Week 2	<b>Notebook writing: 4 days*</b> Quick-write: Questions about a nonfiction topic Quick-write: Literary analysis for a favorite piece Notebook writing: 5 days	4	3	2	1
<b>Unit 2</b>					
Week 1	<b>Analyzing and Revising Drafts:</b> • Complete first draft • Review for strengthening words • Review based on partner feedback • Review opening sentences • Compare with an exemplar title	4	3	2	1
Week 2	<b>Proofreading and Publishing Writing:</b> • Review draft • Proofread draft for spelling • Proofread for punctuation and capitalization • Write final version • Make final version into book	4	3	2	1
<b>Subtotal</b>					
Non-published Writing total (sum of 4 subtotals): _____					

(continues)

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The Non-published Writing section helps you analyze each student’s notebook writing or other non-published writing generated during a unit using a rubric that identifies the instruction and the writing tasks for each week of the unit. The purpose of this portion of the assessment is to help you determine whether the writing the student completes on a day-to-day basis shows evidence of the unit’s instruction.

## Part B: Published Writing

The Published Writing section helps you score each student’s published piece using a rubric that identifies certain descriptors of successful writing.\* You assess the writing to determine whether *almost all*, *much*,

*some*, or *almost none* of the writing shows evidence of each descriptor. Examples of scored student work are provided for each unit as models to help you score your students’ writing using the rubric.

**Reflection** The Reflection section in Part B provides questions that help you reflect on each student’s progress since the previous assessment and identify what you might focus on during the next unit’s instruction.

The information from the “Individual Writing Assessment” and the “Conference Notes” record sheets, combined with any scored *Student Skill Practice Book* activities, constitute a record of each student’s development over the unit. (For more information about scoring *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

If you need to use the scored writing as a basis for grading, the “Individual Writing Assessment” record sheet includes a section where an overall unit score can be calculated. Keep in mind that progress in the *Being a Writer* program is determined by an increase in scores over time, rather than by each unit’s score. The assumption is that all students are growing at their own pace into strong, capable writers. The “Individual Writing Assessment Class Record” sheet (CR1) is provided for you to record your students’ progress over the course of the year (see page 175). If you are using the CCC ClassView app, you can generate a variety of reports that track individual students’ progress as well as the progress of your class as a whole.

\*For information about the how this program’s “Descriptors of Successful Writing” relate to the 6+1 Traits®, used by many schools as part of writing assessment, see “The 6+1 Trait® Writing Model and the *Being a Writer* Program” on page xxiv of the *Teacher’s Manual*.



your students' current writing skills and can help you plan your instruction in the coming months. For more information, see "Obtaining a Beginning-of-year Writing Sample" on page 2.

<p><b>Unit 1</b> Beginning-of-year Writing Sample Record • <b>WS1</b></p> <p>Student's Name: _____ Date: _____</p> <p>As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently, and indicating which, if any, grade-level skills are absent from the writing. Note ways you might support the student in the coming months.</p> <ul style="list-style-type: none"> <li>• Is it clear what this piece is about?</li> <li>• Does the writing fully communicate ideas and show sustained thought?</li> <li>• Does one idea connect logically to the next?</li> <li>• Does the writing show individual expression and/or creativity?</li> <li>• Does the writing contain varied and descriptive vocabulary?</li> </ul> <p style="text-align: center;">(continues)</p> <p>4   Being a Writer™ • Grade 3   © Center for the Collaborative Classroom</p>	<p><b>Unit 1</b> Beginning-of-year Writing Sample Record • <b>WS1</b> (continued)</p> <ul style="list-style-type: none"> <li>• Is the writing fluent when read aloud?</li> <li>• Does the writing demonstrate command of grammar, usage, and mechanics?</li> <li>• Does the student use grade-appropriate spelling conventions?</li> </ul> <p><b>Other observations:</b></p> <p><b>Next steps:</b></p> <p style="text-align: center;">© Center for the Collaborative Classroom</p> <p style="text-align: right;">Grade 3 • Being a Writer™   5</p>
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End-of-year writing samples are obtained from the students using the same prompt as the beginning-of-year writing samples. After obtaining the writing samples, we recommend that you analyze each student's writing using the "End-of-year Writing Sample Record" sheet (WS2). If you obtained both samples, comparing the "Beginning-of-year Writing Sample Record" and "End-of-year Writing Sample Record" sheets can help you evaluate your students' growth as writers and the effectiveness of the year's instruction. For more information, see "Obtaining an End-of-year Writing Sample" on page 164.

We suggest that you obtain the beginning-of-year writing samples during the first month of school and the end-of-year writing samples during the last unit of instruction in the program.

<p><b>Unit 9</b> End-of-year Writing Sample Record • <b>WS2</b></p> <p>Student's Name: _____ Date: _____</p> <p>As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note your observations about how the student has grown as a writer over the course of the year.</p> <ul style="list-style-type: none"> <li>• Is it clear what this piece is about?</li> <li>• Does the writing fully communicate ideas and show sustained thought?</li> <li>• Does one idea connect logically to the next?</li> <li>• Does the writing show individual expression and/or creativity?</li> <li>• Does the writing contain varied and descriptive vocabulary?</li> </ul> <p style="text-align: center;">(continues)</p> <p>166   Being a Writer™ • Grade 3   © Center for the Collaborative Classroom</p>	<p><b>Unit 9</b> End-of-year Writing Sample Record • <b>WS2</b> (continued)</p> <ul style="list-style-type: none"> <li>• Is the writing fluent when read aloud?</li> <li>• Does the writing demonstrate command of grammar, usage, and mechanics?</li> <li>• Does the student use grade-appropriate spelling conventions?</li> </ul> <p><b>Other observations:</b></p> <p style="text-align: center;">© Center for the Collaborative Classroom</p> <p style="text-align: right;">Grade 3 • Being a Writer™   167</p>
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## Overview of Grade 3 Assessment

The table below provides an overview of the assessments in Grade 3 of the *Being a Writer* program. The ■ indicates the units in which a particular assessment can be found.

### Overview of Grade 3 Assessment

Assessment	Unit 1: The Writing Community	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Revisiting the Writing Community
Class Assessment	■	■	■	■	■	■	■	■	■
Teacher Conference	■	■	■	■	■	■	■	■	■
Social Skills Assessment*		■							■
Individual Writing Assessment (Non-Published and Published Writing rubrics)		■	■	■	■	■	■	■	
(Optional) Student Self-assessment		■	■	■	■	■	■	■	
(Optional) Beginning- and End-of-year Writing Samples	■								■
(Optional) Student Skill Practice Book pages		■	■	■	■	■	■	■	

\*Since the genre units can be taught in any order, you will have to determine a time in the winter to administer the Social Skills Assessment.

---

## Individual Assessment Folders

We recommend that you create a folder for each student in which to store collected writing samples and “Individual Writing Assessment,” “Conference Notes,” and “Student Self-assessment” record sheets. You may also want to make copies of each student’s scored writing and file these in the assessment folder. Periodically, you can use the materials in the folder to discuss the student’s progress with him or her, as well as with parents and other adults in the school. The folders can travel to the next grade with the students.

# Unit 1

# The Writing Community

Beginning-of-year Writing Sample (WS1) .....	2
Class Assessment Records (CA1-CA5) .....	6
Conference Notes (CN1) .....	11

## Obtaining a Beginning-of-year Writing Sample

Conduct this assessment during the first month of the school year. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct the *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Beginning-of-year Writing Sample Record” sheet (WS1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 4. Review the questions on the record sheet to help you prepare to analyze each student’s work.
- ✓ Plan to provide enough time for the students to complete the writing sample. You might base the amount of time on your school district’s requirements for similar writing tasks or simply provide your students with the time they need to complete their writing.
- ✓ Gather any additional materials needed to complete the writing task (for example, dictionaries, extra pencils, crayons, or markers) and make them available to your students.
- ✓ Write the following prompt where everyone can see it: *Think about a time in your life when you were very happy. Write a story about that very happy time.*

### CONDUCTING THE ASSESSMENT

1. Tell the students that today they will each write a piece to show what they know about good writing. Explain that the students should try to do their best writing in this piece.
2. State your expectations for how the students will behave while you are conducting the assessment (for example, students should stay in their seats, work silently, and raise their hands if they have questions). You might also tell the students what additional resources, if any, they can use as they write (such as drawing materials or a dictionary).
3. Direct the students’ attention to the prompt and explain that they will all write about this topic. Give the students a few moments to read the prompt.
4. Give the students a few moments to think about what they will write. (If you are conducting this assessment as a timed writing activity, tell the students how much time they will have to complete their writing and that you will let them know when they have 10 minutes remaining.)
5. Distribute writing paper and have the students begin.
6. Signal the end of the writing period and collect the students’ writing.

(continues)

**ANALYZING THE ASSESSMENT**

For each student's writing sample:

1. Read the piece carefully. As you read, think about the questions on the "Beginning-of-year Writing Sample Record" sheet (WS1) and record your observations. Make note of any writing conventions that the student uses consistently or inconsistently, and indicate which, if any, grade-level skills are absent from the writing.
2. Use the information you gather from the student's writing to help inform your instruction in the coming months. (For example, if you notice that many students struggle to write engaging opening sentences, you can make a note to emphasize that instruction when appropriate.)
3. Attach the completed record sheet to the writing sample and file it in the student's individual assessment folder.





Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students writing in silence?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they staying in their seats?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice students having difficulty staying in their seats or writing in silence, call for the class’s attention and remind them of your expectations before having them resume writing. Be aware that some students may need to just sit and think for a while before they start writing. Give them uninterrupted time to do this.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing in silence?			
▪ Are they staying in their seats?			
▪ Are they skipping lines in their notebooks?			
Other observations:			

**Considerations:**

If necessary, remind the class of your expectations for silent writing during this time. Note which students write easily and which ones have difficulty getting started. If you notice any student struggling to start writing after 10 minutes, pull him or her aside quietly and ask questions such as:

- Q *What are you thinking about right now?*
- Q *When was a time you felt bad, then good, that you could write about? What could you write as a first sentence about that time?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing in silence?			
▪ Are they staying in their seats?			
▪ Are they skipping lines in their notebooks?			
Other observations:			

**Considerations:**

If you notice any student struggling to start writing after 10 minutes, pull him or her aside quietly and ask questions such as:

- Q *What are you thinking about right now?*
- Q *What interesting thing has happened in your own life that you could write about? What could you write as a first sentence for that idea?*
- Q *What ideas have you written in your writing ideas section? Let's pick one and talk about what you might write.*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do partners seem able to hear each other?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they reading their writing to each other?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they taking time to talk about the writing?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Note any problems pairs are having that you want to bring up during the Reflection discussion.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do partners seem able to hear each other?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they reading their writing to each other?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they asking each other questions about their own writing?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Note any problems pairs are having that you want to bring up during the Reflection discussion.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you his or her writing, read some of it aloud to you, and talk about his or her ideas and feelings about writing. Ask the student questions such as the following, and record his or her responses:

**Q** *Where did you get this idea?*

**Q** *What do you like about writing so far this year?*

**Q** *How do you feel about your writing?*

**Q** *How do you feel when you are asked to read your own writing to the class?*

*(continues)*

Q *What do you do best as a writer?*

Q *What kinds of things do you want to write (or write about) in the coming year?*

Q *How do you want to improve as a writer this year?*

**Other observations:**

# Unit 2

# The Writing Process

Class Assessment Records (CA1-CA3) .....	14
Conference Notes (CN1) .....	17
Student Self-assessment (SA1) .....	19
Individual Writing Assessment (IA1) .....	20

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Have the students selected drafts that lend themselves to revision?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Will most of the students have finished drafts that they can start revising tomorrow?</li> </ul>			
Other observations:			

**Considerations:**

If you notice that many students need more time to finish their first drafts, make time for them to finish before you go on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are pairs staying on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they discussing questions from the "Questions for My Partner About My Draft" chart?</li> </ul>			
<ul style="list-style-type: none"> <li>Are partners giving each other specific feedback?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving feedback in a helpful way?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Note any difficulties you observe so you can discuss them with the students in Step 4 of the lesson.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to find partners and begin conferring with minimal disruption to the class?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do conferring pairs seem to stay on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they return promptly to their writing at the end of their conferences?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Notice if the noise level is such that the students can continue to write if they wish. Note any problems you observe and be ready to bring them up during the Reflection discussion.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to tell you about the part he or she is working on now and to read his or her draft aloud.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's writing communicate clearly? If not, what is unclear?				
▪ Do the ideas connect in a way that makes sense?				
▪ Do the revisions make sense and improve the piece?				
▪ ( <i>Beginning Week 2, Day 2</i> ) Does the student recognize misspelled words and correct them?				
▪ ( <i>Beginning Week 2, Day 3</i> ) Does the student proofread his or her writing using his or her proofreading notes?				

Help the student revise unclear writing by rereading those passages back to him or her and explaining what is confusing you. Ask questions such as:

- Q *What do you want your reader to be thinking at this part? How can you write that?*
- Q *What is another way you can say this? Write that down.*
- Q *What sentence could you add to give your reader more information?*
- Q *What part are you going to work on next?*

(continues)

Other observations:

Next steps:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Story

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a story.			
▪ My writing is clear. It is easy to tell what my writing is about, and my piece makes sense from beginning to end.			
▪ My writing is fun and interesting.			
▪ I used many interesting words that describe how things look, feel, sound, taste, and smell.			
▪ I have proofread my writing. I checked for: <ul style="list-style-type: none"> <li>- punctuation (. ? ! "Hi!" said Adam.)</li> <li>- capital letters (<b>B</b>etty lives in <b>A</b>ustin, <b>T</b>exas.)</li> <li>- spelling</li> </ul>			

### Reflection:

- What did you do to make your writing fun and interesting to read?
  
  
  
  
  
  
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 28.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 22 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.



## Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained.	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Overused words ( <i>good, big, small</i> ) have been replaced with interesting ones.	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>	<b>20</b>	<b>9</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 29

**Commentary:** This subject of this piece, the holiday traditions of the author’s family, is clear from the outset and is sustained throughout the piece. Effective use of paragraph breaks and temporal words and phrases (*When it’s almost Christmas Eve; Then; On Christmas morning*) create a logical sequence of events. Sustained thought and personal engagement are evident through the use of details about the family’s traditions (*we make an i-gloo; we . . . find the highest mountains and sled down; we make hot coca and cookies*), although one senses that this capable writer could have included additional creative details. Words such as *overjoyed* and *surprised* add interest, although the rest of the vocabulary is not particularly descriptive, and there are definite missed opportunities to employ sensory language. Most of the narrative is written fluently, although an incorrect shift from plural to singular (*presents* to *it*) occurs in the final paragraph. The author correctly capitalizes and punctuates sentences in the piece and makes only minor spelling and proofreading errors.

## Examples of Scored Writing: Sample 2

Chapter 1 Meet  
My Cat Tipsey

I have a cat he name is  
Tipsey. She loves to eat can tuna.  
She is a black and white cat.

1

She likes it when I  
scratch her neck. She is very fluffy.  
In the winter she gets fluffy

Chapter 2 What  
Is She like?

5

Tipsey has a diamond on her  
tummy. She thinks she is a panther.  
So she races really really fast.

2

In the summer she sheds  
so we have to brush it out.  
One time she got three shots

6

She loves to play with feathers  
and fluffy stuff. She loves bouncy  
balls. When I throw it she runs

3

on her neck. she was sleeping  
for three days. I gave Tipsey a  
new collar on October 24  
It had rim stons on it.

7

after it. When it goes high she  
jumps and tries to catch it.  
Sometimes she doesn't and it  
makes me laugh.

4

She is still a Kitten. I call  
her Tipsey because she has a tip on top  
of her tale. I love Tipsey she is silly.

8

(continues)

## Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>Experience or event is fully explained.</li> </ul>	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> <li>Overused words (<i>good, big, small</i>) have been replaced with interesting ones.</li> </ul>	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>	<b>8</b>	<b>12</b>	<b>4</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 24

**Commentary:** In this piece, readers are introduced to the author’s cat, Tipsey. There is evidence of sustained thought in the variety of details used to describe Tipsey (what she looks like, how she plays, what she likes). Ideas flow logically in the first section, “Chapter 1 Meet My Cat Tipsey,” although that flow disappears in the second section, “Chapter 2 What Is She Like?” as the author describes seemingly unconnected facts and events (Tipsey’s appearance in the summer; the time she got three shots; the day she got a new collar; the fact that she is still a kitten; the origin of Tipsey’s name). The writing shows some individual expression and creativity (*She thinks she is a panther*), and the author uses some descriptive vocabulary (*dimond, panther, feathers, scratch, rin stons*). Missing punctuation and errors in capitalization, as well as a few run-on sentences, create problems with fluency when the piece is read aloud. There are some spelling and proofreading errors, but they do not detract from a reader’s enjoyment of the piece.

## Examples of Scored Writing: Sample 3

MY Baby Cousin

my Baby cousin is cute she  
Doesn't cry by her self she  
not cry she pulls your hair in.  
instead she crawls behind.  
you. I turned around once  
and i saw my baby  
cousin i ran away.  
so i came back she was  
wearing a mask so  
I put her in bed  
and she can jump out  
of the crib and in.

(continues)

### Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained.	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Overused words ( <i>good, big, small</i> ) have been replaced with interesting ones.	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>4</b>

Published Writing total (sum of 4 subtotals): 13

**Commentary:** The topic of this piece, “my baby cousin,” is sustained through the entire piece. The author attempts to describe a specific interaction (*I turned around once and I saw my baby cousin*), although the piece could benefit from more individual expression and an exploration of the author’s feelings about the baby cousin. Many ideas are introduced and not elaborated upon (*instead she cralls behind you and she was wearing a mask*), and a number of the sentences are not fluent when read aloud. The somewhat sprawling nature of the writing suggests a writer still acquiring full control of the pencil on the page. Sentence punctuation and capitalization are attempted, but their arbitrary use and the frequency of run-ons suggest an as-yet undeveloped sense of what a sentence is. Vocabulary is largely limited to simple, high-frequency words (*baby, pulls, saw, came*), most of which are spelled conventionally. No evidence of proofreading is apparent.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Unit 1</b>					
<b>Week 1</b>	<b>Notebook writing:</b> 4 days	4	3	2	1
<b>Week 2</b>	<b>Quick-write:</b> Ideas from the students' lives <b>Quick-write:</b> Start writing with a sentence from an earlier piece <b>Quick-write:</b> Nonfiction topics <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 3</b>	<b>Quick-write:</b> Use / to write as a thing <b>Quick-write:</b> Questions about a nonfiction topic <b>Quick-write:</b> Sensory details for a favorite place <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Unit 2</b>					
<b>Week 1</b>	<b>Analyzing and Revising Drafts:</b> <ul style="list-style-type: none"> <li>▪ Complete first draft.</li> <li>▪ Revise for uninteresting words.</li> <li>▪ Revise based on partner feedback.</li> <li>▪ Revise opening sentences.</li> <li>▪ Come up with an interesting title.</li> </ul>	4	3	2	1
<b>Week 2</b>	<b>Proofreading and Publishing Writing:</b> <ul style="list-style-type: none"> <li>▪ Revise draft.</li> <li>▪ Proofread draft for spelling.</li> <li>▪ Proofread for punctuation and capitalization.</li> <li>▪ Write final version.</li> <li>▪ Make final version into book.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained.	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Overused words ( <i>good, big, small</i> ) have been replaced with interesting ones.	4	3	2	1
Sentences are fluent when read aloud.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

**Totals:**

Part A: Non-published Writing total: \_\_\_\_\_/20 = \_\_\_\_\_%

Part B: Published Writing total: \_\_\_\_\_/32 = \_\_\_\_\_%

Writing score (Part A + Part B): \_\_\_\_\_/52 = \_\_\_\_\_%

*Student Skill Practice Book (SSPB)* page(s)\* total: \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_%

Overall unit score

(Total points earned/Total points possible): \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_%

\*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)

**Reflection:**

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

# Genre

## Personal Narrative

Class Assessment Records (CA1-CA6).....	32
Conference Notes (CN1-CN2).....	38
Student Self-assessment (SA1) .....	41
Individual Writing Assessment (IA1) .....	42

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students staying in their seats and writing silently?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they write readily about themselves?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they double-spacing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Do the students who have difficulty getting started eventually do so?</li> </ul>			
Other observations:			

**Considerations:**

If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk to each other about what they might write. Have a few volunteers share their ideas with the class, and then have them resume silent writing. If necessary, remind students to double-space their writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students write with engagement about their own lives?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they include sensory details in their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Will the students have personal narrative drafts that they can start to develop for publication next week?</li> </ul>			
Other observations:			

**Considerations:**

If necessary, work with individual students to ensure that all students will have drafts that they can develop for publication beginning on Day 1 of next week.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Have the students selected drafts that lend themselves to revision?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Will the students have finished drafts that they can start revising tomorrow?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice that many students need more time to finish their drafts, make time for them to finish before going on to the Day 2 lesson. Students who have finished may work on another piece of writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to add sensory details to their drafts?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they seem engaged in thinking of ways to develop their drafts?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any student who is having difficulty by asking him or her questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader imagine what's happening?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to revise their opening sentences so they grab the reader's attention?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they seem engaged in thinking of ways to develop their drafts?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any student who is having difficulty by asking him or her questions such as:

- Q *What were you thinking about when you wrote this opening sentence?*
- Q *How could you revise this sentence to grab your readers' attention and make them want to keep reading?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are pairs staying on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students asking each other questions about their own drafts?</li> </ul>			
<ul style="list-style-type: none"> <li>Are partners giving each other specific feedback?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving feedback in a helpful way?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Note any difficulties you observe to discuss with the students in Step 4 of the lesson.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you his or her writing and read some of it aloud to you. Help the student extend his or her thinking about personal narrative by asking questions such as:

- Q *Why did you choose to write about this [event/memory/thing]?*
- Q *What else do you remember about it that you can add to the narrative?*
- Q *What words are you using to describe what you [saw/heard/smelled/tasted/felt]?*
- Q (Beginning Week 2, Day 5) *What temporal words and phrases are you using to help readers understand when something happened?*
- Q *What other experiences from your own life might you want to write about?*

**Other observations:**

**Next steps:**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to tell you about the part he or she is working on now and to read his or her draft aloud.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's writing communicate clearly? If not, what is unclear?				
▪ Does this student's piece describe an interesting personal experience?				
▪ Does the student use sensory details?				
▪ Does the student use temporal words and phrases?				
▪ Does the piece have a strong opening and a closing that wraps it up?				
▪ Do the revisions make sense and improve the piece?				
▪ ( <i>Beginning Week 4, Day 2</i> ) Does the student recognize and correct the commonly misused words <i>your/you're</i> and <i>then/than</i> ?				

(continues)

Help the student revise unclear writing by rereading those passages back to him or her and explaining what is confusing you. Ask questions such as:

**Q** *What do you want your reader to be thinking at this part? How can you write that?*

**Other observations:**

**Next steps:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Personal Narrative

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
<ul style="list-style-type: none"> <li>I wrote a true story about an interesting topic or event from my own life.</li> </ul>			
<ul style="list-style-type: none"> <li>My writing is clear. It is easy to tell what my writing is about, and my piece makes sense from beginning to end.</li> </ul>			
<ul style="list-style-type: none"> <li>My writing is fun and interesting.</li> </ul>			
<ul style="list-style-type: none"> <li>I used many interesting words that describe how things look, feel, sound, taste, and smell.</li> </ul>			
<ul style="list-style-type: none"> <li>I have proofread my writing. I checked for:                             <ul style="list-style-type: none"> <li>punctuation (. ? ! "Hi!" said Adam.)</li> <li>capital letters (<b>B</b>etty lives in <b>A</b>ustin, <b>T</b>exas.)</li> <li>spelling</li> </ul> </li> </ul>			

### Reflection:

- What did you do to make your writing fun and interesting to read?
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 50.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 44 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1

Cooking Apple Turn Overs

It was a lucky September day for me. Me and my Grandma were about to cook. I washed my hands in the warm wet water. After that, I went to the kitchen. We poured brown apples in the bowl. Next, Grandma put sugar and cinnamon in the bowl. She let me taste the wonderful filling. It taste the best. I mixed, mixed, and mixed a little more. The filling looked golden brown. Grandma got the pie pan ready and sprayed the pan. I took two or three spoons of filling and put it in the pie crust and pressed the fork down all around the pie crust. Then, I put it on the clean pan. Grandma slowly opened the oven and put the tray in. She turned the oven light on. I watched the apple turnovers bake, smelling sweet. They were done in twenty minutes. Then we got to eat them. They tasted like apple pie.

This is a special memory to me because it was my first time cooking with my grandma.

(continues)

## Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is about a significant topic or event.	④	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Topic or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	④	3	2	1
Writing shows elements of the personal narrative genre. ▪ Focus is on a significant topic or event in the writer’s life.	④	3	2	1
One idea connects logically to the next. ▪ Writing uses temporal words and phrases that connect events in a sequence ( <i>first, next</i> ).	④	3	2	1
Writing shows individual expression and/or creativity. ▪ A strong opening engages readers. ▪ An effective ending draws the narrative to a close.	4	③	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	④	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	④	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	④	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors. ▪ Commonly misused words are spelled correctly ( <i>your/you’re, than/then</i> ).	④	3	2	1
<b>Subtotal</b>	<b>32</b>	<b>3</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 35

**Commentary:** The title and strong, engaging opening inform readers that this personal narrative describes an event that was significant to the author (*It was a lucky September day for me*). A well-organized sequence of events guides readers step by step through the pleasurable experience of baking with Grandma. Temporal words and phrases strengthen the sequence (*After that; Next; Then; in twenty minutes*), sensory details enrich the narrative (*warm wet water; brown apples; wonderful filling; golden brown*), and repetition is artfully used (*I mixed, mixed, and mixed a little more*). The conclusion, which is serviceable if a bit flat, explains the event’s importance to the author. The narrative correctly capitalizes and punctuates sentences and is mostly free from proofreading errors.

## Examples of Scored Writing: Sample 2

I have a very cute dog. It's a girl and her name is Taylor. She likes to play fetch. Taylor can run fast and I train her every week. I give her treats when she does tricks. When I say sit Taylor sits. When I tell Taylor to lay down she lays down. Some time's when Taylor is too happy I tell her to calmdown and she lays down. But the best trick Taylor can do is that she can jump up high through a hoop. But the reason why I love Taylor so much is because she can do all the wonderful tricks. That I taught her.

(continues)

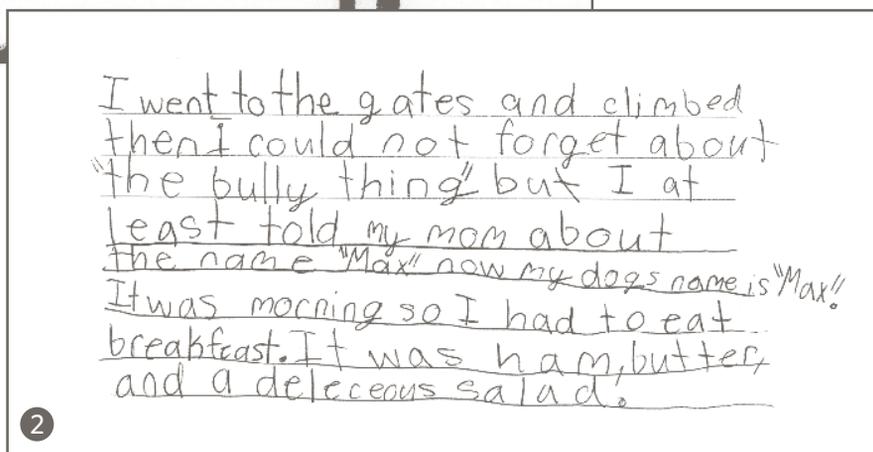
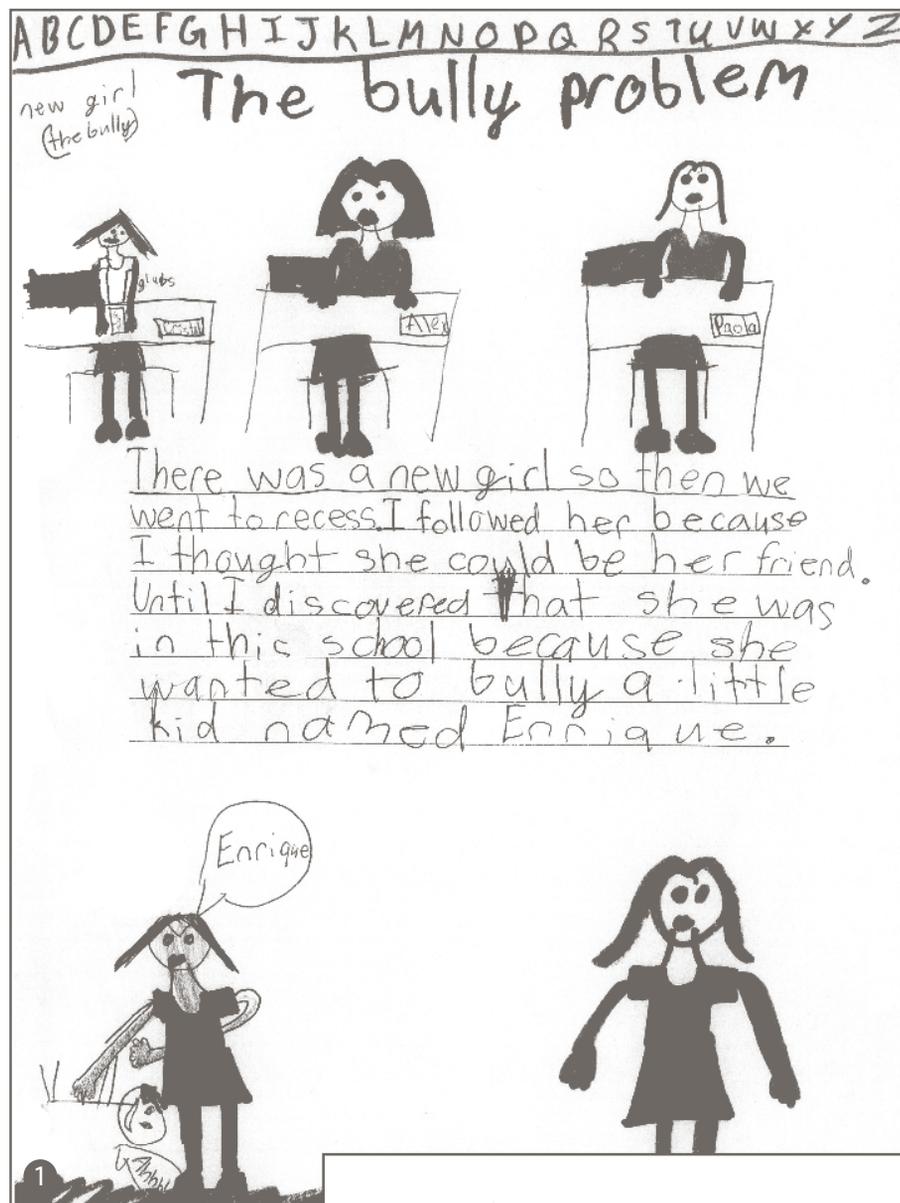
## Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is about a significant topic or event.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Topic or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the personal narrative genre. ▪ Focus is on a significant topic or event in the writer’s life.	4	3	2	1
One idea connects logically to the next. ▪ Writing uses temporal words and phrases that connect events in a sequence ( <i>first, next</i> ).	4	3	2	1
Writing shows individual expression and/or creativity. ▪ A strong opening engages readers. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors. ▪ Commonly misused words are spelled correctly ( <i>your/you’re, than/then</i> ).	4	3	2	1
<b>Subtotal</b>	<b>12</b>	<b>15</b>	<b>2</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 29

**Commentary:** This personal narrative describes the author’s dog, Taylar. The focus is sustained throughout the piece, and the importance of Taylar to the author is successfully communicated. Individual ideas flow logically, thanks to the use of temporal words and phrases (*every week; When; Some time’s*). However, the narrative lacks an overarching sequence of events; the author simply describes the various tricks Taylar can do without much elaboration. The opening and closing are clear and to the point, although not particularly memorable. Vocabulary is similarly matter-of-fact; few descriptive or sensory details are used. The relatively few spelling, grammar, and proofreading errors do not detract from the general clarity and fluency of the narrative.

### Examples of Scored Writing: Sample 3



(continues)

## Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is about a significant topic or event.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Topic or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the personal narrative genre. ▪ Focus is on a significant topic or event in the writer’s life.	4	3	2	1
One idea connects logically to the next. ▪ Writing uses temporal words and phrases that connect events in a sequence ( <i>first, next</i> ).	4	3	2	1
Writing shows individual expression and/or creativity. ▪ A strong opening engages readers. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors. ▪ Commonly misused words are spelled correctly ( <i>your/you’re, than/then</i> ).	4	3	2	1
<b>Subtotal</b>	<b>0</b>	<b>12</b>	<b>10</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 22

**Commentary:** In this personal narrative, “The bully problem,” the author’s decision to tackle an emotionally complex incident shows an admirable grasp of what is at the heart of the genre. However, this focus is not sustained throughout the piece, and some important details are missing: exactly how did the author make the initial discovery of the bully problem (*Until I discovered that she was in this school because she had wanted to bully a little kid named Enrique*)? By the end of the second page, the narrative focus has shifted, leaving the problem unresolved. (Note: the idea of naming the dog “Max” is introduced in an earlier chapter.) The abrupt opening and incongruous ending underscore the lack of focus in the piece. Nonetheless, the overall sequence of events is discernable, and the author’s ongoing concern about the bully remains poignantly clear (*I went to the gates and climbed then I could not forget about “the bully thing”*). Some transitions are not entirely logical or fluent, due to the presence of run-on sentences (*I went to the gates . . .*) and the awkward use of some temporal words (*There was a new girl so then we went to recess*). Some varied vocabulary is used (*discovered, deleceous*), adding interest to the piece. A few pronoun errors cause minor confusion (*I followed her because I thought she could be her friend*).

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	<b>Quick-write:</b> Experiences with loved ones <b>Quick-write:</b> Sensory details <b>Notebook writing:</b> 5 days	4	3	2	1
Week 2	<b>Quick-write:</b> Perseverance through challenges <b>Notebook writing:</b> 5 days	4	3	2	1
Week 3	<b>Analyzing and Revising Drafts:</b> <ul style="list-style-type: none"> <li>▪ Complete first draft.</li> <li>▪ Revise for sensory details.</li> <li>▪ Revise for temporal words and phrases.</li> <li>▪ Revise opening sentences.</li> <li>▪ Revise closing sentences.</li> </ul>	4	3	2	1
Week 4	<b>Proofreading and Publishing Writing:</b> <ul style="list-style-type: none"> <li>▪ Revise based on partner feedback.</li> <li>▪ Proofread for commonly misused words and sentence fragments.</li> <li>▪ Proofread for spelling, punctuation, and run-on sentences.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is about a significant topic or event.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Topic or event is fully explained. ▪ Sequence of events and their importance are evident to the reader.	4	3	2	1
Writing shows elements of the personal narrative genre. ▪ Focus is on a significant topic or event in the writer’s life.	4	3	2	1
One idea connects logically to the next. ▪ Writing uses temporal words and phrases that connect events in a sequence ( <i>first, next</i> ).	4	3	2	1
Writing shows individual expression and/or creativity. ▪ A strong opening engages readers. ▪ An effective ending draws the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors. ▪ Commonly misused words are spelled correctly ( <i>your/you’re, than/then</i> ).	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “The 6+1 Trait® Writing Model and the *Being a Writer* Program” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)



# Genre

## Fiction

Class Assessment Records (CA1-CA13) . . . . .	54
Conference Notes (CN1-CN3) . . . . .	67
Student Self-assessment (SA1) . . . . .	71
Individual Writing Assessment (IA1) . . . . .	72

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students staying in their seats and writing silently?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they double-spacing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they seem to be writing with a relaxed and free attitude?</li> </ul>			
Other observations:			

**Considerations:**

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students staying in their seats and writing silently?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they double-spacing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they seem to be writing with a relaxed and free attitude?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If necessary, remind the students to double-space their writing. If you notice many students having difficulty starting to write, call for the class’s attention and have partners talk about what they might write. Have a few volunteers share their ideas with the class; then have the students resume silent writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ If they seem overly cautious or inhibited, do they eventually start writing freely?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any student who is still struggling to start after about 10 minutes by asking him or her questions such as:

- Q *What are you thinking about right now?*
- Q *Who is the character you are writing about? What is [he/she] like?*
- Q *What interesting thing happens to this character?*
- Q *What might this character say or do in this situation? Why would that make sense for [his/her] personality?*

As the student responds to the questions, have him or her write the responses in his or her notebook and continue to write what happens.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students seem to be writing with a relaxed and free attitude, inspired by their own thoughts?</li> </ul>			
<ul style="list-style-type: none"> <li>If they seem overly cautious or inhibited, do they eventually start writing freely?</li> </ul>			
Other observations:			

**Considerations:**

Support any student who is still struggling to start after about 10 minutes by asking him or her questions such as:

- Q *What are you thinking about right now?*
- Q *Who is the character you are writing about? What is [he/she] like?*
- Q *What interesting thing happens to this character?*
- Q *What might this character say or do in this situation? Why would that make sense for [his/her] personality?*
- Q *What might this character be thinking in this situation?*

As the student responds to the questions, have him or her write the responses in his or her notebook and continue to write what happens.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Have the students selected drafts that lend themselves to revision?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Will the students have finished drafts that they can start revising tomorrow?</li> </ul>			
Other observations:			

**Considerations:**

If you notice that many students need more time to complete their drafts, make time for them to do so before going on to the Day 2 lesson. Any student who has finished may work on another piece of writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students seem engaged in thinking of ways to develop their drafts?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they focusing on developing their characters?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they have ideas for physical descriptions, actions, speech, and thoughts they could write to reveal character?</li> </ul>			
Other observations:			

**Considerations:**

Support any student who is having difficulty by asking him or her questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What kind of personality does your character have?*
- Q *How might this character look?*
- Q *What could your character do or say at this point to show his or her personality?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are pairs staying on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving each other specific feedback about the questions related to character development and plot?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving feedback in a helpful way?</li> </ul>			
Other observations:			

**Considerations:**

Note any difficulties you observe to discuss with the students during the Reflection discussion.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students incorporating their revisions into a second draft?</li> </ul>			
<ul style="list-style-type: none"> <li>Are the second drafts improvements on their first drafts?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any student who is having difficulty by asking him or her questions such as:

- Q I notice that you marked this part of your draft for revision. What were you thinking about when you marked it?*
- Q Read this passage aloud with the new sentence you want to add. Does that make sense? If not, how can you change it so it does make sense?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to use verbs to enrich their descriptions?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to incorporate their revisions into a second draft?</li> </ul>			
<ul style="list-style-type: none"> <li>Does their writing communicate clearly?</li> </ul>			
Other observations:			

**Considerations:**

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking that student to reread his or her writing and by asking questions and offering suggestions such as:

- Q *Does your story make sense? What part doesn't make sense? How can you rewrite it so it makes sense?*
- Q *Can you find a place in your story where you used a verb you liked? Let's read the rest of your story and see whether we can find places to use more interesting verbs.*
- Q *What verb could you use to help us imagine how the [cat] in your story is moving?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to find a partner and begin pair conferences with minimal disruption to the class?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving each other feedback about the questions on the chart?</li> </ul>			
Other observations:			

**Considerations:**

Note what problems the students are having initiating pair conferences. Support any pair that is having difficulty by asking questions such as:

- Q *What difficulties are you having in your conference?*
- Q *What are you trying to accomplish during this conference? What is preventing you from accomplishing that?*
- Q *What can you do to solve that problem? If that doesn't work, what else can you try?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to use quotation marks and commas to distinguish speech in their stories?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they incorporate their revisions into a second draft?</li> </ul>			
<ul style="list-style-type: none"> <li>Does their writing communicate clearly?</li> </ul>			
Other observations:			

**Considerations:**

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking him or her questions and offering suggestions such as:

- Q *What are some of the things your character says in your story?*
- Q *Do you use quotation marks and commas to show speech? Show me.*
- Q *How can you change the word [said] to a more interesting word?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to use quotation marks and commas to punctuate the speech in their stories?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to think of creative, interesting titles for their stories?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they incorporate their revisions into a second draft?</li> </ul>			
<ul style="list-style-type: none"> <li>Does their writing communicate clearly?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Identify what, if anything, is unclear in the students' writing. Support any student who is having difficulty by asking him or her questions and offering suggestions such as:

- Q *What are some of the things your character says in your story?*
- Q *Are the quotation marks and commas in the right places? How do you know?*
- Q *What might make readers interested in your story? How can you put that in a title?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Have most students had time to complete, or nearly complete, a fiction story for the class library?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Have I conferred with every student twice during this unit?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are the students bringing a relaxed, creative attitude to their writing?</li> </ul>			
Other observations:			

**Considerations:**

Identify any students who would benefit from another conference and confer with them as they finish their stories. Notice what evidence you can see that the students have learned something about plot, setting, and the other elements of fiction covered in this unit.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you a piece of his or her writing and read some of it aloud to you. Hold off on any feedback about grammar or spelling. Instead, focus on clarifying the student's ideas about the story he or she is writing. Ask questions such as:

- Q *What is this story about?*
- Q *Who [is/are] the character(s)? What's interesting about [him/her/them]?*
- Q (Beginning Week 2, Day 1) *What do you imagine [he/she/they] look(s) like?*
- Q (Beginning Week 2, Day 3) *What do you imagine [he/she/they] might do?*
- Q (Beginning Week 2, Day 5) *What is something this character would probably say?*
- Q (Beginning Week 3, Day 5) *What might [he/she/they] be thinking at this moment in the story?*
- Q *What do you imagine might happen to [him/her/them]?*
- Q *When and where do you imagine this story takes place?*
- Q *What part are you going to work on next?*

**Other observations:**

**Next steps:**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Talk with the student about the piece he or she is developing for publication. Ask the student to tell you about the part he or she is working on now and to read some of his or her writing aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student's story have a character with distinct traits that are shown through physical appearance, action, speech, or thought?				
▪ Does something interesting happen to the character?				
▪ Does the story make sense? Is it easy to follow what is happening, when, and to whom?				
▪ Does the student use temporal words and phrases?				
▪ <i>(Beginning Week 4, Day 4)</i> Does the ending bring the story's events to a close?				
▪ <i>(Beginning Week 5, Day 1)</i> Does the student use sensory details to convey the setting?				
▪ <i>(Beginning Week 5, Day 4)</i> Does the student use verbs and adverbs to make the writing more descriptive?				

(continues)

Support the student in integrating the elements of fiction by asking questions such as:

- Q *What kind of personality does your main character have?*
- Q *What physical descriptions, actions, thoughts, or speech [have you added/could you add] to show who the character is?*
- Q *What interesting thing happens to your character?*
- Q *What temporal phrases [did/could] you use to help readers understand exactly when in the story events happen?*
- Q (Beginning Week 4, Day 4) *What [did/could] you write to bring the story to a close?*
- Q (Beginning Week 5, Day 1) *When and where does the story take place? What descriptive words can you use to tell the reader how the place looks, feels, sounds, or smells?*
- Q (Beginning Week 5, Day 4) *What verbs and adverbs could you use to help readers better imagine what your character is doing, and exactly what those actions are like?*

**Other observations:**

**Next steps:**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Provide extra support to the student as he or she prepares the second draft for publication. As you confer with the student, ask yourself:

- What does this student need to work on to be ready to publish his or her story?

Discuss questions such as:

**Q** *What are you working on right now?*

**Q** *Do you have any long sentences that might be run-ons? Let's reread them and see whether they need to be divided into shorter sentences.*

**Q** *What else do you need to do to be ready to write your final version?*

**Other observations:**

**Next steps:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Fiction Story

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
<ul style="list-style-type: none"> <li>▪ I wrote a fiction story that shows a character through his or her appearance, actions, speech, and thoughts.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My writing is clear. It is easy to tell what my writing is about, and my piece makes sense from beginning to end.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My writing is fun and interesting.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ I used many interesting words that describe how things look, feel, sound, taste, and smell.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ I have proofread my writing. I checked for:                             <ul style="list-style-type: none"> <li>- punctuation (. ? ! "Hi!" said Adam.)</li> <li>- capital letters (<b>B</b>etty lives in <b>A</b>ustin, <b>T</b>exas.)</li> <li>- spelling</li> </ul> </li> </ul>			

**Reflection:**

- What did you do to make your writing fun and interesting to read?
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 80.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 74 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1

1  
chapter 1  
Meet Jessica & Emily

Once upon a time there  
was a girl named  
Jessica, she had blond highlights.

2  
She had a turtle  
named Emily. Her  
shell was red.

3  
Emily adored biting  
people's hands.

4  
Jessica kept Emily in  
a pink cage.

5  
left her cage open  
one week faster  
and Emily met

6  
chapter 3  
Mia

a rabbit named  
Mia. She had a  
blue bow.

7  
Mia & Emily became  
best friends.

8  
Meanwhile poor  
Jessica was looking  
for Emily.

9  
chapter 4  
Hawaii

Emily wasn't looking  
for Jessica she  
was with Mia in

10  
Hawaii! To Emily  
Hawaii was  
paradise.

11  
After a week in  
Hawaii Emily  
fainted while  
she was watching  
T.V. while  
Mia was in the  
shower.

12  
when Mia got out  
she pushed Emily  
to the Hawaii  
Hospital.

13  
Inside the Hospital  
had Blue walls.

14  
while Mia was  
waiting patiently  
for Emily the  
doctor came in  
he said "Emilys  
ok"

15  
So she went home  
to Miami with  
Mia. Emily  
went back  
with Jessica  
and so did  
Mia.  
The End

(continues)

## Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events is evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes characters developed through physical descriptions, actions, speech, and thoughts.	4	3	2	1
One story event connects logically to the next. ▪ Temporal words and phrases that connect events in a sequence ( <i>then, next, after</i> ) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending brings the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Speech includes quotation marks and commas. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>	<b>4</b>	<b>24</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 28

**Commentary:** This piece announces itself as fiction from the first sentence (*Once upon a time there was a girl named Jessica*) and remains a uniformly strong example of the genre. Characters are developed through physical description and actions (*blond highlights; Her shell was Teal; adored biting peoples hands; blue bow*), although more could be developed via the characters' speech and thoughts. While the sequence of events is generally clear and the plot is complete, some important moments in the story are hazy and undeveloped (the details of Emily's escape; the first meeting of Emily and Mia; how and where Emily and Jessica are finally reunited). Temporal words and phrases (*One week pasted; Meanwhile; After a week*) are used with varying degrees of effectiveness and clarity, and the ending is a bit perfunctory. In addition to the character descriptions, some other memorable vocabulary is used (*adored; paradise; fainted; rushed; pactionly*). Sentence punctuation and capitalization are mostly correct, although there is a fragment and a few run-on sentences. The author successfully employs quotation marks in dialogue, but the comma is missing (*he said "Emilys ok."*). Apostrophes are used inconsistently (*peoples; wasn't; Emilys*).

## Examples of Scored Writing: Sample 2

1 Once upon a time there was a dog named Pupper and a cat named Tipsey. Pupper was peach when Tipsey was black and white. They were stuck on a island but they still had fun. They ate coconuts at the island. They ate the coconuts slowly. There was sand every where and water all around. On the island they like racing and playing tag. Suddenly they saw a ship but it was a pirates ship. They were running and hid as quickly as they could. They hid in bushes and behind trees. They

2 went furiously to get to the bushes. They were hungry but it was no time to eat so they had to fight the pirates did not hurt them they said "come on our ship we will give a home to you!" The cat and dog knew the pirates so they got on the pirates ship. They slept and ate hot dogs and hot cheetos. It took five days on board. Some nights are dark and scary. Finally they found new York.

(continues)

## Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events is evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes characters developed through physical descriptions, actions, speech, and thoughts.	4	3	2	1
One story event connects logically to the next. ▪ Temporal words and phrases that connect events in a sequence ( <i>then, next, after</i> ) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending brings the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Speech includes quotation marks and commas. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>	<b>4</b>	<b>6</b>	<b>12</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 22

**Commentary:** The fiction genre is apparent from the opening of this entertaining piece (*Once upon a time there was a dog named Pupper . . .*). The story’s premise shows creativity (two animal friends are taken from an island by pirates), and the exciting plot is sustained and generally coherent. Several of the story’s events connect logically, and some temporal words and phrases appear (*Suditly; It took five days; Finitly*) although the final resolution seems rushed and somewhat vague. Character development is limited to physical descriptions of the two protagonists (*Pupper was peach . . . Tipsey was black and white*), and there is no development of any secondary characters, such as the pirates. After the initial description of Pupper and Tipsey, there is little descriptive or sensory language. The overall fluency of the story is impacted by problems with verb tense (*They were running and hid*) and run-on sentences (*the pierats did not hurt them they said*). High-frequency words are mostly spelled conventionally; approximated spelling shows letter-sound correspondence or awareness of conventional spelling (*Suditly; pierats; slept*).



## Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events is evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes characters developed through physical descriptions, actions, speech, and thoughts.	4	3	2	1
One story event connects logically to the next. ▪ Temporal words and phrases that connect events in a sequence ( <i>then, next, after</i> ) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending brings the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Speech includes quotation marks and commas. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>4</b>

Published Writing total (sum of 4 subtotals): 14

**Commentary:** This piece shows a clear attempt to tell a fiction story, although missing words (*I thot she was a brid that cats whoud*) and indecipherable handwriting and spelling (*the tites blakens*) make it challenging to follow the story line. The main character, Twitie, is briefly described (*She is vary smal; She fly's really high; She is vary yellow*) before she embarks on an adventure in a hotel elevator that breaks down; these aspects show some awareness of character, plot, and conflict. The lack of an opening sentence initially disorients readers, as does the dearth of temporal words, which make story events difficult to identify. However, the final sentence provides a sense of resolution (*But the elevtor stated moving up and we wher safe*). Run-on sentences are frequent in the piece, as both capitalization and end punctuation are inconsistent. Dialogue is not attempted, and the author is still approximating spelling for many high-frequency words (*vary, smal, wher*) as well as inconsistently spelling the same word (*whent, wet, went*).

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Week 1</b>	<b>Quick-write:</b> Interesting people <b>Quick-write:</b> "What If?" (x2) <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 2</b>	<b>Quick-write:</b> Describing characters through actions <b>Quick-write:</b> Describing characters through speech <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 3</b>	<b>Quick-write:</b> Objects that could be alive and thinking <b>Quick-write:</b> Describing characters through thoughts <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 4</b>	<b>Analyzing and Revising Drafts:</b> <ul style="list-style-type: none"> <li>▪ Complete first draft.</li> <li>▪ Revise to develop characters.</li> <li>▪ Revise for plot and temporal words and phrases.</li> <li>▪ Revise closing sentences.</li> <li>▪ Revise based on partner feedback.</li> </ul>	4	3	2	1
<b>Week 5</b>	<b>Writing Second Drafts:</b> <ul style="list-style-type: none"> <li>▪ Revise to develop setting.</li> <li>▪ Write second drafts.</li> <li>▪ Revise to add verbs.</li> <li>▪ Revise to add adverbs.</li> <li>▪ Revise based on self-assessment.</li> </ul>	4	3	2	1
<b>Week 6</b>	<b>Proofreading and Publishing Writing:</b> <ul style="list-style-type: none"> <li>▪ Proofread for speech punctuation.</li> <li>▪ Proofread for speech punctuation, run-on sentences, and spelling.</li> <li>▪ Write creative, effective titles.</li> <li>▪ Revise based on partner feedback.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ A fiction story is told.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Experience or event is fully explained. ▪ Sequence of events is evident to the reader.	4	3	2	1
Writing shows elements of the fiction genre. ▪ Story includes characters developed through physical descriptions, actions, speech, and thoughts.	4	3	2	1
One story event connects logically to the next. ▪ Temporal words and phrases that connect events in a sequence ( <i>then, next, after</i> ) are used.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ An effective ending brings the narrative to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Speech includes quotation marks and commas. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “6+1 Trait® Writing Model and the *Being a Writer Program*” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)



# Genre

## Expository Nonfiction

Class Assessment Records (CA1-CA10) .....	84
Conference Notes (CN1-CN2) .....	94
Student Self-assessment (SA1) .....	97
Individual Writing Assessment (IA1) .....	98

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to write about things they have learned or are curious about?</li> </ul>			
Other observations:			

**Considerations:**

If you notice many students struggling to write, call for the class’s attention and model writing as a class. Call on a volunteer to report what he or she read about, interesting things he or she learned, and things he or she is curious about. Record this information where everyone can see it. After modeling, have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to write information they have learned about animals?</li> </ul>			
Other observations:			

**Considerations:**

If you notice many students struggling to write, call for the class’s attention and ask a few volunteers to read aloud what they have written so far. Then have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are partners staying on task, using the resources and discussing the animals of interest to them?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are partners agreeing on animals to add to their list?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to find information about the animals they have chosen?</li> </ul>			
Other observations:			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What animals are you thinking about adding to your list?*
- Q *If you can't agree on whether or not to add [cheetahs] to your list, what can you do?*
- Q *If you can't find information on the animal you're thinking about, what other animal could you consider?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students write freely and with interest about their animals?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice any student having difficulty writing, ask the student to tell you what he or she knows about the animal. You might also ask whether he or she has written anything about this animal in the past two weeks. If so, have the student review that writing. If not, ask the student to write what he or she is curious to know.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are partners agreeing on interesting facts to write about their animal?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they writing notes in their own words?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they writing just one piece of information per card?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they sharing the work?</li> </ul>			
Other observations:			

**Considerations:**

If necessary, stop the class to remind the students of the procedures to follow when taking their notes. If you notice partners having difficulty sharing the work, stop them and discuss questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do partners seem able to categorize their notes in ways that make sense?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they categorize all their notes?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they able to agree on how to categorize their notes?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ If they do not agree at first, do they keep talking until they reach agreement?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What notes seem to belong together? Why do you think so?*
- Q *What other notes could go into your ["Food"] subtopic (group)? Why do you think so?*

Be aware that categorizing information can be challenging for some students; this is to be expected. They may have difficulty defining subtopics or consistently sorting their notes into those subtopics. They may want to discard notes that do not fit or become preoccupied with having the same number of notes in each subtopic. Encourage them to try their best to organize all their notes in a way that makes sense (perhaps by creating an "Other Interesting Facts" category for outliers).

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are partners able to decide on an order of the subtopics for their report?</li> </ul>			
<ul style="list-style-type: none"> <li>Does the order make sense?</li> </ul>			
<ul style="list-style-type: none"> <li>Are both partners writing sections of their report?</li> </ul>			
<ul style="list-style-type: none"> <li>Are the students able to use their notes to write coherently about their topics?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they double-spacing their drafts?</li> </ul>			
Other observations:			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What do you want to write about first to grab your reader's attention?*
- Q *What do you want to write about next?*
- Q *What part is each partner working on? Is that a fair way to share the work? Why or why not? [What will you do differently to share the work fairly?]*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are groups staying on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>Are group members asking one another questions about their drafts?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they giving each other feedback in a helpful and respectful way?</li> </ul>			
Other observations:			

**Considerations:**

Make note of any problems you notice groups having to bring up during the Reflection discussion.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are partners working together fairly to write a final version of their informational report?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they catching and correcting spelling, grammar, and punctuation errors?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are partners working together fairly to write a final version of their informational report?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they including a table of contents?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any pair that struggles by asking questions such as:

- Q *What is each of you responsible for accomplishing?*
- Q *Is the way you are sharing the work fair? Why or why not?*
- Q *What can you do to share the work fairly?*
- Q *Why is it important that both of you do your part of the work on this project?*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask partners to tell you the animal they are researching and what they are learning about that animal. Focus your conversations on what the partners are curious about, what they are learning, and how they are capturing what they are learning in their notes. Ask questions such as:

- Q *What animal are the two of you researching? What questions about that animal are each of you researching now?*
- Q *What have you found out about your questions? Read me one of your notes.*
- Q *What else do you want to know? What sources might you use to find information about that?*

If you ask a student to read you a note and you find it confusing, ask the student what the note means. Explain why you were confused and ask the partners how the note might be rewritten more clearly.

**Other observations:**

**Next steps:**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask partners to read their drafts aloud and to tell you their plan for their report. Ask questions such as:

- Q *What did you write in your pre-research writing that you want to include in your draft?*
  
- Q *What questions did you originally write that you will answer in your draft?*
  
- Q *How did you group and order your notes? What made you decide to organize them that way?*
  
- Q *What is a fact, detail, or definition that would help your reader learn about [how gorillas take care of their young]?*
  
- Q *What transitional word or phrase might you use to help the reader move from this idea to the next one?*
  
- Q *(Ask through Week 4, Day 5) What else do you want to know? What sources might you use to find information about that?*
  
- Q *(Beginning Week 5, Day 1) Where might you add an image and a caption in your report? How would this help the reader understand and enjoy your report?*
  
- Q *(Beginning Week 5, Day 2) What can you write in your introduction to make your reader want to keep reading?*
  
- Q *(Beginning Week 5, Day 3) What closing sentences can you write to wrap up your report?*
  
- Q *(Beginning Week 5, Day 4) How might you revise your report so it [makes sense/captures your reader's interest/gives enough information]?*

(continues)

**Other observations:**

**Next steps:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Informational Report

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote an informational report about a topic.			
▪ My writing is clear. It is easy to tell what my writing is about, and my piece makes sense from beginning to end.			
▪ My writing is fun and interesting.			
▪ I included many facts, details, and definitions.			
▪ I have proofread my writing. I checked for: <ul style="list-style-type: none"> <li>- punctuation (. ? ! "Hi!" said Adam.)</li> <li>- capital letters (Betty lives in Austin, Texas.)</li> <li>- spelling</li> </ul>			

### Reflection:

- What did you do to make your writing fun and interesting to read?
  
  
  
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub ([cccllearninghub.org](http://cccllearninghub.org)) or from page 106.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 100 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

# Examples of Scored Writing: Sample 1

**Table of Contents**

Introduction 2  
 Food 2  
 Haibtat 3  
 Mating 3  
 Conclusion 4

1

**Introduction**

Foxes are the subject of this report. Foxes live in many parts of the world. In this report, you will learn about their haibtat. You will also learn what foxes eat and how they mate.

egg shell 	What Foxes eat Mice 	Rat 
Grass 	berries 	 yum

**Food**

A fox is a meat eater. Foxes eat egg shells. Foxes also eat mice, rats, rabbits and other animals they also eat berries. Foxes eat grass sometimes.

2



foxes live in dens

**Haibtat**

Foxes home's are called Dens. Foxes mostly live in forestes, scup plains ad desserts too. The Red Fox does not hibernate. I wonder why?



These foxes are babies. They are called kits.

**Mating**

Dog Foxes use their sent to attract Females. Male Foxes are called Dog foxes. Females are called Vicsens. I guess that's why the Rraindeer is called Vicsen because she is a girl.

3

**Conclusion**

As you can see, foxes are very interesting animals. I hope you have enjoyed learning about them!

4

(continues)

Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is an informational report about a topic.	④	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Information about the topic is fully explained. ▪ Sequence of subtopics and their importance are evident to readers.	4	③	2	1
Writing shows elements of the expository nonfiction genre. ▪ Focus is on a topic the student has researched. ▪ Facts, details, and definitions related to the topic are included. ▪ The facts are accurate. ▪ A table of contents directs readers to subtopics. ▪ Subtopics are introduced with headings. ▪ Illustrations and captions further explain the text.	④	3	2	1
One idea connects logically to the next. ▪ Transitional words and phrases connect ideas ( <i>also, another, and, more, but</i> ).	4	3	②	1
Writing shows individual expression and/or creativity. ▪ A strong introduction engages readers. ▪ An effective ending brings the report to a close.	④	3	2	1
Writing contains varied and descriptive vocabulary.	4	③	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	③	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	④	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	③	2	1
<b>Subtotal</b>	<b>16</b>	<b>12</b>	<b>2</b>	<b>0</b>

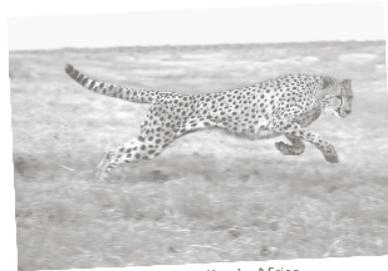
Published Writing total (sum of 4 subtotals): 30

**Commentary:** Foxes are the clear topic of this informational report. The presence of a table of contents, an introduction, subtopics (*Food, Habitat, and Mating*), and a conclusion demonstrate a solid understanding of how an informational report should be organized. There is also appropriate use of a titled, labeled diagram (*What Foxes eat*) and two well-chosen photographs with helpful captions. Information within each subtopic is generally accurate and logically sorted, and it is apparent that research has been conducted. However, facts are presented without much detail or elaboration (*Foxes home's are called Dens. Foxes mostly live in forestes . . .*), and several sections end abruptly (*The Red Fox does not hibernate. I wonder why?*), leaving unanswered questions. The report is enlivened by some interesting word choices (*hibernate; wonder; attract*). The report is generally fluent, with the exception of one run-on (*Foxes also eat mice, rats, rabbits and other animals they also eat berries*). Most words are spelled correctly, although the presence of a few errors indicates the need for additional proofreading (*Habitat; forestes; desserts; Vicsens*).

# Examples of Scored Writing: Sample 2

## Table of Contents

Introduction 2  
 Food 2  
 Habitat 3



Cheetahs can live in Africa.

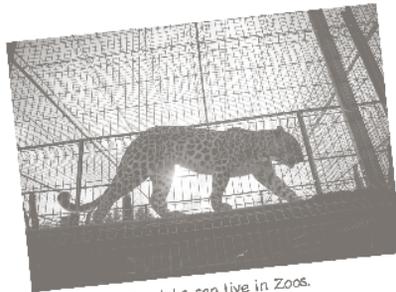
## Introduction

This report is all about the cheetah.

## food

The cheetah eats gazzle. The cheetah eats zebraz. The cheetah eats flesh the cheetah eats it young. The cheetah eats lamb.

2



Cheetahs can live in Zoos.

## Habitat

The cheetahs can live An a tree.  
 The cheetahs can live in A zoo. A cheetah can live in the wild. The cheetah can live in A Bush. A cheetah can live in A forest.

3

(continues)

Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is an informational report about a topic.	④	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Information about the topic is fully explained. ▪ Sequence of subtopics and their importance are evident to readers.	4	3	②	1
Writing shows elements of the expository nonfiction genre. ▪ Focus is on a topic the student has researched. ▪ Facts, details, and definitions related to the topic are included. ▪ The facts are accurate. ▪ A table of contents directs readers to subtopics. ▪ Subtopics are introduced with headings. ▪ Illustrations and captions further explain the text.	4	③	2	1
One idea connects logically to the next. ▪ Transitional words and phrases connect ideas ( <i>also, another, and, more, but</i> ).	4	3	2	①
Writing shows individual expression and/or creativity. ▪ A strong introduction engages readers. ▪ An effective ending brings the report to a close.	4	3	2	①
Writing contains varied and descriptive vocabulary.	4	3	2	①
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	④	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	②	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	③	2	1
<b>Subtotal</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>3</b>

Published Writing total (sum of 4 subtotals): 21

**Commentary:** The topic of this informational report (cheetahs) is clear and sustained throughout the piece. Information about cheetahs is organized and clearly presented with a table of contents, a basic introduction, two subtopic sections (*Food and Habitat*), and relevant photographs with captions. The presence of these features demonstrates an understanding of the expository nonfiction genre, despite the omission of a conclusion. Some research has been done, and the majority of the facts presented are accurate; however, the absence of details or definitions is noticeable. The piece is more of a simple list of facts than a true informational report. Individual sentences are generally fluent and correctly punctuated, with the exception of one missing period and several misplaced capitalized words. The overall impression is one of still-limited fluency, due to the repetition of the same simple sentence structures (*The cheetahs can live An A tree. The cheetahs can live in A zoo.*) and the absence of transitional words. Most words are spelled correctly and the misspellings are reasonable approximations (*gazzle* for *gazelle*; *zebraz* for *zebras*).

### Examples of Scored Writing: Sample 3

Description  
They can play water  
James, The Polar Bear Mrs + the sister

Food  
They eat sea / or fish  
they eat ab / a day



A Polar Bear

Facts  
In 1973 lots of polar bears were  
killed

(continues)

Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is an informational report about a topic.</li> </ul>	4	3	②	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>Information about the topic is fully explained.</li> <li>Sequence of subtopics and their importance are evident to readers.</li> </ul>	4	3	2	①
Writing shows elements of the expository nonfiction genre. <ul style="list-style-type: none"> <li>Focus is on a topic the student has researched.</li> <li>Facts, details, and definitions related to the topic are included.</li> <li>The facts are accurate.</li> <li>A table of contents directs readers to subtopics.</li> <li>Subtopics are introduced with headings.</li> <li>Illustrations and captions further explain the text.</li> </ul>	4	3	②	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect ideas (<i>also, another, and, more, but</i>).</li> </ul>	4	3	2	①
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A strong introduction engages readers.</li> <li>An effective ending brings the report to a close.</li> </ul>	4	3	2	①
Writing contains varied and descriptive vocabulary.	4	3	2	①
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Run-on sentences have been corrected.</li> <li>Every sentence is clear in meaning.</li> </ul>	4	3	②	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	②	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	③	2	1
<b>Subtotal</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>4</b>

Published Writing total (sum of 4 subtotals): 15

**Commentary:** The reader must make a number of inferences to understand that this informational report is about polar bears. Nonetheless, the writer successfully sustains the topic throughout the report and demonstrates some understanding of the expository nonfiction genre by establishing three relevant subtopics (*Description, Food, and Facts*), sorting the few facts that are provided into subtopics, and including a photograph with a basic caption. The absence of a table of contents, introduction, and conclusion weakens the overall structure of the report, and only the fact about polar bears' diet can be even partially substantiated. The somewhat sprawling nature of the writing, as well as the haphazard use of capitalization, suggests a writer still in the early stages of writing development. While the sentences themselves are fluent when read aloud (*In 1973 Lots of Polar Bears were killed*), there is little attempt to elaborate or connect ideas, and the few sentences do not convey individual expression. High-frequency words are spelled conventionally (*they; play; eat; were*), and sentence punctuation is correctly used, though inconsistent.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	<b>Quick-write:</b> Questions about animals <b>Notebook writing:</b> 5 days	4	3	2	1
Week 2	<b>Quick-write:</b> An animal's point of view <b>Quick-write:</b> Things I want to know about an animal <b>List:</b> Animals of interest <b>Notebook writing:</b> 4 days	4	3	2	1
Week 3	<b>Topic Selection and Research:</b> <ul style="list-style-type: none"> <li>▪ Pre-research writing</li> <li>▪ List questions about an animal.</li> <li>▪ Turn research questions into queries.</li> <li>▪ Take notes.</li> </ul> <b>Notebook writing:</b> 2 days	4	3	2	1
Week 4	<b>Research and Drafting:</b> <ul style="list-style-type: none"> <li>▪ Take notes.</li> <li>▪ Organize notes.</li> <li>▪ Begin drafts.</li> <li>▪ Include facts, definitions, and details; use transitional words and phrases.</li> </ul>	4	3	2	1
Week 5	<b>Revising:</b> <ul style="list-style-type: none"> <li>▪ Add images and write captions.</li> <li>▪ Write introduction.</li> <li>▪ Write closing sentences.</li> <li>▪ Revise for interest, order, and completeness.</li> <li>▪ Revise based on group feedback.</li> </ul>	4	3	2	1
Week 6	<b>Proofreading and Publishing Writing:</b> <ul style="list-style-type: none"> <li>▪ Proofread for spelling, punctuation, and run-on sentences.</li> <li>▪ Proofread for sentence fragments.</li> <li>▪ Write table of contents.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals) : \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted item listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50% of the writing)	Some (<50% of the writing)	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is an informational report about a topic.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>Information about the topic is fully explained.</li> <li>Sequence of subtopics and their importance are evident to readers.</li> </ul>	4	3	2	1
Writing shows elements of the expository nonfiction genre. <ul style="list-style-type: none"> <li>Focus is on a topic the student has researched.</li> <li>Facts, details, and definitions related to the topic are included.</li> <li>The facts are accurate.</li> <li>A table of contents directs readers to subtopics.</li> <li>Subtopics are introduced with headings.</li> <li>Illustrations and captions further explain the text.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect ideas (<i>also, another, and, more, but</i>).</li> </ul>	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A strong introduction engages readers.</li> <li>An effective ending brings the report to a close.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Run-on sentences have been corrected.</li> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “6+1 Trait® Writing Model and the *Being a Writer* Program” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)



# Genre

## Functional Writing

Class Assessment Records (CA1-CA4).....	110
Conference Notes (CN1-CN2).....	114
Student Self-assessment (SA1) .....	117
Individual Writing Assessment (IA1) .....	118

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students start writing quickly and stay on task?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to write directions for their chosen topics?</li> </ul>			
Other observations:			

**Considerations:**

If you notice any student having difficulty starting to write after 5-10 minutes, help to stimulate his or her thinking by asking questions such as:

- Q *What is something you take care of at home?*
- Q *If you were going to teach someone else how to take care of that thing, what would you say to do first? How can you write that as a sentence?*
- Q *What would you say to do next? How will you write that as a sentence?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students each able to draw a simple animal and write directions for how to draw it?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they able to write directions that others can follow?</li> </ul>			
Other observations:			

**Considerations:**

Support any student who struggles by having each describe his or her animal to you (without your looking at it) and by asking:

Q *What is the first thing you do to draw your animal? How can you write that as a sentence?*

Q *What do you do next?*

If you notice many students struggling to write directions, call the class together and model another example as you did in Step 1 of the lesson. Then have the students resume their own writing.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners working together in a productive way?			
▪ Are they sharing the work fairly?			
▪ Are they writing directions that are easy to follow?			
▪ Are the directions complete and in an order that makes sense?			
▪ Are the directions accurate and clear?			
Other observations:			

**Considerations:**

Support any pair that is struggling by asking questions such as:

- Q *What do you need in order to do this activity? How will you write that?*
- Q *What is the first thing you do when you do this activity?*
- Q *I'm confused by this direction. How can you rewrite the direction so it's clear?*
- Q *What do you need to do to finish this activity? How will you write that?*

If partners have picked an activity that you feel is too complex for this writing activity, help them pick a simpler activity to write about.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Do the students give one another useful feedback?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do they give and receive the feedback respectfully?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do the students discuss possible revisions?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Note any difficulties that you observe groups having and prepare to discuss them later as a class.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you a piece of his or her functional writing and read it aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Are the directions clear and easy to follow?				
▪ Does the sequence of the directions make sense?				
▪ (Beginning Week 2, Day 2) Does the reader have all of the information needed?				

If possible, try following the student's directions. Then probe his or her thinking by asking questions such as:

- Q *I'm not clear about how to [draw the eye]. What can you tell me that will help me know what to do? How will you write that in your directions?*
- Q *I could [put the curved line] here or here. Where should it go? How will you write that in your directions?*
- Q *I'm confused about the order of what I'm to do. Do I [finish the back legs] before I [draw the tail]? How can you make that clear in your directions?*
- Q *(Beginning Week 2, Day 2) How should I [draw the feet]? I don't see anything about that in the directions. Does that information need to be included? How might you write that?*

**Other observations:**

**Next steps:**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Have partners show and read you their directions.

As you listen to the partners, ask yourself:	Yes	No	Not evident	Evidence:
▪ Are the directions clear and easy to follow?				
▪ Are the directions in an order that makes sense?				
▪ Are the directions complete and accurate?				
▪ <i>(Beginning Week 3, Day 2)</i> Have partners used <i>and, but, or or</i> to make the directions clearer and easier to understand?				

Help partners revise unclear writing by rereading those passages back to them and explaining what is confusing to you. Ask questions such as:

- Q *What do you need in order to do this activity? How will you write that?*
- Q *What is the first thing you do when you do this activity?*
- Q *I'm confused by this direction. How can you rewrite the direction so it's clear?*
- Q *What do you need to do to finish this activity? How will you write that?*
- Q *(Beginning Week 3, Day 2) Where is a place you might use and, but, or or to make your directions clearer and easier to understand?*

If partners have picked an activity that you feel is too complex for this writing assignment, help them pick a simpler activity to write about.

*(continues)*

**Other observations:**

**Next steps:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Activity Directions

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
<ul style="list-style-type: none"> <li>I wrote directions for an activity I know how to do.</li> </ul>			
<ul style="list-style-type: none"> <li>I wrote my directions in an order that makes sense.</li> </ul>			
<ul style="list-style-type: none"> <li>I included all the information that readers need to do this activity.</li> </ul>			
<ul style="list-style-type: none"> <li>My directions are accurate and written clearly.</li> </ul>			
<ul style="list-style-type: none"> <li>I have proofread my writing. I checked for:                             <ul style="list-style-type: none"> <li>punctuation (. ? ! "Hi!" said Adam.)</li> <li>capital letters (Betty lives in Austin, Texas.)</li> <li>spelling</li> </ul> </li> </ul>			

### Reflection:

- What did you do to make your directions fun, interesting, and easy to follow?
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 126.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 120 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1

### How to Wash Your Hands!

#### Materials needed are:

Sink  
Soft white soap  
One paper towel

#### Directions:

1. First put a big blob of soft white soap on your hands.
2. Then rub all of the soft white soap on your hands.
3. Now turn on either hot or cold fresh clean water and start getting the soft white soap off of your hands.
4. When you think you are all done getting the soft white soap off of your hands in the water then look at your hands and see if there is anymore soft white soap on your hands.
5. When you are all done getting the soft white soap off of your hands then tear a piece of paper towel and then rub the paper towel on the wet spots on your hands.
6. Always remember to through your paper towel away.
7. YAHOOOO! Now you know to wash your hands and keep them very clean!

(continues)

## Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece gives directions for doing an activity.</li> <li>The purpose and audience for the directions are evident.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The purpose of the activity is fully explained.</li> <li>Any preparation for doing the activity is included in the directions.</li> </ul>	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> <li>The directions include all the information necessary for doing the activity.</li> <li>The directions are accurate.</li> <li>The directions are written clearly.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>The directions are written in a sequence that makes sense.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentences are capitalized and have the appropriate end marks.</li> <li>Writing uses coordinating conjunctions such as <i>and</i>, <i>but</i>, and <i>or</i> correctly.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>	<b>24</b>	<b>6</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 30

**Commentary:** The title of these directions makes the purpose evident from the outset, and a comprehensive materials list gives readers all the necessary preparation to follow the directions. The steps themselves are clear, numbered, and in a sequence that makes sense. Detailed, precise language, interesting word choices, and sensory details add to the interest of the directions (*First put a big blob of soft white soap on your hands; fresh clean water*). The writer has correctly used capitalization, end punctuation, and coordinating conjunctions, although the absence of commas interferes slightly with sentence fluency. Nearly all of the spelling is correct.

## Examples of Scored Writing: Sample 2

### How to make a Snowman

#### What you need

2 sticks

1 hat

1 scarf

7 rocks

1 carrot

#### *Directions*

1. Roll 3 snowballs smallest to largest.
2. Then stack the balls largest to smallest.
3. Then get a big Mom or Dad to put the hat on and the scarf and carrot and
4. Now go take a picture of your cool snowman!

(continues)

## Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece gives directions for doing an activity.</li> <li>The purpose and audience for the directions are evident.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The purpose of the activity is fully explained.</li> <li>Any preparation for doing the activity is included in the directions.</li> </ul>	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> <li>The directions include all the information necessary for doing the activity.</li> <li>The directions are accurate.</li> <li>The directions are written clearly.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>The directions are written in a sequence that makes sense.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentences are capitalized and have the appropriate end marks.</li> <li>Writing uses coordinating conjunctions such as <i>and</i>, <i>but</i>, and <i>or</i> correctly.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>	<b>12</b>	<b>9</b>	<b>4</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 25

**Commentary:** The purpose of these directions is very clear: how to make a snowman. A detailed materials list that helpfully includes specific quantities (*1 scarf; 7 rocks; 1 carrot*) gives readers much of the information needed to prepare, although snow does not appear on the list. The directions themselves are written clearly, numbered, and in a sequence that makes sense. However, they are quite brief (*Roll 3 snowballs smallest to largest; Then stack the balls largest to smallest*) and could benefit from more details and descriptive language. In addition, some items in the materials list, such as the sticks and rocks, do not appear in the directions. Most of the directions are capitalized and punctuated correctly, with the exception of the single sentence that begins in Step 3 and continues in Step 4.

## Examples of Scored Writing: Sample 3

	How to brush your teeth
first	Grab the tooth brush
then	POred some tooth paces
Next	BRUSH your teeth
end	all done you wash it

(continues)

### Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece gives directions for doing an activity.</li> <li>The purpose and audience for the directions are evident.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The purpose of the activity is fully explained.</li> <li>Any preparation for doing the activity is included in the directions.</li> </ul>	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> <li>The directions include all the information necessary for doing the activity.</li> <li>The directions are accurate.</li> <li>The directions are written clearly.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>The directions are written in a sequence that makes sense.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentences are capitalized and have the appropriate end marks.</li> <li>Writing uses coordinating conjunctions such as <i>and</i>, <i>but</i>, and <i>or</i> correctly.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>2</b>

Published Writing total (sum of 4 subtotals): 17

**Commentary:** The title of these directions, “How to brush your teeth,” establishes their purpose, and the sequence, while left unnumbered, is made clear by the use of the words *first*, *then*, *Next*, and *end*. The directions themselves are accurate and mostly clear, with the exception of the final step with its run-on sentence and unclear antecedent (*all Done You wash it*). The absence of a materials list and the lack of details in the directions (*Next Brush your teeth*) add to the confusion. The lack of punctuation and somewhat haphazard capitalization distract from the reading experience. The vocabulary remains basic throughout and some errors indicate that the writer may be an English Language Learner.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	<b>Quick-write:</b> Things we take care of <b>Quick-write:</b> Things we know how to do <b>Writing task:</b> Writing directions for how to take care of something in the classroom <b>Writing task:</b> Writing directions for drawing an animal <b>Notebook writing:</b> 5 days	4	3	2	1
Week 2	<b>Writing task:</b> Drafting directions for an activity <b>Writing task:</b> Writing directions for how to do something <b>Notebook writing:</b> 2 days	4	3	2	1
Week 3	<b>Revision, Proofreading, and Publication:</b> <ul style="list-style-type: none"> <li>▪ Revise based on feedback from partner and group conferring.</li> <li>▪ Revise for sequence, completeness, accuracy, and clarity.</li> <li>▪ Revise for the coordinating conjunctions <i>and</i>, <i>but</i>, and <i>or</i>.</li> <li>▪ Proofread for spelling, punctuation, and grammar.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece gives directions for doing an activity.</li> <li>The purpose and audience for the directions are evident.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The purpose of the activity is fully explained.</li> <li>Any preparation for doing the activity is included in the directions.</li> </ul>	4	3	2	1
Writing shows elements of the functional writing genre. <ul style="list-style-type: none"> <li>The directions include all the information necessary for doing the activity.</li> <li>The directions are accurate.</li> <li>The directions are written clearly.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>The directions are written in a sequence that makes sense.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentences are capitalized and have the appropriate end marks.</li> <li>Writing uses coordinating conjunctions such as <i>and</i>, <i>but</i>, and <i>or</i> correctly.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “6+1 Trait® Writing Model and the *Being a Writer Program*” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

**Totals:**

Part A: Non-published Writing total: \_\_\_\_\_/12 = \_\_\_\_\_%

Part B: Published Writing total: \_\_\_\_\_/32 = \_\_\_\_\_%

Writing score (Part A + Part B): \_\_\_\_\_/44 = \_\_\_\_\_%

*Student Skill Practice Book (SSPB)* page(s)\* total: \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_%

Overall unit score (Total points earned/Total points possible): \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_%

\*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)



# Genre

## Opinion Writing

Class Assessment Records (CA1-CA3) .....	130
Conference Notes (CN1) .....	133
Student Self-assessment (SA1) .....	135
Individual Writing Assessment (IA1) .....	136

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to identify opinions to write about?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Can they state their opinions clearly in their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Can they give reasons that support their opinions?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice many students struggling to write after 10-15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are the students able to identify opinions to write about?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Can they state their opinions clearly in their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Can they give reasons that support their opinions?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

If you notice many students struggling to write after 10–15 minutes, call for the class’s attention and have a few volunteers share what they have written so far; then have the students resume writing on their own for a few more minutes.

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>▪ Are pairs staying on task, reading and discussing their writing?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they giving each other specific feedback about the charted questions?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are they giving feedback in a helpful and respectful way?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Make note of productive ways you see pairs interacting, as well as any problems you observe, to bring up during Step 4.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Have each student tell you about his or her piece and read it aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student able to identify an opinion to write about?				
▪ Does the student state his or her opinion clearly in the opening paragraph?				
▪ <i>(Beginning Week 2, Day 2)</i> Is the opening paragraph clear and direct?				
▪ Does the student give a few different reasons that support his or her opinion?				
▪ <i>(Beginning Week 2, Day 3)</i> Does the student include more information about supporting reasons?				
▪ <i>(Beginning Week 2, Day 4)</i> Does the student use transitional words and phrases?				
▪ <i>(Beginning Week 2, Day 5)</i> Does the student conclude the essay by restating his or her opinion?				
▪ <i>(Beginning Week 3, Day 2)</i> Has the student corrected any sentence fragments?				
▪ <i>(Beginning Week 3, Day 3)</i> Has the student added any adjectives?				

(continues)

Help the student extend his or her thinking about persuasive essays by asking questions such as:

- Q *What is the opinion you are writing about?*
- Q *Who are you trying to convince? What do you want to convince them of?*
- Q *Why do you believe your opinion is correct? What other reasons can you give?*
- Q *How can you state your opinion clearly in the opening paragraph?*
- Q (Beginning Week 2, Day 2) *How can you make your opening paragraph clearer and more direct?*
- Q *What reason will you write about first? Second?*
- Q (Beginning Week 2, Day 3) *What is some more information you can write about your reasons?*
- Q (Beginning Week 2, Day 4) *Where can you use a transitional word or phrase to help readers connect your opinion and supporting reasons?*
- Q (Beginning Week 2, Day 5) *How can you restate your opinion at the end of your essay?*
- Q (Beginning Week 3, Day 2) *Have you read your essay aloud to listen for any sentence fragments?*
- Q (Beginning Week 3, Day 3) *Where might you add an adjective to make your essay more interesting and/or persuasive?*

### Other observations:

### Next steps:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Persuasive Essay

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
<ul style="list-style-type: none"> <li>▪ I wrote a persuasive essay about an opinion that I feel strongly about.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My writing is clear. It is easy to tell what my essay is about and who the audience for my essay is.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My opinion is clearly stated in the opening paragraph.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ I included reasons that support my opinion.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ My concluding paragraph restates my opinion.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ I have proofread my writing. I checked for:                             <ul style="list-style-type: none"> <li>- punctuation (. ? ! "Hi!" said Adam.)</li> <li>- capital letters (Betty lives in Austin, Texas.)</li> <li>- spelling</li> </ul> </li> </ul>			

### Reflection:

- What did you do to make your writing persuasive and interesting to read?
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 144.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 138 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1

<h1>Turtles</h1>
<p>I want a turtle. I am persuading my parents because turtles are cute and all you have to do is change its cage once a week, feed it every day. You have to play with it a couple times a week. I would do all of that stuff. Turtles don't chew up anything like a dog would do! Turtles aren't that bad as pets. It's like having another friend. When I am sad I can take it out of its cage and hold it and it would make me feel better. That's why I want a turtle, I Love TURTLES!!!!!!</p>

(continues)

Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is a persuasive essay about an opinion the writer feels strongly about.</li> <li>The purpose of the essay and the audience that the writer has in mind are evident.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The opinion is clearly stated early in the essay.</li> <li>The opinion is supported with reasons.</li> <li>The opinion is restated at the end of the essay.</li> </ul>	4	3	2	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> <li>The writer states an opinion and tries to persuade the reader to agree.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect the opinion and supporting reasons.</li> </ul>	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A clear, direct opening engages the reader.</li> <li>An effective ending brings the essay to a close.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> <li>Adjectives add interest and make the essay more persuasive.</li> </ul>	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>2</b>

Published Writing total (sum of 4 subtotals): 30

**Commentary:** In the opening sentences of this persuasive essay, the author clearly states the desire for a pet turtle and the intent of persuading his or her parents to agree. The piece describes what pet ownership would entail and includes several valid supporting reasons for why the author could care for a turtle. The flow of reasoning would be stronger if more transitional words and phrases were used (*because* is the sole example). Only one adjective (*cute*) is used to describe the appeal of turtles, constituting a missed opportunity to make the piece more engaging and persuasive. A straightforward but emphatic conclusion brings the essay to a successful close (*That's why I want a turtle. I love turtles!!!!!!*). Every sentence is clear in meaning, with correct capitalization, spelling (except for the deliberately misspelled *alllll*), and end punctuation.

## Examples of Scored Writing: Sample 2

	less work
	There should be less work on the planet earth.
	There should be less work at work, school, and Day Care centers.
	It would be better if we replace human teachers with robots given to teach for them.
	Robot should be sent to everyone who works and the people should be able to tell them what to do.
	I know a lot of people who would like that, others who wouldn't and some who don't care but mostly people in about the middle.

(continues)

Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is a persuasive essay about an opinion the writer feels strongly about.</li> <li>The purpose of the essay and the audience that the writer has in mind are evident.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The opinion is clearly stated early in the essay.</li> <li>The opinion is supported with reasons.</li> <li>The opinion is restated at the end of the essay.</li> </ul>	4	3	2	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> <li>The writer states an opinion and tries to persuade the reader to agree.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect the opinion and supporting reasons.</li> </ul>	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A clear, direct opening engages the reader.</li> <li>An effective ending brings the essay to a close.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> <li>Adjectives add interest and make the essay more persuasive.</li> </ul>	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>	<b>4</b>	<b>9</b>	<b>6</b>	<b>2</b>

Published Writing total (sum of 4 subtotals): 21

**Commentary:** The author's opinion is clear from the first sentence of this persuasive essay (*There should be less work on the planet earth*), and additional details are provided in the following sentence (*There should be less work at work, School, and Day care centers*). The supporting reasons demonstrate creativity in presenting the notion of robots replacing human labor, but in effect, they explain *how* the goal of less work would be achieved (*It would be better if we replace human teachers with robots . . . Robot should be sent to everyone who works and the people should be able to tell them what to do*), rather than addressing *why* this is a worthy goal. In the final paragraph, the writer undermines the argument (*I know alot of people who would like that, others who would'nt and some who don't care*). The absence of transitional words, adjectives, and an effective conclusion further lessen the persuasive power of the essay. Capitalization and end punctuation are mostly applied correctly and for the most part, sentences are fluent and spelling is correct.

## Examples of Scored Writing: Sample 3

make school day  
shorter

I thing school  
should be shorter because  
at the end of  
the day I get  
tired and so  
do other people.  
also there should  
more fun activities  
like art and music  
Another reason  
is kids should  
they why school  
should be shorter.

(continues)

Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is a persuasive essay about an opinion the writer feels strongly about.</li> <li>The purpose of the essay and the audience that the writer has in mind are evident.</li> </ul>	4	3	②	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The opinion is clearly stated early in the essay.</li> <li>The opinion is supported with reasons.</li> <li>The opinion is restated at the end of the essay.</li> </ul>	4	3	②	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> <li>The writer states an opinion and tries to persuade the reader to agree.</li> </ul>	4	3	②	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect the opinion and supporting reasons.</li> </ul>	4	3	②	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A clear, direct opening engages the reader.</li> <li>An effective ending brings the essay to a close.</li> </ul>	4	3	②	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> <li>Adjectives add interest and make the essay more persuasive.</li> </ul>	4	3	2	①
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	①
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	②	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	②	1
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>2</b>

Published Writing total (sum of 4 subtotals): 16

**Commentary:** The author's opinion that the school day should be shorter is evident from the title and opening sentence of this piece, and a solid supporting reason is offered in order to persuade readers (*At the End of the day I get tired and so do other people*). Although a second reason is attempted (*Also There should more fun activities like art and music*), this is in fact another opinion rather than a true supporting reason. Transitional words and phrases are used (*Because; Also; Another Reason*), although not always successfully, and most vocabulary is basic. The final phrase, which begins "Another Reason is . . .," devolves into a sentence fragment, and the reason is never stated as the writer brings the essay to an abrupt conclusion (*Another Reason is kids should They why school should be shorter*). Capitalization appears incorrectly mid-sentence, and some end punctuation is missing. Spelling and proofreading errors also make the essay challenging to read.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
Week 1	<b>Quick-write:</b> Opinions <b>Notebook writing:</b> 5 days	4	3	2	1
Week 2	<b>Notebook writing:</b> 5 days	4	3	2	1
Week 3	<b>Revision, Proofreading, and Publication:</b> <ul style="list-style-type: none"> <li>▪ Complete first draft.</li> <li>▪ Revise based on partner feedback.</li> <li>▪ Proofread for grammar and spelling errors and correct sentence fragments.</li> <li>▪ Add adjectives.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that address particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>The piece is a persuasive essay about an opinion the writer feels strongly about.</li> <li>The purpose of the essay and the audience that the writer has in mind are evident.</li> </ul>	4	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>The opinion is clearly stated early in the essay.</li> <li>The opinion is supported with reasons.</li> <li>The opinion is restated at the end of the essay.</li> </ul>	4	3	2	1
Writing shows elements of the opinion writing genre. <ul style="list-style-type: none"> <li>The writer states an opinion and tries to persuade the reader to agree.</li> </ul>	4	3	2	1
One idea connects logically to the next. <ul style="list-style-type: none"> <li>Transitional words and phrases connect the opinion and supporting reasons.</li> </ul>	4	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>A clear, direct opening engages the reader.</li> <li>An effective ending brings the essay to a close.</li> </ul>	4	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> <li>Adjectives add interest and make the essay more persuasive.</li> </ul>	4	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>Every sentence is clear in meaning.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>Sentence fragments have been corrected.</li> <li>Sentences are capitalized and have the appropriate end marks.</li> </ul>	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program’s “Descriptors of Successful Writing” relates to 6+1 Trait® Writing, see “6+1 Trait® Writing Model and the *Being a Writer* Program” in the *Teacher’s Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

(continues)



# Genre

## Poetry

Class Assessment Records (CA1-CA2).....	148
Conference Notes (CN1).....	150
Student Self-assessment (SA1).....	151
Individual Writing Assessment (IA1).....	152

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students seem to be writing freely and creatively?			
▪ Are they engaged in their writing?			
▪ Do they seem overly cautious or inhibited about what they put on paper?			
Other observations:			

**Considerations:**

After about 10 minutes, support any student who struggles to start by asking questions such as:

- Q *What animal could you write about?*
- Q *What sensory details can you write to describe what [a cat] looks like? Sounds like? Feels like?*
- Q *What words can you use to describe how that animal moves?*

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to revise their drafts to include sensory details and/or sounds?</li> </ul>			
<ul style="list-style-type: none"> <li>Are they thinking about what their poems look like on the page?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they seem engaged in revising their poems?</li> </ul>			
<p>Other observations:</p>			

**Considerations:**

Support any student who struggles by asking questions such as:

- Q *What were you thinking about when you marked this place on your draft?*
- Q *What words could you add to help the reader [see/hear/smell/taste/feel] what you're writing about?*
- Q *Read your poem aloud. What sounds do you hear? Do those sounds help readers understand what your poem is about? If not, what sounds might make sense in your poem?*
- Q *What do you want your poem to look like on the page? How can you arrange the words so it looks like that?*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask each student to show you a draft of a poem and to read it aloud to you.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student attempting to write a poem, rather than a story?				
▪ Does this student include sensory details in his or her poem?				
▪ Does the student include other elements of poetry?				

Support the student by asking questions such as:

- Q *What is this poem about?*
- Q *What sounds are you thinking about as you write your poem?*
- Q *What sensory details [are you including/can you include]? How will that help a reader imagine what's happening?*
- Q *What are you thinking about how your poem looks on the page?*
- Q (Beginning Week 2, Day 1) *Where in your poem might you repeat words? How might that help a reader understand your poem?*
- Q (Beginning Week 2, Day 4) *Have you decided to punctuate your poem with periods and to use capital letters? If so, are you doing this all the way through your poem? If not, what are you doing instead?*

**Other observations:**

**Next steps:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thoughts About My Poem

Things to look for in my writing:	I did it!	I did it some of the time.	I'm still working on it.
▪ I wrote a poem instead of a story.			
▪ My writing is fun and interesting.			
▪ I used interesting words to describe how things look, feel, sound, taste, and smell.			
▪ The sound and shape of my poem help readers know what it is about.			
▪ I have proofread my writing. I checked for: <ul style="list-style-type: none"> <li>- spelling</li> <li>- following or not following the rules of punctuation and capitalization across my whole poem</li> </ul>			

### Reflection:

- What did you do to make your writing fun and interesting to read?
  
  
  
  
  
  
  
  
  
  
- What did you enjoy about Writing Time during this unit?

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to [classview.org](http://classview.org) to learn how you can conduct *Being a Writer* assessments using the CCC ClassView online assessment app.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “Individual Writing Assessment” record sheet (IA1) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 160.
- ✓ Collect the students' writing notebooks, any other non-published writing, and their published pieces from the unit. Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1) as well as the examples of scored writing starting on page 154 to help you prepare for scoring the students' work.

### CONDUCTING THE ASSESSMENT

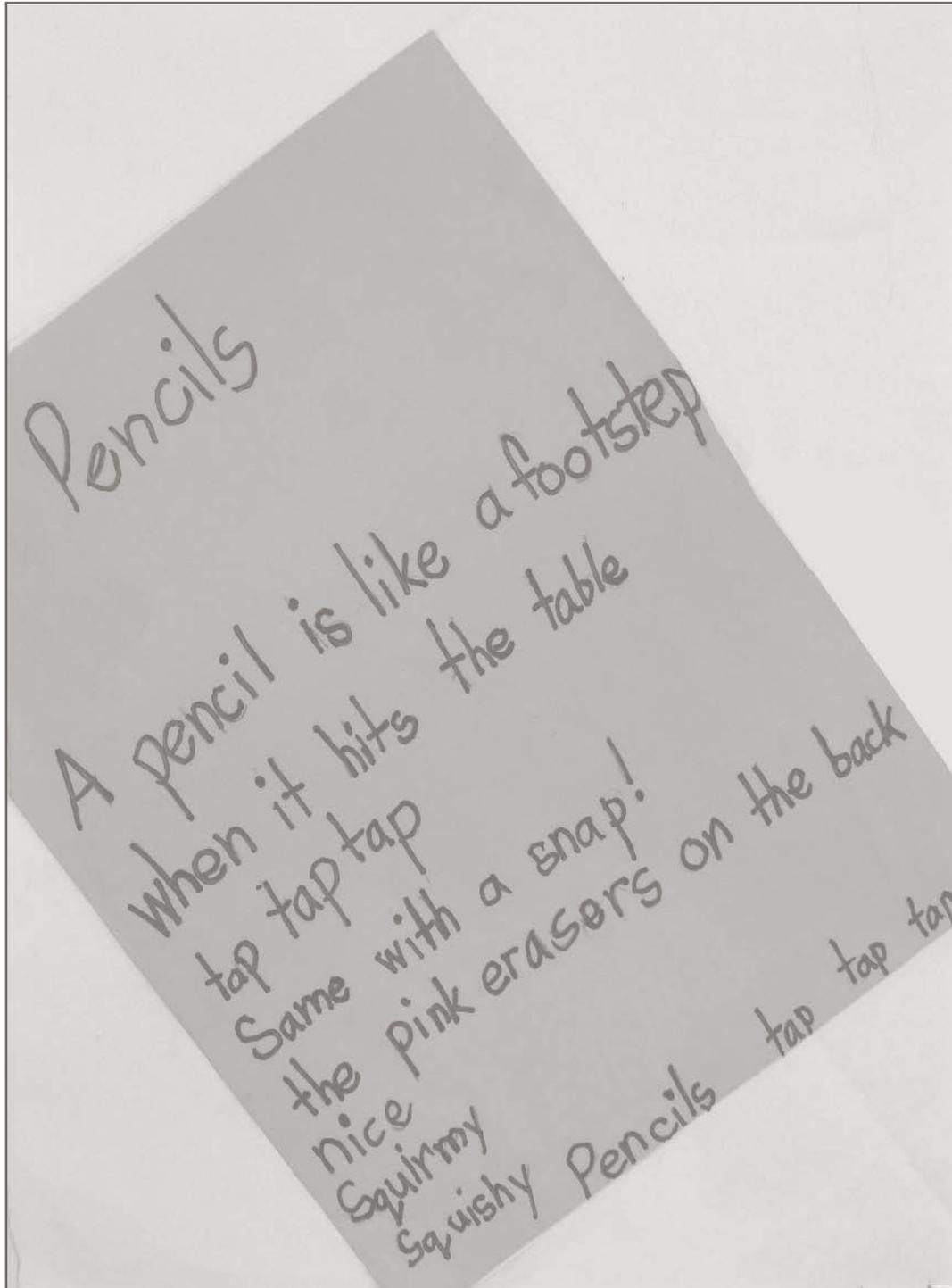
For each student:

1. Part A: Read the student's notebook and other non-published writing from the unit and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit's instruction. Circle 4, 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.
2. Part B: Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor of successful writing. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
3. Calculate totals for Part A and Part B and add them together to determine the writing score.
4. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the writing score to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)

(continues)

5. Review the “Conference Notes” record sheets for the student during this unit. Think about the Reflection questions on the “Individual Writing Assessment” record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the “Conference Notes” record sheets and copies of any *Student Skill Practice Book* pages, in an individual assessment folder for the student.

## Examples of Scored Writing: Sample 1



(continues)

## Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ Sound and form help convey what the poem is about.	④	3	2	1
Writing shows elements of the poetry genre. ▪ Personification helps the reader imagine things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	④	3	2	1
Writing shows individual expression and/or creativity.	④	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sound as well as their meaning.	④	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	④	3	2	1
<b>Subtotal</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 20

**Commentary:** It is clear from the title and content of this piece that it is a poem about pencils. The poem is rich in sensory details that evoke the look, sound, and feel of pencils and their erasers (*tap tap tap; snap; pink erasers on the back; squirmy; squishy*). The author does a particularly good job of incorporating sound into the poem by employing techniques including onomatopoeia (*tap; snap*), repetition (*tap tap tap*), and alliteration (*same; snap; squirmy; squishy*). The decision to leave the poem mostly unpunctuated calls attention to the single punctuated line in the middle (*Same with a snap!*), which also stands out because it describes a loud sound (*snap!*) generated by an otherwise quiet object (*like a footstep; tap tap tap*). This, along with the strong first and last lines (*A pencil is like a footstep; Pencils tap tap tap*), make for a poem that is cohesive and well-balanced. The author's success in making a mundane object come alive demonstrates individual expression and creativity.

## Examples of Scored Writing: Sample 2

### **I Am a Dinosaur**

I have big teeth.

I am forty feet long.

I am the king.

I am black.

My teeth are red.

I am a ton.

I roar loud.

I eat anyone in sight.

I am everything's enemy.

I am bloodthirsty.

I am T-Rex.

*(continues)*

## Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ Sound and form help convey what the poem is about.	④	3	2	1
Writing shows elements of the poetry genre. ▪ Personification helps the reader imagine things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	4	③	2	1
Writing shows individual expression and/or creativity.	4	③	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sound as well as their meaning.	4	③	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	④	3	2	1
<b>Subtotal</b>	<b>8</b>	<b>9</b>	<b>0</b>	<b>0</b>

Published Writing total (sum of 4 subtotals): 17

**Commentary:** The title of this poem makes it clear it is about a dinosaur, as can be guessed from clues in the poem (*I have big teeth; I am the king; I am everything's enemy*) and as is stated directly in the last line (*I am T-Rex*). The first-person voice adds an element of personification to the poem, but that is the extent to which the author writes about the dinosaur as if it were a person. Going one step further to include details about how T-Rex thinks and feels would have shown greater creativity and added interest to the poem. The author incorporates some sensory details, most of which describe the dinosaur's appearance (*big teeth; forty feet long; black; teeth are red*). Vocabulary is appropriate but somewhat flat, leaving a reader wishing the author had included more words as interesting as *bloodthirsty*. All spelling and punctuation are conventional and correct.

## Examples of Scored Writing: Sample 3

**I Am a Pop Star**

**I am a fashion designer.**

**I am a good singer.**

**I am a dancer.**

**I am famous.**

**I am rich.**

**I am a pop star.**

*(continues)*

## Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. <ul style="list-style-type: none"> <li>Sound and form help convey what the poem is about.</li> </ul>	4	③	2	1
Writing shows elements of the poetry genre. <ul style="list-style-type: none"> <li>Personification helps the reader imagine things in the poem.</li> <li>Punctuation and sentence conventions are followed or broken for effect.</li> </ul>	4	3	②	1
Writing shows individual expression and/or creativity.	4	3	②	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> <li>Sensory details make the writing come alive.</li> <li>Words are chosen for their sound as well as their meaning.</li> </ul>	4	3	2	①
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>Writing has been proofread for spelling errors.</li> </ul>	④	3	2	1
<b>Subtotal</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>1</b>

Published Writing total (sum of 4 subtotals): 12

**Commentary:** The title of this poem tells us that it is about a pop star, but the first line (*I am a fashion designer*) causes momentary confusion (is the pop star also a fashion designer, or is the speaker momentarily switching personae?). The form of the piece and the repetition of *I am* distinguish it as a poem, though it reads more like a list of facts told in first person. The use of the first person suggests that the author might be making an attempt at personification without fully understanding that personification is a way to write about things, not people. There are no sensory details in the poem, and the descriptions the poet gives of the pop star are somewhat unimaginative (*good singer, dancer, famous, rich*). All words are spelled correctly, and punctuation is conventional and correct.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part A: Non-published Writing

		Almost all of the writing demonstrates instruction	Much (>50%) of the writing demonstrates instruction	Some (<50%) of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Week 1</b>	<b>Quick-write:</b> Ideas for poems about food <b>Quick-write:</b> Ideas for poems about animals <b>Quick-write:</b> Ideas for poems about things that make noise <b>Notebook writing:</b> 5 days	4	3	2	1
<b>Week 2</b>	<b>Quick-write:</b> Ideas for poems about things that think and talk like people <b>Notebook writing:</b> 2 days <b>Analyzing and Revising Drafts:</b> <ul style="list-style-type: none"> <li>▪ Complete first draft.</li> <li>▪ Revise for sensory details.</li> <li>▪ Revise for sound words.</li> <li>▪ Revise for form/shape of words on the page.</li> </ul> <b>Proofreading and Publishing Writing:</b> <ul style="list-style-type: none"> <li>▪ Proofread for punctuation.</li> <li>▪ Proofread for spelling and conventions.</li> <li>▪ Write final version.</li> </ul>	4	3	2	1
<b>Subtotal</b>					

Non-published Writing total (sum of 4 subtotals): \_\_\_\_\_

*(continues)*

## Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that address particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50% of the writing)	Some (<50% of the writing)	Almost none of the writing
It is clear what this piece is about. ▪ Sound and form help convey what the poem is about.	4	3	2	1
Writing shows elements of the poetry genre. ▪ Personification helps the reader imagine things in the poem. ▪ Punctuation and sentence conventions are followed or broken for effect.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Sensory details make the writing come alive. ▪ Words are chosen for their sounds as well as their meanings.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
<b>Subtotal</b>				

\*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer Program*" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): \_\_\_\_\_

### Totals:

Part A: Non-published Writing total: \_\_\_\_\_/8 = \_\_\_\_\_%

Part B: Published Writing total: \_\_\_\_\_/20 = \_\_\_\_\_%

Writing score (Part A + Part B): \_\_\_\_\_/28 = \_\_\_\_\_%

*Student Skill Practice Book (SSPB)* page(s)\* total: \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_%

Overall unit score (Total points earned/Total points possible): \_\_\_\_\_/\_\_\_\_\_ = \_\_\_\_\_%

\*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)

**Reflection:**

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

- What changes do you notice in this student's writing over the course of the year?

# Unit 9

## Revisiting The Writing Community

End-of-year Writing Sample (WS2) .....	164
Class Assessment Records (CA1-CA2).....	168
Conference Notes (CN1) .....	170

## Obtaining an End-of-year Writing Sample

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the “End-of-year Writing Sample Record” sheet (WS2) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or from page 166. Review the questions on the record sheet to help you prepare to analyze each student’s work.
- ✓ Plan to provide enough time for the students to complete the writing sample. You might base the amount of time on your school district’s requirements for similar writing tasks or simply provide your students with the time they need to complete their writing.
- ✓ Gather any additional materials needed to complete the writing task (for example, dictionaries, extra pencils, crayons, or markers) and make them available to your students.
- ✓ Write the following prompt where everyone can see it: *Think about a time in your life when you were very happy. Write a story about that very happy time.*

### CONDUCTING THE ASSESSMENT

1. Tell the students that today they will each write a piece that shows what they know about good writing. Explain that the students should try to do their best writing in this piece.
2. State your expectations for how the students will behave while you are conducting the assessment (for example, students should stay in their seats, work silently, and raise their hands if they have questions). You might also tell the students what additional resources, if any, they can use as they write (such as drawing materials or a dictionary).
3. Direct the students’ attention to the prompt and explain that they will all write about this topic. Give the students a few moments to read the prompt.
4. Give the students a few moments to think about what they will write. (If you are conducting this assessment as a timed writing activity, tell the students how much time they will have to complete their writing and that you will let them know when they have 10 minutes remaining.)
5. Distribute writing paper and have the students begin.
6. Signal the end of the writing period and collect the students’ writing.

(continues)

## ANALYZING THE ASSESSMENT

For each student's writing sample:

1. Read the piece carefully. As you read, think about the questions on the “End-of-year Writing Sample Record” sheet (WS2) and record your observations. Make note of any writing conventions that the student uses consistently or inconsistently, and indicate which, if any, grade-level skills are absent from the writing.
2. Review the student's beginning- and end-of-year writing samples. Compare your comments on the student's “Beginning-of-year Writing Sample Record” sheet (WS1) from Unit 1 with those on the “End-of-year Writing Sample Record” sheet (WS2) to see how the student's writing has improved over the year.
3. Attach the completed record sheet to the writing sample and file it in the student's individual assessment folder. Consider passing the folder along to the student's teacher for next year.





Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Are the students able to explain why they marked a piece as their best, most fun, or most challenging?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they refer to their first drafts or other steps in the writing process in talking about their pieces?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they listen carefully to each other?</li> </ul>			
<p>Other observations:</p>			

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
<ul style="list-style-type: none"> <li>Do the students write confidently about ways to be a good writer?</li> </ul>			
<ul style="list-style-type: none"> <li>Do students who seemed cautious or inhibited about their writing early in the year write more freely now?</li> </ul>			
<ul style="list-style-type: none"> <li>Do they confidently use their word banks and proofreading notes to proofread their writing?</li> </ul>			
<p>Other observations:</p>			

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to show you his or her marked pieces of writing and briefly tell you about each one. Help the student think about what it was like to write these pieces and how he or she has grown as a writer this year. Ask the student questions such as the following and record his or her responses:

Q *Which piece did you mark as your [best/most fun/most challenging]? Why?*

Q *What do you remember about working on this piece?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What did you like writing about this year?*

Q *What do you do best as a writer?*

Q *How do you think you have changed as a writer this year?*

Q *What are some things you might want to write about this summer?*

**Other observations:**

# Social Skills Assessment Record

# Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

- 1 = does not implement
- 2 = implements with support
- 3 = implements independently

STUDENT NAMES

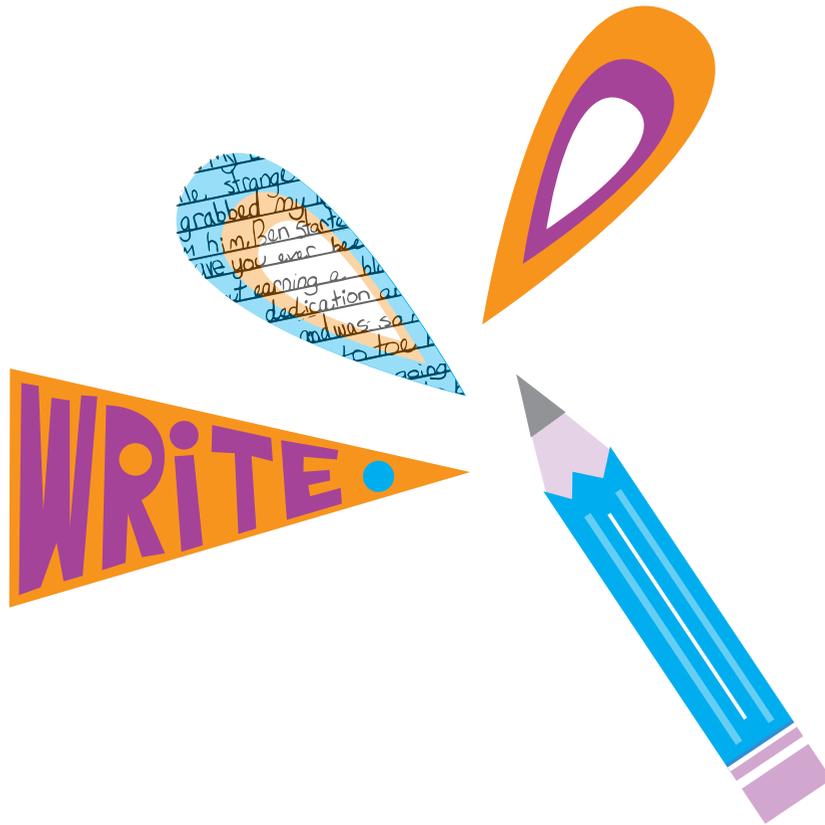
	Fall																		
<b>Participates in partner work and class discussions</b>	Fall																		
	Winter																		
	Spring																		
<b>Follows classroom procedures</b> (e.g., when gathering, during Writing Time or Author's Chair sharing)	Fall																		
	Winter																		
	Spring																		
<b>Uses "Turn to Your Partner" and "Think, Pair, Share"</b> (e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)	Fall																		
	Winter																		
	Spring																		
<b>Speaks clearly</b> (e.g., during Author's Chair sharing)	Fall																		
	Winter																		
	Spring																		
<b>Listens to others</b>	Fall																		
	Winter																		
	Spring																		
<b>Reflects on own behavior</b>	Fall																		
	Winter																		
	Spring																		
<b>Takes responsibility for learning and behavior</b> (e.g., during Writing Time or Author's Chair sharing)	Fall																		
	Winter																		
	Spring																		
<b>Acts considerately toward others</b>	Fall																		
	Winter																		
	Spring																		
<b>Gives full attention to people who are speaking</b>	Fall																		
	Winter																		
	Spring																		
<b>Uses discussion prompts</b> (e.g., to build on one another's thinking)	Fall																		
	Winter																		
	Spring																		
<b>Asks others questions about their writing</b>	Fall																		
	Winter																		
	Spring																		
<b>Shares partner's thinking with the class</b>	Fall																		
	Winter																		
	Spring																		
<b>Agrees and disagrees in a caring way</b>	Fall																		
	Winter																		
	Spring																		
<b>Reaches agreement before making decisions</b>	Fall																		
	Winter																		
	Spring																		
<b>Discusses and solves problems that arise while working with others</b>	Fall																		
	Winter																		
	Spring																		
<b>Handles materials responsibly</b>	Fall																		
	Winter																		
	Spring																		
<b>Shares materials fairly</b>	Fall																		
	Winter																		
	Spring																		
<b>Asks for and receives feedback about own writing</b>	Fall																		
	Winter																		
	Spring																		
<b>Gives feedback in a helpful way</b>	Fall																		
	Winter																		
	Spring																		



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# Individual Writing Assessment Class Record





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BW2-AB3

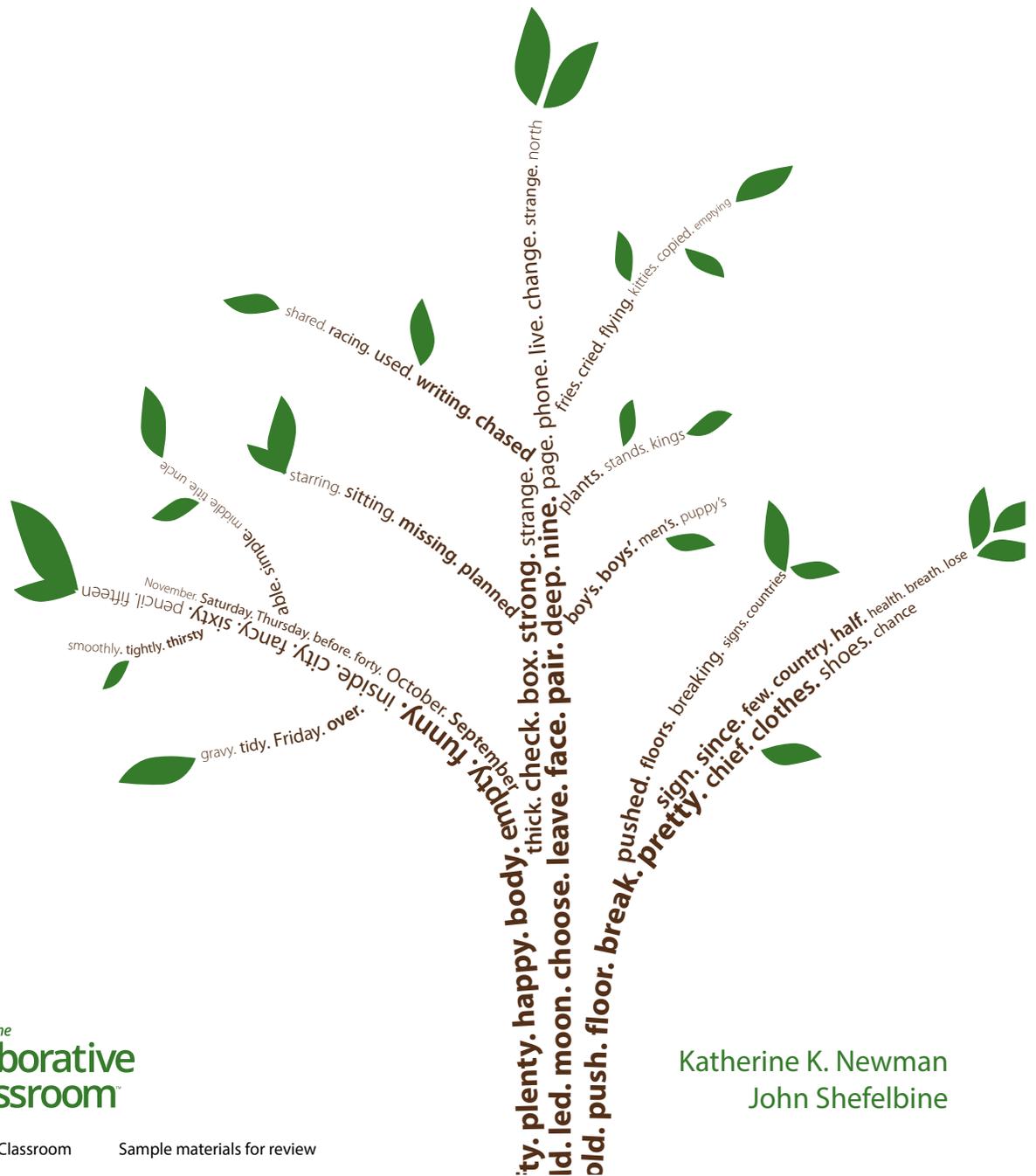


Grade 3

TEACHER'S MANUAL

# Guided Spelling™

Developing Thoughtful Spellers



Katherine K. Newman  
John Shefelbine

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# Introduction

Becoming a good speller involves more than simply memorizing words and passing tests. Both in and out of school students will need to spell and write many more words than they can possibly memorize. It is critical for them to know how to approach words that they have not learned for spelling tests. Knowledge about spelling empowers students to spell independently.

The *Guided Spelling* program is a curriculum designed for grades 1–6 with the primary goal of developing knowledgeable, independent, and *thoughtful* spellers. Thoughtful spellers know the content of English spelling: they know how to segment and spell by sounds, recognize patterns within words, add inflections, spell by syllables, add prefixes and suffixes, and apply morphemic spelling knowledge.

- **Segmenting and spelling by sounds**, for example, segmenting /săt/ into its spelling-sounds—/s/+/ă/+/t/—and spelling the word *sat*
- **Recognizing patterns within words**, for example, knowing that the sound /ō/ can be spelled **o\_e** as in *home*, **oa\_** as in *loan*, or **ow** as in *glow*
- **Adding inflections**, for example, doubling the **p** in *hop* and adding **ed** to get *hopped*, or dropping the **e** in *hope* and adding **ing** to get *hoping*
- **Spelling by syllables**—breaking words like *Friday* and *middle* into syllables and pronouncing the syllables in ways that reflect their spelling
- **Adding prefixes and suffixes**, for example, adding *dis-* to *connect* to get *disconnect* or adding *-less* to *color* to get *colorless*
- **Applying morphemic spelling knowledge**, for example, knowing that the word *construction* is related to the word *construct*, so the final syllable is spelled *-tion*

Thoughtful spellers have also memorized the spelling of many words, especially high-frequency words (such as *mother*, *toward*, and *laugh*) and spell them automatically in their writing.

Finally, thoughtful spellers use all of their spelling knowledge in a metacognitive and deliberate manner. They anticipate the pitfalls of English. They know which spelling strategies to use in particular situations. They know when they don't know how to spell a word, and they know what resources to consult for assistance.

There is no substitute for thoughtful spelling. Computer spell-checkers fail to recognize a significant portion of misspellings; they often fail to offer the correct spelling for the intended word; and a weak speller is frequently unable to select the right spelling from the list the spell-checker provides (MacArthur et al. 1996; Pedler 2001).

The *Guided Spelling* program is specifically designed to support the development of thoughtful spellers through 15-minute daily lessons that are teacher-directed, multisensory, and interactive.

---

## ► **How the *Guided Spelling* Program Works**

At the heart of the *Guided Spelling* program is the daily guided spelling activity in which the students apply the spelling strategies they are learning by writing words as the teacher provides support and guidance. For each word spelled, the teacher follows three steps: (1) first, the teacher introduces the word; (2) second, the teacher provides guidance while the students spell the word; and (3) finally, the teacher provides feedback and the students correct any misspellings.

When introducing each word, the teacher pronounces the word and uses it in a sentence so that the students hear the word in context. Then the class repeats the word. Speaking the word aloud makes students more aware of the sounds in the word.

The teacher then provides guidance to help the students think about how to spell each word correctly. Before and while the students write a word, the teacher provides information that helps them think about how to approach the most challenging parts of the word. For example, in grade 3, teacher guidance often focuses on how to change the base word when an ending is added, such as changing **y** to **i** before adding **ed**. Teacher guidance encourages students to do the thinking as they become increasingly aware of the decisions they need to make when spelling a word. Extensive explanation and modeling by the teacher ensure that the students understand the principles they are applying.

Once the students have written the word, they read and spell it aloud as the teacher writes it correctly on the board. Students then check their own work and correct any misspellings.

In guided spelling, students respond in unison to questions. Choral responses are very important in the teaching of spelling because spelling is strongly influenced by the writer's pronunciation: as students repeat the teacher's pronunciation, they learn the pronunciation that helps them spell. Choral responses also elicit a high level of student engagement by encouraging the participation of students who lack confidence and would not take the risk of responding individually. Finally, choral responses give the teacher an opportunity to assess student understanding on an ongoing basis.

The *Guided Spelling* lessons follow a weekly pattern: The teacher introduces the week's words on the first day, leads the students in guided spelling on Days 1–4, and gives a spelling test on Day 5. Every sixth week is a review week, and includes a pretest, a proofreading exercise, partner study time, a whole-class spelling discussion, and an end-of-week test. A five-day week for spelling is strongly encouraged, especially for students who are struggling. If the school schedule or other factors prevent a five-day-per-week spelling program, Day 4 of each week may be omitted.

Through this process, students learn spelling strategies in a safe, noncompetitive atmosphere. Teacher guidance promotes thoughtfulness and accuracy, while the program's multisensory elements create links among hearing, seeing, saying, and writing word parts and words. Because it assures success, *Guided Spelling* leads to student self-confidence and enthusiasm for spelling.

---

## ► Features of the Program

### Research-based Instruction

The content and teaching methodology used in the *Guided Spelling* program are based on extensive research in spelling content and how students learn. For more information, refer to the section "Research Basis for *Guided Spelling*" on page 463.

### Strategies for Morphemic Spelling

In the *Guided Spelling* program, the students use the structure of words to help them spell. They learn the generalizations for adding suffixes (including inflectional endings), such as doubling the last consonant and dropping *e*. They spell common prefixes, base words, and suffixes. They learn to use related words as spelling

#### ELPS 4.C.i

"Strategies for Morphemic Spelling"  
(all, beginning on page viii and  
continuing on to page ix)

clues; for example, *colony* is a clue for *colonial*. In grades 5 and 6, the students spell words with Greek and Latin roots such as *uni*, *medic*, *soci*, and *gress*.

## Strategies for Spelling Polysyllabic Words

In grades 3–6 of the *Guided Spelling* program, the students learn strategies for spelling polysyllabic words. Polysyllabic words are difficult because the pronunciation of a word does not always reflect the written syllables. For example, we pronounce *happy* as /hă-pē/, but the written syllables are *hap-* and *-py*. Polysyllabic words usually have at least one unaccented syllable with a vowel that is often difficult to spell, as in *benefit* and *separate*. In the *Guided Spelling* program, students spell base words by syllables and learn to focus on schwas and other unaccented vowels. They gain extensive experience with syllable boundaries and syllable types. In grades 4–6 they spell common syllables and word parts such as *-ture*, *-ence*, and *-able*.

## Strategies for Spelling Think, Pattern, and Sight Words

The *Guided Spelling* program provides students with strategies for spelling the different types of words they will need in their writing. For example, when the students know consonant and short vowel sounds, they can spell most short vowel words without memorizing them. After they learn the generalizations for inflectional endings, they can also spell hundreds of words like *stops*, *stopped*, *filled*, *ended*, and *dishes*. In the *Guided Spelling* program, words that can be spelled without memorization are referred to as “think words.”

For words that include sounds that have more than one common spelling (“pattern words”), students must memorize which spelling to use. For example, *coat* has the common spelling **oa** for the sound /ō/, but **o\_e** and **ow** are also common spellings for the sound /ō/. The speller who knows all the common spellings of the sound /ō/ has an advantage in spelling, but still must memorize which spelling is correct for each word. Pattern words are first introduced in grade 2 of the *Guided Spelling* program.

Students will also encounter irregular words, or “sight words,” that have letters or letter combinations that represent sounds in uncommon ways. When writing the word *been*, for example, spellers might be tempted to spell it *bin* or *ben* (depending on

how they pronounce the word); they must learn that *been* is an irregular word and remember that *been* is spelled **b-e-e-n**. Strategies for memorizing sight words are taught and practiced throughout the *Guided Spelling* program. (For more information, see “Instruction in Memorization,” below.)

## **Support for Phonemic Segmentation**

Grade 1 of the *Guided Spelling* program includes extensive instruction in phonemic segmentation. Many beginning spellers have a difficult time perceiving the sounds in a word. They don’t realize, for example, that the word *sat* is made up of the sounds /s/ + /ă/ + /t/. Students receive a great deal of support in identifying each sound (phoneme) in a word and learning how to write the letters in sequence.

## **Instruction in Memorization**

Methods for memorizing words are taught explicitly in the *Guided Spelling* program through modeling, practice of memory steps, and instruction in how to study. In addition, beginning in grade 2 of the program, the students learn to use mnemonics (memory aids) and also keep records of words they’ve missed so they’ll know which words they particularly need to study.

## **High-frequency Words**

The high-frequency words the students memorize in the *Guided Spelling* program were selected from studies of high-frequency words in school reading material (Carroll, Davies, and Richman 1971; Zeno et al. 1995). By the end of grade 3, students who understand the spelling concepts and have memorized the weekly words will be able to spell most of the single-syllable words in the 1,000 most frequent words cited by these studies.

## **Frequent Review**

Spelling concepts and specific words are reviewed multiple times in the *Guided Spelling* program. Each new spelling concept is emphasized during guiding for two weeks and appears in future lessons as well. Every word to be mastered is studied for two consecutive weeks and then again in the review week.

## **Differentiated Instruction**

*Guided Spelling* is designed for whole-class instruction; the structure of the program allows students at different levels to learn together. Instruction may also be differentiated, beginning in grade 2, to meet the needs of students struggling with grade-level content and those who need an extra challenge. Such individual

needs can be met by varying the number of words studied each week. In the “Words Used This Week” list at the beginning of each week, stars indicate words for below-grade-level spellers; students who are struggling can concentrate on studying just these words. Extra “challenge” words are also provided for advanced spellers.

## **Support for English Language Learners**

English Language Learners (ELLs) face many challenges in spelling. The spelling strategies taught in the *Guided Spelling* program are particularly helpful to English Language Learners. The program provides students with the concepts underlying English spelling, including the inflectional endings (such as **s**, **ed**, and **ing**) that are so difficult for English Language Learners. Research suggests that English Language Learners benefit from systematic, explicit instruction such as that provided by *Guided Spelling* (see page 464). Interactive instruction during the daily guided spelling activity offers many opportunities for students to apply the concepts they’ve learned and receive immediate feedback.

In addition, English Language Learners have many opportunities to hear and speak spelling words aloud. By stressing the relation between spelling and pronunciation, *Guided Spelling* helps students develop in both areas simultaneously.

## **Notes About Regional Dialect and Pronunciation**

Students realize early in their schooling that there is not an exact correspondence between words as pronounced and words as spelled. Speakers of some regional dialects face a challenge when the spelling curriculum does not reflect their pronunciation. For example, most spelling programs, including *Guided Spelling*, teach **w** and **wh** (as in *weather* and *whether*) as representing different sounds, but many American English speakers pronounce them identically. The same is true for short **e** and short **i** (as in *pen* and *pin*) and short **o** and **aw** (as in *lot* and *law*). Notes about regional variations are included throughout the *Guided Spelling* program in the “Teacher Background” sections at the beginning of each week’s lessons.

## **Support for Transferring Spelling Knowledge to Writing**

It is essential for students to be able to transfer their spelling knowledge to their writing. To do so, students must be able to apply the concepts they have learned in spelling lessons to words that they have not encountered in class. Every day in the *Guided*

*Spelling* program, students practice a variety of different spelling strategies that prepare them to spell new words. During daily guiding, students practice using these strategies on words beyond the weekly words to be mastered. Similarly, the weekly tests include “application words”—words that the students have not been explicitly taught but that they can figure out by applying the spelling concepts they have learned. (This helps teachers assess whether their students are understanding the spelling concepts being taught.) Students practice a variety of spelling patterns daily, and with teacher guidance they become increasingly self-sufficient.

At grade 3, the *Guided Spelling* program incorporates class discussions that raise awareness of how to spell correctly when writing. Students are provided with a “dictionary and personal word list” at the back of the *Student Spelling Book*, which allows them to look up words as they proofread their writing, and record words they have misspelled.

## **Assessment**

Assessment occurs through weekly spelling tests and teacher observation of student work during the daily guided spelling period. The *Teacher’s Manual* supports teachers in interpreting student progress and test performance and adapting instruction for group and individual needs that may arise.

## **Detailed Teacher’s Manual**

The *Guided Spelling Teacher’s Manual* provides strong support for teachers. The guiding procedures are shown in detail for the first two weeks and throughout the year when new material is introduced. At the beginning of each week in the *Teacher’s Manual* is an introduction that summarizes the new content, provides background and advisory notes, and lists all the words in the week’s lessons. Lessons are easy to implement and are written in step-by-step detail to support both teachers and students. A separate book of blackline masters supplies reproducible homework for each week.

## **Student Spelling Books**

The *Student Spelling Book* for grade 3 includes a page at the beginning of each week with the week’s new words and a

sentence for each, plus review words from the previous week. There is also a page for each day's guided spelling lesson and an optional enrichment activity at the end of each week. These optional activities reinforce spelling concepts and encourage the students to apply their knowledge beyond their guided spelling practice to activities such as word sorting. The activities can be done individually or with a partner. A “dictionary and personal word list” is provided at the back of the *Student Spelling Book*.

## Spelling-Sound Chart

The spelling-sound chart, provided with the *Guided Spelling* program at grades 3–6, plays a critical role in helping students organize the complexities of spelling and phonics. Most of the items on the chart represent spelling-sound correspondences, with each item representing one sound and listing common spellings for that sound. The illustration serves as a mnemonic to help students easily locate the spelling or spellings they are looking for. For example, the item with the illustration of the bone represents the long **o** and shows the common spellings for the sound /ō/: **o\_e**, **oa\_**, **ow**, and **o**. The blanks show where other letters occur when the sound has that spelling. For example, when the sound /ō/ is spelled **oa**, one or more consonants will usually follow. When we hear the sound /ō/ at the end of a word, in most cases it will not be spelled **oa**. Hence the spelling on the chart is **oa\_**.

There are also three items on the chart that represent possessives: “girl’s hat,” “cats’ dish,” and “men’s dog.”

The chart should be posted in a location where it is visible to all students and the teacher can conveniently point to each item on the chart.

---

## ► Overview of Content in Grades 1–6

The *Guided Spelling* program content follows a developmental sequence, progressing from alphabetic spelling to patterns to morphemic spelling, as seen in the chart on the following page.

## OVERVIEW OF GUIDED SPELLING, GRADES 1–6

Consonants	✓					
Short vowels	✓	✓	✓	✓	✓	✓
Consonant digraphs	✓	✓	✓			
Consonant clusters		✓	✓	✓	✓	✓
Long vowel-consonant-e		✓	✓	✓	✓	✓
Vowel digraphs		✓	✓	✓	✓	✓
r-controlled vowels		✓	✓	✓	✓	✓
Syllable types (constructions)			✓	✓	✓	✓
Syllable boundaries			✓	✓	✓	✓
Schwas				✓	✓	✓
<b>Spelling Strategies</b>						
Adding s	✓	✓	✓			
Adding es		✓	✓	✓	✓	✓
Single-syllable doubling		✓	✓	✓	✓	✓
Dropping e		✓	✓	✓	✓	✓
Changing y to i			✓	✓	✓	✓
Polysyllabic doubling				✓	✓	✓
Spelling possessives			✓	✓	✓	✓
Prefixes and suffixes			✓	✓	✓	✓
Greek and Latin roots					✓	✓
<b>Spelling Instruction</b>						
Phonemic segmentation	✓					
Spelling words that do not require memorization (called “think words” in grades 1–3)	✓	✓	✓	✓	✓	✓
Spelling words with common patterns (called “pattern words” in grades 2–3)		✓	✓	✓	✓	✓
Spelling irregular words	✓	✓	✓			
Polysyllabic spelling				✓	✓	✓
Using related words				✓	✓	✓

At each grade, the students also master the spelling of many high-frequency words: 30 irregular words at grade 1; 100 regular words and 100 irregular words at grade 2; 200 regular words and 100 irregular words at grade 3; and 375 words in each grade at grades 4, 5, and 6.

At grades 2 and 3, students learn to spell homophones, compound words, contractions, and numbers. At grade 3, they are also introduced to spelling abbreviations, weekdays, and months. At grades 4–6, the students review contractions and other frequently misspelled words. At grades 4 and 5, they learn to spell unusual plurals. At grades 4–6, word history is frequently included in the guided spelling lessons.

---

## ► **Grade 3 Content**

In grade 3 of the *Guided Spelling* program, the students learn vowel patterns in both single-syllable and polysyllabic words. They spell endings that involve doubling the final consonant, dropping **e**, changing **y** to **i**, and forming possessives. Students learn strategies for spelling and memorizing single-syllable, polysyllabic, and irregular words. They master 200 regular words and 100 irregular words.

### **Phonemic Spelling Knowledge**

- Consonant digraphs and clusters, for example, *kept*, *drip*, *match*, *bridge*
- Short vowels, for example, *flat*, *fresh*, *which*, *box*, *must*
- Long vowel-consonant-**e**, for example, *phone*, *nine*, *strange*
- Vowel digraphs, for example, *mean*, *stood*, *south*, *wait*
- **r**-controlled vowels, for example, *under*, *bird*, *burn*, *large*, *forty*
- Introduction to types of syllables, for example, *under*, *October*, *inside*, *during*, *fifteen*, *simple*, *operation*

### **Morphemic Spelling Knowledge**

- Adding **s** and **es**, for example, *facts*, *passes*, *dishes*
- Doubling the final consonant before adding endings, for example, *planned*, *sitting*
- Adding **s**, **ed**, and **ing** to final-**e** words, for example, *shapes*, *chased*, *writing*

- Adding endings to words that end with consonant-y, for example, *puppies*, *cried*, *flying*
- Spelling possessives, for example, *boy's*, *girls'*, *men's*
- Introduction to prefixes and suffixes, for example, *re-*, *un-*, *-ly*, *-ful*

### Spelling Strategies

- Spelling think words, for example, *scratches*, *clapping*, *stayed*, *cat's*, *tries*
- Spelling pattern words, for example, determining which spelling of /ā/ to use in *main*, or which spelling of /ī/ to use in *fine*
- Spelling irregular words by letter name, for example, *guess*, g-u-e-s-s; *climb*, c-l-i-m-b
- Spelling polysyllabic words, for example, *fifty* → *fif-ty*; *over* → *o-ver*

### Other Spelling Knowledge

- Homophones, for example, *tail/tale*, *knew/new*, *week/weak*
- Compound words, for example, *anywhere*, *thunderstorm*
- Contractions, for example, *who's*, *she'll*
- Abbreviations, for example, *St.*, *Wed.*, *Aug.*
- Weekdays, for example, *Wednesday*, *Saturday*
- Months, for example, *February*, *December*
- Numbers, for example, *fourteen*, *twenty*

## ► Using Guided Spelling with Other Programs from Center for the Collaborative Classroom

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The *Guided Spelling* program is the spelling component of a complete set of language arts curricula developed by Center for the Collaborative Classroom (CCC) and can be integrated with any of the programs described below. For complete information on Collaborative Classroom's programs, visit our website at [collaborativeclassroom.org](http://collaborativeclassroom.org).

## **SIPPS**

The *Guided Spelling* program may be used in conjunction with CCC’s *SIPPS*® program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). *SIPPS* is a decoding program that includes brief daily spelling instruction. When *SIPPS* is used with *Guided Spelling*, the spelling portion of the *SIPPS* lessons may be replaced with *Guided Spelling*.

## **Being a Writer**

The *Being a Writer*™ program is a yearlong curriculum for grades K–6 designed to help each student develop the creativity and skills of a writer. *Being a Writer* provides inspiration and motivation and a clear scope and sequence to develop students’ intrinsic desire to write regularly and to help students build a full understanding and appreciation of the craft and conventions of writing. The *Being a Writer* program provides students with ample opportunities to use their spelling skills while advocating teacher acceptance for “invented” spellings in the early grades.

## **Making Meaning**

The *Making Meaning*® program is a classroom-tested K–6 reading comprehension curriculum that combines the latest comprehension research with support for students’ social and ethical development. It uses read-aloud books to teach students nine different comprehension strategies while also developing their social values to create a supportive community of readers.

The *Vocabulary Teaching Guide* provides 30 weeks of vocabulary instruction that build students’ word knowledge, supplementing and supporting the reading comprehension lessons in the *Making Meaning Teacher’s Manual*. The students learn high-utility words found in or relating to the read-aloud texts. The lessons combine direct instruction in word meanings with activities that require the students to think about the words and use them as they talk with their partners and the class. Students also learn independent word-learning strategies, such as recognizing words with multiple meanings and using context and prefixes and suffixes to figure out word meanings.

## Short Vowels **a**, **e**, and **i**; Consonant Digraphs **th**, **ch**, **sh**, and **wh**

### ► New Content

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The sound /ă/ as in *cat* is spelled **a**.

The sound /ĕ/ as in *let* is spelled **e**.

The sound /ĭ/ as in *sit* is spelled **i**.

The sound of voiced /th/ as in *this* and *them* is spelled **th**.

The sound of unvoiced /th/ as in *thin* and *think* is spelled **th**.

The sound /ch/ is usually spelled **ch**, as in *chip*.

The sound /sh/ as in *dish* is spelled **sh**.

The sound /wh/ as in *whether* is spelled **wh**.

The sound /k/ after a short vowel in a one-syllable word is spelled **ck**.

### ► Teacher Background

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**ELPS 4.C.i**  
Teacher Background Section  
(all, beginning on page 1 and  
continuing on to page 3)

Weeks 1 to 3 provide a review of basic spelling concepts from grades 1 and 2.

Note the following about this week's content:

- A consonant digraph is a consonant combination that makes a single sound, for example, **sh** and **th**.
- The spelling **th** has two sounds. One is voiced, as in *this* and *them*. The other is unvoiced, as in *thin* and *think*. The mouth formation for the two sounds is identical, but the vocal cords vibrate when pronouncing the voiced /th/ sound.
- The sound /ch/ spelled **tch** is taught in Week 7.
- In some regional dialects, **wh** and **w** are pronounced the same: /w/. For more information, see “Notes About Regional Dialect and Pronunciation” on pages x–xi of the front matter.

The *Guided Spelling* program is structured to introduce the students gradually to the weekly and daily procedures for guided spelling. On Days 1, 2, and 3 of Week 1, the students will write fewer words than they will in later lessons so they can practice and get used to the basic steps for spelling and correcting words before doing a full lesson.

During each lesson, you will write each word correctly to help the students check their work. You can use either the board or a projector for this. Whichever you use, make sure all the students can see easily. If you are using a projector, you can make a transparency of the reusable form on *Blackline Masters* page 1. If you are using the board, you will need to write numbers on the board before each lesson (see the “Teacher Background” section at the beginning of each lesson).

During the lessons, you will frequently ask the students questions to guide them through the steps to correct spelling. We recommend that the class give choral responses to your questions. For “yes” and “no” responses, you may opt to have the students use a nonverbal response such as “thumbs up” or “thumbs down.”

We suggest that you teach the lessons at a fairly quick pace. If some of the students make a mistake in a response, simply tell the class the correct answer and then repeat the question.

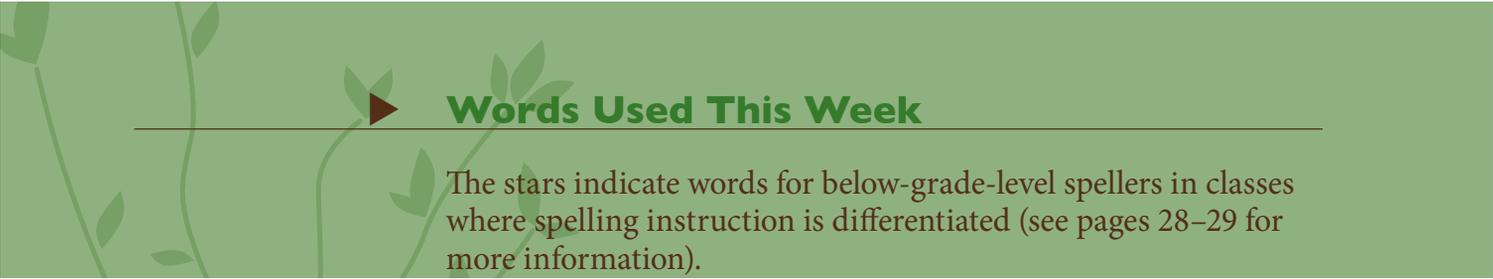
In addition to the main content of the spelling lessons (described in the “New Content” section each week), the *Guided Spelling* program includes additional “guiding points” (content in addition to the major focuses of each week). A comprehensive list of these guiding points appears in the “Scope and Sequence” chart on pages 468–472. One guiding point, in addition to those in the “New Content” list, is introduced this week: the sound /s/ at the end of a one-syllable word is often spelled *ss*, as in *pass*.

During this week’s pre-spelling activities, you will focus on using the spelling-sound chart to help spell short vowel sounds.

An optional spelling activity is provided for the students each week in the *Student Spelling Book*. This enrichment activity reinforces spelling concepts, encourages the students to apply their knowledge beyond the words they write during guided spelling, and increases their interest in spelling. The activity for Week 1, found on *Student Spelling Book* page 8, focuses on words with short *e* and short *i*. This activity may be done independently or as partner work. If the students have a hard time thinking of words, they may look back at the words they wrote during guided spelling.

In the introduction to each week, there is a chart entitled “Words Used This Week” (see page 4 for an example). This chart contains a list of all words used in the week’s lessons for your reference:

NEW PATTERN AND THINK WORDS	Eight new pattern and think words are introduced each week (except during review weeks). “Pattern words” have sounds with more than one common spelling and must be memorized. For example, in <i>add</i> the final sound /d/ is spelled <b>dd</b> and must be memorized. “Think words” can be spelled without memorization. For example, when the students learn to spell the consonants and short vowel sounds, they will be able to spell many words like <i>led</i> and <i>box</i> without memorizing them. The students will be tested on new pattern and think words at the end of the week they are introduced, beginning in Week 2.
NEW SIGHT WORDS	Four new sight words are introduced each week (except during review weeks). “Sight words” are irregular words with letters that represent sounds in uncommon ways, such as <i>cold</i> and <i>full</i> . Sight words must be memorized. The students will be tested on new sight words at the end of the week they are introduced, beginning in Week 2.
REVIEW PATTERN AND THINK WORDS	These are the pattern and think words that were introduced in the previous week. The students will review these words and be tested on two of them at the end of the week.
REVIEW SIGHT WORDS	These are the sight words that were introduced in the previous week. The students will review these words and be tested on two of them at the end of the week.
CHALLENGE WORDS	These words are for your advanced spellers to memorize if you are differentiating instruction.
APPLICATION WORDS ON THE TEST	These are words that appear on the test that have not been announced in advance. The purpose is to assess the students’ knowledge of the spelling concepts taught.
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	These are words that the students will write during guided spelling to practice the concepts being taught in the week’s lessons. The students will not be tested on these words.



## Words Used This Week

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The stars indicate words for below-grade-level spellers in classes where spelling instruction is differentiated (see pages 28–29 for more information).

NEW PATTERN AND  
THINK WORDS

\*add, \*led, \*with, \*rich, fresh, which, thick, check

NEW SIGHT WORDS

\*cold, \*hold, pull, full

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

shed, pass, kiss, holds, pulls

# Week 1 Day 1

## ► Teacher Background

Each week on Day 1 you will use the following procedure to introduce the eight new pattern and think words (see “Words Used This Week” on page 4):

- Have the class read each word and sentence with you.
- Point to the related picture on the spelling-sound chart and explain the spelling.

The four new sight words will be introduced this week on Day 3. In subsequent weeks they will be introduced on Day 1.

During guided spelling in this day’s introductory lesson, the students will write four of the new words. If you are using a projector, make a transparency of the reusable form (*Blackline Masters* page 1). If you are using the board, number from 1 to 4.

During guided spelling you will frequently tell your students that if they aren’t sure how to spell part of a word they should raise their hand to ask you. This encourages the students to be aware of *when they don’t know something*—an important metacognitive skill in spelling. You can either respond to their questions orally or write the answers on the board.

If you have not already done so, post the spelling-sound chart in your classroom where all the students can see it easily.

**ELPS 5.A.i**  
**ELPS 5.C.i**  
Using the Spelling-Sound Chart (all, beginning on page 5 and continuing on to page 6)

## ► Pre-spelling: Using the Spelling-Sound Chart

The “cat and chair” pictures remind us how to spell the short vowels.

a \_ \_ \_ \_

- Point to **a**\_ on the spelling-sound chart.

The cat is at the chair. This picture helps you spell the short vowel sound /ă/, as in at.

e \_ \_ \_ \_

- Point to **e**\_ on the chart.

The cat is at the edge of the chair. This picture helps you spell the short vowel sound /ĕ/, as in edge.

i \_ \_ \_ \_

- ▶ Point to **i**\_ on the chart.

The cat is in the chair. This picture helps you spell the short vowel sound /ĭ/, as in *in*.

o \_ \_ \_ \_

- ▶ Point to **o**\_ on the chart.

The cat is on the chair. This picture helps you spell the short vowel sound /ŏ/, as in *on*.

u \_ \_ \_ \_

- ▶ Point to **u**\_ on the chart.

The cat is under the chair. This picture helps you spell the short vowel sound /ŭ/, as in *under*.

a \_ \_ \_ \_

- ▶ Point to **a**\_ on the chart.

Where is the cat? (Students: at the chair) Sound? (Students: /ă/)

i \_ \_ \_ \_

- ▶ Point to **i**\_ on the chart.

Where is the cat? (Students: in the chair) Sound? (Students: /ĭ/)

e \_ \_ \_ \_

- ▶ Point to **e**\_ on the chart.

Where is the cat? (Students: edge of the chair) Sound? (Students: /ĕ/)

o \_ \_ \_ \_

- ▶ Point to **o**\_ on the chart.

Where is the cat? (Students: on the chair) Sound? (Students: /ŏ/)

u \_ \_ \_ \_

- ▶ Point to **u**\_ on the chart.

Where is the cat? (Students: under the chair) Sound? (Students: /ŭ/)

hill \_ \_ \_

I'll write *hill*.

- ▶ Write **h** on the board.

Which picture shows the sound /ĭ/? (Students: in the chair)

How do I spell the sound /ĭ/? (Students: i)

- ▶ Finish writing *hill*.

yet \_ \_ \_

I'll write *yet*.

- ▶ Write **y** on the board.

Which picture shows the sound /ĕ/? (Students: edge of the chair)

How do I spell the sound /ĕ/? (Students: e)

- ▶ Finish writing *yet*.

## ► Introduce This Week's Words

► Distribute a *Student Spelling Book* to each student. Have the students write their name on the inside front cover.

Open your spelling books to page 3. On the first page of every week you will see the words that you will learn. There is a sentence for each word. Read the words and sentences with me for numbers 1–8.

1. add — — —

Number 1: add. When I add blue paint to yellow, I get green.

► Point to the “at the chair” picture on the spelling-sound chart. The “at the chair” picture is for the sound /ă/.

Each week I will tell you which parts may be hard to learn, and you will underline them in your spelling books. Find the word *add* that is next to number 1. The sound /d/ in *add* is spelled **d-d**. Underline **d-d**.

2. led — — —

Number 2: led. The girl with the red hat led the way.

► Point to the “edge of the chair” picture.

The “edge of the chair” picture is for the sound /ě/.

3. with — — —

Number 3: with. He came to school with his sister.

► Point to the “in the chair” picture.

The “in the chair” picture is for the sound /ĩ/.

► Write **th** on the board. Point to **th**.

The sound /th/ is spelled **t-h**.

4. rich — — —

Number 4: rich. The rich king had gold and silver.

► Write **ch** on the board. Point to **ch**.

The sound /ch/ is usually spelled **c-h**. Find the word *rich* that is next to number 4. Underline **c-h**.

5. fresh — — —

Number 5: fresh. Eat fresh fruits and vegetables.

► Write **sh** on the board. Point to **sh**.

The sound /sh/ is spelled **s-h**.

6. which — — —

Number 6: which. She wondered which book to choose.

► Write **wh** on the board. Point to **wh**.

The beginning of *which* is spelled **w-h**.

7. thick — — —

Number 7: thick. They put on a thick coat of paint.

The sound /k/ after a short vowel is spelled **c-k**.

8. check

Number 8: check. We will all check our work.

## ► Guided Spelling

Turn the page. You are now on page 4. I'm going to say each word, and you will write it, but this is not a test. I will help you think about each word so that you write it correctly. If you aren't sure how to spell a word, raise your hand to ask me for help.

1. add

Number 1: add. When I add blue paint to yellow, I get green. Say *add*. (Students: add)

If you aren't sure how to spell the short vowel sound /ă/, look for the cat at the chair. Be careful here. The last sound is /d/. In *add* the sound /d/ is spelled **d-d**. Write *add*.

In guided spelling you will check each word after you write it. This is how you will check your work: Everyone will read and spell the word together. You will point under each letter as you spell.

► Tell the class how you want them to point to each letter (e.g., use their finger, pencil point, or eraser).

Let's practice. Read and spell *add*. (Students: add, a-d-d) Let's practice again, and as you read and spell, I will write the word.

► At number 1, write *add* as the students read and spell. (Students: add, a-d-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

2. led

Number 2: led. The girl with the red hat led the way. Say *led*. (Students: led)

If you aren't sure how to spell the short vowel sound /ĕ/, look for the cat at the edge of the chair. Write *led*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *led* as the students read and spell. (Students: led, l-e-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

3. with

Number 3: with. He came to school with his sister. Say *with*.  
(Students: with)

If you aren't sure how to spell the short vowel sound /ĭ/, look for the cat in the chair. If you aren't sure how to spell the sound /th/, raise your hand to ask me. Write *with*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *with* as the students read and spell.  
(Students: with, w-i-t-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

4. rich

Number 4: rich. The rich king had gold and silver. Say *rich*.  
(Students: rich)

If you aren't sure how to spell the short vowel sound /ĭ/, look for the cat in the chair. If you aren't sure how to spell the sound /ch/, raise your hand to ask me. Write *rich*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *rich* as the students read and spell.  
(Students: rich, r-i-c-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

## ► Teacher Background

The first few guided spelling lessons are designed to give the students detailed practice with the guided spelling procedures, and fewer words are introduced in these lessons. As the students get used to the procedures for guided spelling, the number of words practiced during each guided spelling lesson gradually increases to ten words. In guided spelling today, the students will spell six words.

Beginning in this lesson, you will be asked to make up a sentence for most words in guided spelling. (The instruction will say “Use the word in a sentence.”)

If you are using the board instead of the reusable form (*Blackline Masters* page 1), number from 1 to 6.

## ► Pre-spelling: Using the Spelling-Sound Chart

We'll use the spelling-sound chart to help us spell short vowels.

o \_ \_ \_ \_

► Point to **o**\_ on the chart.

Where is the cat? (Students: on the chair) Sound? (Students: /ō/)

e \_ \_ \_ \_

► Point to **e**\_ on the chart.

Where is the cat? (Students: edge of the chair) Sound? (Students: /ĕ/)

i \_ \_ \_ \_

► Point to **i**\_ on the chart.

Where is the cat? (Students: in the chair) Sound? (Students: /ĭ/)

a \_ \_ \_ \_

► Point to **a**\_ on the chart.

Where is the cat? (Students: at the chair) Sound? (Students: /ă/)

u \_ \_ \_ \_

► Point to **u**\_ on the chart.

Where is the cat? (Students: under the chair) Sound? (Students: /ŭ/)

flat \_ \_ \_

I'll write *flat*.

► Write **fl** on the board.

Which picture shows the sound /ă/? (Students: at the chair)

How do I spell the sound /ă/? (Students: a)

► Finish writing *flat*.

mix — — —

I'll write *mix*.

► Write **m**.

Which picture shows the sound /ĭ/? (Students: in the chair)

How do I spell the sound /ĭ/? (Students: i)

► Finish writing *mix*.

## ► Guided Spelling

Open your spelling books to page 5. Today you will write six words. Numbers 1 to 4 are from this week's new words.

1. fresh — —

Number 1: fresh. Eat fresh fruits and vegetables. Say *fresh*.  
(Students: fresh)

If you aren't sure how to spell the short vowel sound /ĕ/, look for the cat at the edge of the chair. If you aren't sure how to spell the sound /sh/, raise your hand to ask me. Write *fresh*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *fresh* as the students read and spell.  
(Students: fresh, f-r-e-s-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

2. which — —

Number 2: which. She wondered which book to choose.  
Say *which*. (Students: which)

If you aren't sure how to spell the beginning of *which*, raise your hand to ask me. If you aren't sure how to spell the short vowel sound /ĭ/, look for the cat in the chair. If you aren't sure how to spell the sound /ch/, raise your hand to ask me. Write *which*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *which* as the students read and spell.  
(Students: which, w-h-i-c-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

3. thick

Number 3: thick. They put on a thick coat of paint. Say *thick*.  
(Students: thick)

If you aren't sure how to spell the sound /th/, raise your hand to ask me. If you aren't sure how to spell the short vowel sound /ĭ/, look for the cat in the chair. Be careful here. The sound /k/ after a short vowel is spelled **c-k**. Write *thick*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *thick* as the students read and spell.  
(Students: thick, t-h-i-c-k)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

4. check

Number 4: check. We will all check our work. Say *check*.  
(Students: check)

If you aren't sure how to spell the sound /ch/, raise your hand to ask me. If you aren't sure how to spell the short vowel sound /ĕ/, look for the cat at the edge of the chair. Be careful here. If you aren't sure how to spell the sound /k/ after a short vowel, raise your hand to ask me. Write *check*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *check* as the students read and spell.  
(Students: check, c-h-e-c-k)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

5. pass

Number 5: pass. (Use the word in a sentence.) Say *pass*.  
(Students: pass)

If you aren't sure how to spell the short vowel sound /ă/, look for the cat at the chair. Be careful here. The last sound is /s/. The sound /s/ after a short vowel is usually spelled **s-s**. Write *pass*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *pass* as the students read and spell.  
(Students: pass, p-a-s-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

6. shed — —

Number 6: shed. (Use the word in a sentence.) Say *shed*.  
(Students: shed)

If you aren't sure how to spell the sound /sh/, raise your hand to ask me. If you aren't sure how to spell the short vowel sound /ĕ/, look for the cat at the edge of the chair. Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *shed* as the students read and spell.  
(Students: shed, s-h-e-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

# Week 1 Day 3

## ► Teacher Background

In this day's lesson, you will introduce the four new sight words for this week by having the students read each word and sentence with you. You will tell them which letters may be hard for them and have them underline the letters.

In guided spelling for this day's lesson, the students will write the four new sight words using three steps that will aid them in memorizing words ("memory steps"). They will use these memory steps throughout the program:

1. Read, spell out loud, and study.
2. Cover, say, spell out loud, and check.
3. Cover, say, write, and check.

If you are using the board, number from 1 to 4.

Note that "sight words" in the *Guided Spelling* program refers to irregular words. The sound-spelling correspondences in irregular words are unusual; they are different from the correspondences taught for pattern and think words.

## ► Pre-spelling: Using the Spelling-Sound Chart

We'll use the spelling-sound chart to help us spell short vowels.

pit — — —

I'll write *pit*.

- Write **p**.

Which picture shows the sound /i/? (Students: in the chair)

How do I spell the sound /i/? (Students: i)

- Finish writing *pit*.

left — — —

I'll write *left*.

- Write **l**.

Which picture shows the sound /ě/? (Students: edge of the chair)

How do I spell the sound /ě/? (Students: e)

- Finish writing *left*.

## ▶ Introduce This Week's Sight Words

9. cold

Open your spelling books to page 3. Numbers 9–12 are the new sight words. Read the words and sentences with me.

Number 9: cold. Mom told us it was cold outside.

I will tell you which letters may be hard to learn, and you will underline them in your spelling books. Find the word *cold* that is next to number 9. Underline **o**.

10. hold

Number 10: hold. Fold the paper and hold it up.

Find the word *hold* that is next to number 10. Underline **o**.

11. pull

Number 11: pull. We'll pull the wagon to the park.

Find the word *pull* that is next to number 11. Underline **u** and **l-l**.

12. full

Number 12: full. The glass is half full.

Find the word *full* that is next to number 12. Underline **u** and **l-l**.

## ▶ Guided Spelling

Turn to page 6 in your spelling books. Today you will write the four new sight words. Sight words are different from the words that you have already written in your spelling books. We can't spell sight words by their sounds. I will show you how to study and write sight words in a way that will help you memorize them.

1. cold

Number 1: cold. Mom told us it was cold outside. Say *cold*.  
(Students: cold)

Find *cold* at the top of the page.

### Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: cold) Everyone spell out loud as you point under each letter. (Students: c-o-l-d) Underline the hard part: **o**.

### Step 2

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: cold, c-o-l-d) Uncover and check.

### Step 3

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 1. Everyone whisper the word and then whisper the letter names as you write.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

▶ At number 1, write *cold* as the students read and spell.  
(Students: cold, c-o-l-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

2. hold — — —

Number 2: hold. Fold the paper and hold it up. Say *hold*.  
(Students: hold)

Find *hold* at the top of the page.

**Step 1** Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: hold) Everyone spell out loud as you point under each letter. (Students: h-o-l-d) Underline the hard part: **o**.

**Step 2** Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: hold, h-o-l-d) Uncover and check.

**Step 3** Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 2. Everyone whisper the word and then whisper the letter names as you write.  
Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *hold* as the students read and spell.  
(Students: hold, h-o-l-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

3. pull — — —

Number 3: pull. We'll pull the wagon to the park. Say *pull*.  
(Students: pull)

Find *pull* at the top of the page.

**Step 1** Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: pull) Everyone spell out loud as you point under each letter. (Students: p-u-l-l) Underline the hard part: **u-l-l**.

**Step 2** Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: pull, p-u-l-l) Uncover and check.

**Step 3** Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 3. Everyone whisper the word and then whisper the letter names as you write.  
Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *pull* as the students read and spell.  
(Students: pull, p-u-l-l)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

4. full — — —

Number 4: full. The glass is half full. Say *full*. (Students: full)

Find *full* at the top of the page.

**Step 1**

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: full) Everyone spell out loud as you point under each letter. (Students: f-u-l-l) Underline the hard part: **u-l-l**.

**Step 2**

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: full, f-u-l-l) Uncover and check.

**Step 3**

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 4. Everyone whisper the word and then whisper the letter names as you write.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *full* as the students read and spell. (Students: full, f-u-l-l)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

# Week 1 Day 4

## ▶ Teacher Background

This is the first day you will teach a full guided spelling lesson. The students will write seven pattern and think words and three sight words.

If you are using the board, number from 1 to 10.

## ▶ Pre-spelling: Using the Spelling-Sound Chart

We'll use the spelling-sound chart to help us spell short vowels.

jam — — —

I'll write *jam*.

▶ Write **j** on the board.

Which picture shows the sound /ă/? (Students: at the chair)

How do I spell the sound /ă/? (Students: a)

▶ Finish writing *jam*.

swim — — —

I'll write *swim*.

▶ Write **sw**.

Which picture shows the sound /ī/? (Students: in the chair)

How do I spell the sound /ī/? (Students: i)

▶ Finish writing *swim*.

## ▶ Guided Spelling

Open your spelling books to page 7.

1. which — —

Number 1: *which*. (Use the word in a sentence.) Say *which*. (Students: *which*)

If you aren't sure how to spell the beginning of *which*, raise your hand to ask me. If you aren't sure how to spell the short vowel sound /ī/, look for the cat in the chair. If you aren't sure how to spell the sound /ch/, raise your hand to ask me. Write *which*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

▶ At number 1, write *which* as the students read and spell. (Students: *which*, w-h-i-c-h)

2. fresh — —

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

Number 2: fresh. (Use the word in a sentence.) Say *fresh*.  
(Students: fresh)

If you aren't sure how to spell the short vowel sound /ĕ/, look for the cat at the edge of the chair. If you aren't sure how to spell the sound /sh/, raise your hand to ask me. Write *fresh*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *fresh* as the students read and spell.  
(Students: fresh, f-r-e-s-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

3. thick — —

Number 3: thick. (Use the word in a sentence.) Say *thick*.  
(Students: thick)

If you aren't sure how to spell the sound /th/, raise your hand to ask me. If you aren't sure how to spell the short vowel sound /ĭ/, look for the cat in the chair. Be careful here. The sound /k/ after a short vowel is spelled **c-k**. Write *thick*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *thick* as the students read and spell.  
(Students: thick, t-h-i-c-k)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

4. kiss — —

Number 4: kiss. (Use the word in a sentence.) Say *kiss*.  
(Students: kiss)

The sound /k/ in *kiss* is spelled **k**. If you aren't sure how to spell the short vowel sound /ĭ/, look for the cat in the chair. Be careful here. The sound /s/ after a short vowel is usually spelled **s-s**.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *kiss* as the students read and spell.  
(Students: kiss, k-i-s-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

5. led — — —

Number 5: led. (Use the word in a sentence.) Say *led*.  
(Students: led)

If you aren't sure how to spell the short vowel sound /ĕ/, look for the cat at the edge of the chair. Write *led*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *led* as the students read and spell.  
(Students: led, l-e-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

6. rich — — —

Number 6: rich. (Use the word in a sentence.) Say *rich*.  
(Students: rich)

If you aren't sure how to spell the short vowel sound /ĭ/, look for the cat in the chair. If you aren't sure how to spell the sound /ch/, raise your hand to ask me. Write *rich*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *rich* as the students read and spell.  
(Students: rich, r-i-c-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

7. check — — —

Number 7: check. (Use the word in a sentence.) Say *check*.  
(Students: check)

If you aren't sure how to spell the sound /ch/, raise your hand to ask me. If you aren't sure how to spell the short vowel sound /ĕ/, look for the cat at the edge of the chair. Be careful here. If you aren't sure how to spell the sound /k/ after a short vowel, raise your hand to ask me. Write *check*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *check* as the students read and spell.  
(Students: check, c-h-e-c-k)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

## NOW YOU'LL WRITE THREE SIGHT WORDS.

8. full — — —

Number 8: full. (Use the word in a sentence.) Say *full*.  
(Students: full)

Find *full* at the top of the page.

**Step 1** Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: full) Everyone spell out loud as you point under each letter. (Students: f-u-l-l) Underline the hard part: **u-l-l**.

**Step 2** Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: full, f-u-l-l) Uncover and check.

**Step 3** Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 8. Everyone whisper the word and then whisper the letter names as you write. Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *full* as the students read and spell.  
(Students: full, f-u-l-l)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

9. pulls — — —

Number 9: pulls. (Use the word in a sentence.) Say *pulls*.  
(Students: pulls)

Find *pulls* at the top of the page.

**Step 1** Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: pulls) Everyone spell out loud as you point under each letter. (Students: p-u-l-l-s) Underline the hard part: **u-l-l**.

**Step 2** Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: pulls, p-u-l-l-s) Uncover and check.

**Step 3** Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 9. Everyone whisper the word and then whisper the letter names as you write. Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 9, write *pulls* as the students read and spell.  
(Students: pulls, p-u-l-l-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

10. holds — —

Number 10: holds. (Use the word in a sentence.) Say *holds*.  
(Students: holds)

Find *holds* at the top of the page.

**Step 1**

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: holds) Everyone spell out loud as you point under each letter. (Students: h-o-l-d-s) Underline the hard part: **o**.

**Step 2**

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: holds, h-o-l-d-s) Uncover and check.

**Step 3**

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 10. Everyone whisper the word and then whisper the letter names as you write.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 10, write *holds* as the students read and spell.  
(Students: holds, h-o-l-d-s)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

## ► Teacher Background

Make a copy of the Week 1 homework practice page (*Blackline Masters* page 2) for each student, plus an extra copy for your own reference as you introduce the homework procedures to the students.

The lesson today will prepare the students for the weekly homework that begins in Week 2. Today's homework page will be used for in-class practice only; the students will not take homework home this week.

## ► Guided Spelling

**TEACHER NOTE** A small square (■) indicates that you should pause to allow the students time to respond to a question or instruction.

► Hand out the Week 1 homework practice page.

Next week you will have spelling homework to help you memorize the spelling words. Today I will show you how to do the homework and you will practice. Let's read the page together:

*Week 1 Homework Practice. Name.*

Write your name. ■ Let's continue reading:

*Practice the memory steps for each word.*

*Step 1: Read, spell out loud, and study.*

*Step 2: Cover, say, spell out loud, and check.*

*Step 3: Cover, say, write, and check.*

These are the steps that we have been using to study and write each sight word. Next we see the new words for this week.

I. add — — —

Everyone point to number 1, *add*. Let's do the memory steps together.

### Step 1

Step 1 is *Read, spell out loud, and study*. Everyone read. (Students: *add*) Everyone spell out loud as you point under each letter. (Students: *a-d-d*) Now study. Look at the word and underline any part that is hard for you.

### Step 2

Step 2 is *Cover, say, spell out loud, and check*. Everyone cover the word. Say and spell. (Students: *add, a-d-d*) Uncover and check. If you made a mistake, start again at Step 1.

**Step 3**

Step 3 is *Cover, say, write, and check*. Add is number 1. You will write it on line number 1. Everyone cover the word. Find line number 1. Everyone whisper the word and then whisper the letter names as you write.

This is how to check your word when you are doing your homework: Point to the first letter of the word you wrote. Keep your finger there. Find word number 1, *add*, at the top of the page. Use the finger of your other hand to point to the first letter, **a**. Look at what you wrote. Is your first letter **a**? Check each letter that you wrote.

► Demonstrate checking each letter.

If you made a mistake, erase the word and start again at Step 1.

2. led — — —

Everyone point to number 2, *led*. Let's do the memory steps together.

**Step 1**

Step 1 is *Read, spell out loud, and study*. Everyone read. (Students: *led*) Everyone spell out loud as you point under each letter. (Students: *l-e-d*) Now study. Look at the word and underline any part that is hard for you.

**Step 2**

Step 2 is *Cover, say, spell out loud, and check*. Everyone cover the word. Say and spell. (Students: *led, l-e-d*) Uncover and check. If you made a mistake, start again at Step 1.

**Step 3**

Step 3 is *Cover, say, write, and check*. *Led* is number 2. You will write it on line number 2. Everyone cover the word. Find line number 2. Everyone whisper the word and then whisper the letter names as you write.

Now you'll check. Point to the first letter of the word you wrote. Keep your finger there. Find word number 2, *led*, at the top of the page. Use the finger of your other hand to point to the first letter, **l**. Look at what you wrote. Is your first letter **l**? Check each letter that you wrote.

► Demonstrate checking each letter.

If you made a mistake, erase the word and start again at Step 1.

3. with — — —

Everyone point to number 3, *with*. Let's do the memory steps together.

**Step 1**

Step 1 is *Read, spell out loud, and study*. Everyone read. (Students: *with*) Everyone spell out loud as you point under each letter. (Students: *w-i-t-h*) Now study. Look at the word and underline any part that is hard for you.

**Step 2**

Step 2 is *Cover, say, spell out loud, and check*. Everyone cover the word. Say and spell. (Students: with, w-i-t-h) Uncover and check. If you made a mistake, start again at Step 1.

**Step 3**

Step 3 is *Cover, say, write, and check*. *With* is number 3. You will write it on line number 3. Everyone cover the word. Find line number 3. Everyone whisper the word and then whisper the letter names as you write.

Now you'll check. Point to the first letter of the word you wrote. Keep your finger there. Find word number 3, *with*, at the top of the page. Use the finger of your other hand to point to the first letter, **w**.

Look at what you wrote. Is your first letter **w**? Check each letter that you wrote.

► Demonstrate checking each letter.

If you made a mistake, erase the word and start again at Step 1.

4. rich — — —

Everyone point to number 4, *rich*. Let's do the memory steps together.

**Step 1**

Step 1 is *Read, spell out loud, and study*. Everyone read. (Students: rich) Everyone spell out loud as you point under each letter. (Students: r-i-c-h) Now study. Look at the word and underline any part that is hard for you.

**Step 2**

Step 2 is *Cover, say, spell out loud, and check*. Everyone cover the word. Say and spell. (Students: rich, r-i-c-h) Uncover and check. If you made a mistake, start again at Step 1.

**Step 3**

Step 3 is *Cover, say, write, and check*. *Rich* is number 4. You will write it on line number 4. Everyone cover the word. Find line number 4. Everyone whisper the word and then whisper the letter names as you write.

Now you'll check. Point to the first letter of the word you wrote. Keep your finger there. Find word number 4, *rich*, at the top of the page. Use the finger of your other hand to point to the first letter, **r**.

Look at what you wrote. Is your first letter **r**? Check each letter that you wrote.

► Demonstrate checking each letter.

If you made a mistake, erase the word and start again at Step 1.

5. fresh — —

▶ Have a volunteer demonstrate the memory steps for *fresh*. Then have all the students practice individually.

6. which — —

▶ Have a volunteer demonstrate the memory steps for *which*. Then have all the students practice individually.

7. thick — —

▶ Have the students practice the memory steps for *thick* individually.

8. check — —

▶ Have the students practice the memory steps for *check* individually.

9. cold — —

▶ Have the students practice the memory steps for *cold* individually.

10. hold — —

▶ Have the students practice the memory steps for *hold* individually.

11. pull — —

▶ Have the students practice the memory steps for *pull* individually.

12. full — —

▶ Have the students practice the memory steps for *full* individually.

## Short Vowels **o** and **u**; Consonant Clusters

### ► New Content

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The sound /ɒ/ as in *not* is spelled **o**.

The sound /ʊ/ as in *fun* is spelled **u**.

The sound /ŋ/ as in *sing* is spelled **ng**.

Homophones are words that sound the same but are spelled differently, such as *there* and *their*.

A compound word is made of two smaller words and written with no space between the two, for example, *anyone*.

An abbreviation is a short way of writing a word, such as *Dr*. There is a period at the end of an abbreviation.

### ► Teacher Background

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Make a copy of the Week 2 homework page (*Blackline Masters* page 3) for each student.

Consonant clusters are consonant combinations in which the sound of each consonant is heard, for example, **gl** in *glad* and **st** in *must*.

Students frequently have difficulty hearing one of the sounds in a consonant cluster. Clusters at the end of a word, such as **ct** in *fact* or **lk** in *milk*, may be difficult. Preconsonantal nasals are especially difficult, for example, **mp** as in *jump*, **nd** as in *hand*, and **nt** as in *sent*. The final sounds of words ending in **nk**, such as *sink*, are especially difficult because we hear /ɪŋk/ but must learn to spell **nk**. When dictating items for guided spelling, pronounce each word distinctly and be sure the students say the word correctly when repeating it back to you.

In some regional dialects **ng** is pronounced as a single sound. In others it is two sounds: a nasal sound followed by /g/.

Homophones are introduced on Day 2.

Compound words are introduced on Day 3.

Abbreviations are introduced on Day 4.

If you are using the board, number from 1 to 8 for Day 1 of this week.

Three additional guiding points are introduced this week: the sound /l/ at the end of a one-syllable word is usually spelled **ll**, as in *still*; the sounds /kr/ and /kl/ at the beginning of a word are spelled **cr** and **cl**, as in *crust* and *clock*; preconsonantal nasals in consonant clusters are difficult, especially /ngk/ spelled **nk**, as in *think*.

The pre-spelling activities this week prepare the students to write words with the ending **s** (as in *caps* and *adds*) and the ending **es** (as in *glasses*) in Weeks 3 and 4.

An optional spelling activity is provided for the students each week in the *Student Spelling Book*. The activity for Week 2, found on *Student Spelling Book* page 14, focuses on short vowel words that begin with consonant clusters. The activity may be done independently or as partner work.

## **WEEKLY SPELLING TESTS**

The first weekly spelling test is on Week 2, Day 5. It consists of all of the week's new words, four review words, and two application words. The application words assess the students' knowledge of the spelling concepts and are not announced in advance. The form of the weekly tests is traditional word dictation.

You may wish to differentiate instruction by having your below-grade-level, average, and advanced spellers memorize different numbers of words for the test. If you decide to do so, talk privately with each student to explain which words to study. Below-grade-level spellers will study just the words with stars in front of them on each week's word list. Average spellers will study all words except the challenge words. Advanced spellers will study all words including the challenge words.

## **WEEKLY HOMEWORK**

In Week 2, the students begin doing weekly homework. On Day 1, hand out the homework duplicated from *Blackline Masters* page 3. Have the students practice six words per day or twelve words on each of two days. Collect and check the homework using the same procedure you use for other homework.

The purpose of the homework is to memorize the spelling of each new word and re-memorize the review words. The memory steps will aid in learning the words. We recommend that the students

write the words just once for homework during the week. Research indicates that merely writing words many times will not result in memorization (Schlagal 2002).

If you are differentiating spelling instruction, have the below-grade-level spellers do the homework just for the starred words. Have the average spellers study the 24 new and review words. Have the advanced spellers study these 24 words and then independently memorize the challenge words at the bottom of the homework page.

## ► **Words Used This Week**

The stars indicate words for below-grade-level spellers in classes where spelling instruction is differentiated. For detailed information about the “Words Used This Week” categories, see page 3.

NEW PATTERN AND THINK WORDS	*box, *must, *glad, *sand, song, still, trip, soft
NEW SIGHT WORDS	*mother, *other, month, laugh
REVIEW PATTERN AND THINK WORDS	*led, *rich, *add, *with, which, fresh, check, thick
REVIEW SIGHT WORDS	*hold, *cold, full, pull
CHALLENGE WORDS	until, upon, begin, began
APPLICATION WORDS ON THE TEST	wet, chip
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	strong, quilt, swung, crust, dull, hiss, trunk, hung, brush, there, anyone, Dr.

► **Introduce This Week's Words**

Open your spelling books to page 9. Read the words and sentences with me.

1. box — — —

Number 1: box. The pencils are in a box.

► Point to the “on the chair” picture on the spelling-sound chart. The “on the chair” picture is for the sound /ō/.

2. must — — —

Number 2: must. Dad said we must be careful.

► Point to the “under the chair” picture. The “under the chair” picture is for the sound /ū/.

3. glad — — —

Number 3: glad. They talked about being mad, sad, and glad.

4. sand — — —

Number 4: sand. I like to stand in the sand.

*Sand* is easy to spell when you think of the sounds, but it might be hard to hear /nd/ at the end.

5. song — — —

Number 5: song. We listened to a long song.

► Write **ng** on the board. Point to **ng**. The sound at the end of *song* is spelled **n-g**.

6. still — — —

Number 6: still. They are still working in the garden.

Remember that each week I will tell you which letters may be hard to learn, and you will underline them in your book. Find the word *still* that is next to number 6. Underline **l-l**.

7. trip — — —

Number 7: trip. His trip to the Grand Canyon was exciting.

It might be hard to hear /tr/ at the beginning.

8. soft — — —

Number 8: soft. The kitty loves her soft pillow.

It might be hard to hear /ft/ at the end.

**NUMBERS 9–12 ARE THE NEW SIGHT WORDS.**

9. mother — — —

Number 9: mother. His mother and brother waited for him.

Find the word *mother* that is next to number 9. Underline **o** and **e-r**.

10. other

Number 10: other. Choose one or the other.

Find the word *other* that is next to number 10. Underline **o** and **e-r**.

11. month

Number 11: month. The month of June has 30 days.

Find the word *month* that is next to number 11. Underline **o**.

12. laugh

Number 12: laugh. Our funny baby makes us laugh.

Find the word *laugh* that is next to number 12. Underline **a-u-g-h**.

### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

13. led            19. check

14. rich           20. thick

15. add            21. hold

16. with           22. cold

17. which        23. full

18. fresh         24. pull

## ► Guided Spelling

TEACHER NOTE A small square (■) indicates that you should pause to allow the students time to respond to a question or instruction.

Turn the page. You will write eight of this week's new words.

Remember that guided spelling is not a test. I will help you think about each word so that you write it correctly. If you aren't sure how to spell a word, raise your hand to ask me for help.

1. box

Number 1: box. The pencils are in a box. Say *box*. (Students: box)

If you aren't sure how to spell the short vowel sound /ɒ/, look for the cat on the chair. Be careful here. If you aren't sure how to spell the end of *box*, raise your hand to ask me. Write *box*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *box* as the students read and spell. (Students: box, b-o-x)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

2. must

Number 2: must. Dad said we must be careful. Say *must*.  
(Students: must)

Listen to the sounds: must. If you aren't sure how to spell the short vowel sound /ū/, look for the cat under the chair. Write *must*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *must* as the students read and spell.  
(Students: must, m-u-s-t)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

3. glad

Number 3: glad. They talked about being mad, sad, and glad. Say *glad*. (Students: glad)

Listen to the sounds: glad. If you aren't sure how to spell the short vowel sound /ă/, look for the cat at the chair. Write *glad*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *glad* as the students read and spell.  
(Students: glad, g-l-a-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

4. sand

Number 4: sand. I like to stand in the sand. Say *sand*.  
(Students: sand)

Listen to the sounds: sand. If you aren't sure how to spell the short vowel sound /ă/, look for the cat at the chair. Write *sand*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *sand* as the students read and spell.  
(Students: sand, s-a-n-d)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

## NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. mother

Number 5: mother. His mother and brother waited for him.  
Say *mother*. (Students: mother)

Find *mother* at the top of the page.

**Step 1** Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: mother) Everyone spell out loud as you point under each letter. (Students: m-o-t-h-e-r) Underline the hard parts: **o** and **e-r**.

**Step 2** Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: mother, m-o-t-h-e-r) Uncover and check.

**Step 3** Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 5. Everyone whisper the word and then whisper the letter names as you write.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 5, write *mother* as the students read and spell. (Students: mother, m-o-t-h-e-r)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

6. other — —

Number 6: other. Choose one or the other. Say *other*. (Students: other)

Find *other* at the top of the page.

**Step 1** Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: other) Everyone spell out loud as you point under each letter. (Students: o-t-h-e-r) Underline the hard parts: **o** and **e-r**.

**Step 2** Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: other, o-t-h-e-r) Uncover and check.

**Step 3** Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 6. Everyone whisper the word and then whisper the letter names as you write.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 6, write *other* as the students read and spell. (Students: other, o-t-h-e-r)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

7. month — —

Number 7: month. The month of June has 30 days. Say *month*.  
(Students: month)

Find *month* at the top of the page.

Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: month) Everyone spell out loud as you point under each letter. (Students: m-o-n-t-h) Underline the hard part: **o**.

Step 2

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: month, m-o-n-t-h) Uncover and check.

Step 3

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 7. Everyone whisper the word and then whisper the letter names as you write.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 7, write *month* as the students read and spell.  
(Students: month, m-o-n-t-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

8. laugh — —

Number 8: laugh. Our funny baby makes us laugh. Say *laugh*.  
(Students: laugh)

Find *laugh* at the top of the page.

Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: laugh) Everyone spell out loud as you point under each letter. (Students: l-a-u-g-h) Underline the hard part: **a-u-g-h**.

Step 2

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: laugh, l-a-u-g-h) Uncover and check.

Step 3

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 8. Everyone whisper the word and then whisper the letter names as you write.

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *laugh* as the students read and spell.  
(Students: laugh, l-a-u-g-h)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

## Introduce the Homework

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Hand out the Week 2 homework. Explain to the students that they will study by using the memory steps they practiced last week. Explain your procedure for collecting and checking homework.

Tell the students that the words on the homework page are the words that will be on this week's test. The test will also have two "application" words that are not on the homework. The application words will show that the students understand what they have been learning in spelling.

If you are differentiating instruction, privately tell the below-grade-level spellers to study just the starred words. Tell the advanced spellers that they are responsible for memorizing all words including the challenge words at the bottom of the page, but they are not expected to write the challenge words for homework unless they feel they need to.

## ► Teacher Background

In the pre-spelling activities this week, you will model adding the endings **s** (as in *cats* and *adds*) and **es** (as in *boxes*). Then the students will practice identifying base words, sounds of endings, and spellings of endings. The sound of **es** is represented here as /əz/. The rotated **e** is called a schwa and is pronounced as an unaccented short **u**. See the introductions to Weeks 3 and 4 for more information about the endings **s** and **es**.

Today the students will write the homophone *there*. In the *Guided Spelling* program, commonly confused homophones are identified, and you will guide the students in spelling the correct one in each case. If your students have an advanced vocabulary, you may want to mention additional homophones as they appear in guiding, such as *need-knead* and *wear-ware*.

If you are using the board, number from 1 to 10. The students will write seven pattern and think words and three sight words today.

## ► Pre-spelling: Base Words and Endings **s** and **es**

### TEKS 2.B.xxx

Student/Teacher Narrative  
Pre-spelling activity  
(Words: cats, adds, boxes,  
knots, hugs, presses)

cats

adds

boxes

This year you will spell many base words and endings.

- Write on the board: cats adds boxes
- Point to *cats*.

*Cats*. The base word is *cat*. The sound of the ending is /s/.  
The ending is spelled **s**.

- Point to *adds*.

*Adds*. The base word is *add*. The sound of the ending is /z/.  
The ending is spelled **s**.

- Point to *boxes*.

*Boxes*. The base word is *box*. The sound of the ending is /əz/.  
The ending is spelled **e-s**.

- Note: The next three words are for listening practice. Do not write the words on the board.

I will say a word. I will ask you the base word, the sound of the ending, and the spelling of the ending.

knots

Knots. I tied knots in the string. Knots.

What is the base word? (Students: knot) What is the sound of the ending? (Students: /s/) How do we spell the ending? (Students: s)

hugs

Hugs. She hugs her mom. Hugs.

Base word? (Students: hug) Sound of the ending? (Students: /z/)  
Spelling of the ending? (Students: s)

presses

Presses. He presses the doorbell. Presses.

Base word? (Students: press) Sound of the ending? (Students: /əz/)  
Spelling of the ending? (Students: e-s)

## ► Guided Spelling

Open your spelling books to page 11. Numbers 1–4 are new words for this week.

1. song

Number 1: song. We listened to a long song. Say *song*.  
(Students: song)

If you aren't sure how to spell the short vowel sound /ɒ/, look for the cat on the chair. If you aren't sure how to spell the end of *song*, raise your hand to ask me. Write *song*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 1, write *song* as the students read and spell.  
(Students: song, s-o-n-g)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

2. still

Number 2: still. They are still working in the garden. Say *still*.  
(Students: still)

Be careful here. The sound // after a short vowel is usually spelled **I-I**. Write *still*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 2, write *still* as the students read and spell.  
(Students: still, s-t-i-l-l)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

3. trip

Number 3: trip. His trip to the Grand Canyon was exciting. Say *trip*. (Students: trip)

Listen to the sounds: trip. (Pronounce **tr** distinctly.) Write *trip*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *trip* as the students read and spell. (Students: trip, t-r-i-p)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

4. soft

Number 4: soft. The kitty loves her soft pillow. Say *soft*. (Students: soft)

Listen to the sounds: soft. If you aren't sure how to spell the short vowel sound /ō/, look for the cat on the chair. Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 4, write *soft* as the students read and spell. (Students: soft, s-o-f-t)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

5. quilt

Number 5: quilt. (Use the word in a sentence.) Say *quilt*. (Students: quilt)

Listen to the sounds: quilt. If you don't know how to spell the sounds /kw/, raise your hand to ask me. Write *quilt*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

6. strong

Number 6: strong. (Use the word in a sentence.) Say *strong*. (Students: strong)

Listen to the sounds: strong. (Pronounce **str** distinctly.) If you aren't sure how to spell the short vowel sound /ō/, look for the cat on the chair. If you aren't sure how to spell the end of *strong*, raise your hand to ask me. Write *strong*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

7. swung

Number 7: swung. (Use the word in a sentence.) Say *swung*.  
(Students: swung)

Listen to the sounds: swung. If you aren't sure how to spell the short vowel sound /ü/, look for the cat under the chair. If you aren't sure how to spell the end of *swung*, raise your hand to ask me. Write *swung*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. there

TEKS 2.B.viii  
TEKS 2.B.xxiii  
Student/Teacher Narrative  
Guided Spelling section  
(Word: there)

Number 8: there. The book is there on the desk. Say *there*.  
(Students: there)

HOMOPHONE *There* is a homophone. Homophones are words that sound the same but are spelled differently.

► Write on the board: there their

*There*, as in *There is the pencil*, is spelled **t-h-e-r-e**.

*Their*, as in *Their group has finished*, is spelled **t-h-e-i-r**.

You're spelling *there*, *The book is there on the desk*. Find *there* at the top of the page.

Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: there) Everyone spell out loud as you point under each letter. (Students: t-h-e-r-e) Underline the hard parts: **e** and **e**.

Step 2

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: there, t-h-e-r-e) Uncover and check.

Step 3

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 8. Everyone whisper the word and then whisper the letter names as you write.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

9. hold

Number 9: hold. (Use the word in a sentence.) Say *hold*.  
(Students: hold)

Find *hold* at the top of the page.

Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: hold) Everyone spell out loud as you point under each letter. (Students: h-o-l-d) Underline the hard part: **o**.

**Step 2** Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: hold, h-o-l-d) Uncover and check.

**Step 3** Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 9. Everyone whisper the word and then whisper the letter names as you write.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

10. pull — —

Number 10: pull. (Use the word in a sentence.) Say *pull*. (Students: pull)

Find *pull* at the top of the page.

**Step 1** Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: pull) Everyone spell out loud as you point under each letter. (Students: p-u-l-l) Underline the hard part: **u-l-l**.

**Step 2** Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: pull, p-u-l-l) Uncover and check.

**Step 3** Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 10. Everyone whisper the word and then whisper the letter names as you write.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

### ► Teacher Background

The pre-spelling activity in this lesson is a listening exercise. Do not write the words on the board.

Beginning this week, the students will write one compound word on Day 3 of each week.

If you are using the board, number from 1 to 10. The students will write seven pattern and think words and three sight words today.

### ► Pre-spelling: Base Words and Endings **s** and **es**

Today you'll listen for base words and endings.

drops

Drops. The rain fell in big drops. Drops.

What is the base word? (Students: drop) What is the sound of the ending? (Students: /s/) How do we spell the ending? (Students: s)

brushes

Brushes. She brushes her dog every day. Brushes.

Base word? (Students: brush) Sound of the ending? (Students: /əz/) Spelling of the ending? (Students: e-s)

kings

Kings. The story was about three kings. Kings.

Base word? (Students: king) Sound of the ending? (Students: /z/) Spelling of the ending? (Students: s)

steps

Steps. They walked down the steps. Steps.

Base word? (Students: step) Sound of the ending? (Students: /s/) Spelling of the ending? (Students: s)

stands

Stands. He stands in the middle. Stands.

Base word? (Students: stand) Sound of the ending? (Students: /z/) Spelling of the ending? (Students: s)

## ► Guided Spelling

Open your spelling books to page 12.

1. still — —

Number 1: still. (Use the word in a sentence.) Say *still*.  
(Students: still)

Be careful here. The sound // after a short vowel is usually spelled **I-I**. Write *still*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

2. crust — —

Number 2: crust. (Use the word in a sentence.) Say *crust*.  
(Students: crust)

Listen to the sounds: crust. Be careful here. The sounds /kr/ at the beginning of a word are spelled **c-r**. If you aren't sure how to spell the short vowel sound /ŭ/, look for the cat under the chair. Write *crust*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

3. hiss — —

Number 3: hiss. (Use the word in a sentence.) Say *hiss*.  
(Students: hiss)

Be careful here. If you aren't sure how to spell the sound /s/ in *hiss*, raise your hand to ask me. Write *hiss*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

4. box — —

Number 4: box. (Use the word in a sentence.) Say *box*.  
(Students: box)

If you aren't sure how to spell the short vowel sound /ŏ/, look for the cat on the chair. Be careful here. If you aren't sure how to spell the end of *box*, raise your hand to ask me. Write *box*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

5. dull — —

Number 5: dull. (Use the word in a sentence.) Say *dull*.  
(Students: dull)

If you aren't sure how to spell the short vowel sound /ŭ/, look for the cat under the chair. Be careful here. The sound // after a short vowel is usually spelled **I-I**. Write *dull*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

6. song

Number 6: song. (Use the word in a sentence.) Say *song*.  
(Students: song)

If you aren't sure how to spell the short vowel sound /*ö*/, look for the cat on the chair. If you aren't sure how to spell the end of *song*, raise your hand to ask me. Write *song*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

7. glad

Number 7: glad. (Use the word in a sentence.) Say *glad*.  
(Students: glad)

Listen to the sounds: *glad*. Write *glad*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. other

Number 8: other. (Use the word in a sentence.) Say *other*.  
(Students: other)

Find *other* at the top of the page.

#### Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: other) Everyone spell out loud as you point under each letter. (Students: o-t-h-e-r) Underline the hard parts: **o** and **e-r**.

#### Step 2

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: other, o-t-h-e-r) Uncover and check.

#### Step 3

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 8. Everyone whisper the word and then whisper the letter names as you write.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

9. mother

Number 9: mother. (Use the word in a sentence.) Say *mother*.  
(Students: mother)

Find *mother* at the top of the page.

Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: mother) Everyone spell out loud as you point under each letter. (Students: m-o-t-h-e-r) Underline the hard parts: **o** and **e-r**.

Step 2

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: mother, m-o-t-h-e-r) Uncover and check.

Step 3

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 9. Everyone whisper the word and then whisper the letter names as you write.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

10. anyone

Number 10: anyone. (Use the word in a sentence.) Say *anyone*.  
(Students: anyone)

COMPOUND WORD *Anyone* is our first compound word. We'll have one compound word on Day 3 each week. A compound word is made of two smaller words and written with no space between the two words. What two words is *anyone* made of?

Find *anyone* at the top of the page.

Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: anyone) Everyone spell out loud as you point under each letter. (Students: a-n-y-o-n-e) Underline the hard parts: **a** and **y** and **o** and **e**.

Step 2

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: anyone, a-n-y-o-n-e) Uncover and check.

Step 3

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 10. Everyone whisper the word and then whisper the letter names as you write.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

TEKS 2.A.ix  
TEKS 2.A.xxv  
TEKS 2.B.ix  
TEKS 2.B.xxiv  
Student/Teacher Narrative  
Guided Spelling section  
(Word: anyone)

## ► Teacher Background

The pre-spelling activity in this lesson is a listening exercise. Do not write the words on the board.

Beginning this week, the last word on Day 4 of most weeks is an abbreviation. The words these abbreviations stand for are common words that most students will be familiar with.

If you are using the board, number from 1 to 10. The students will write seven pattern and think words and three sight words today.

## ► Pre-spelling: Base Words and Endings **s** and **es**

Today you'll listen for base words and endings.

passes

Passes. She passes my house every day. Passes.

Base word? (Students: pass) Sound of the ending? (Students: /əz/)  
Spelling of the ending? (Students: e-s)

plants

Plants. We watered the plants. Plants.

Base word? (Students: plant) Sound of the ending? (Students: /s/)  
Spelling of the ending? (Students: s)

swims

Swims. She swims in the lake. Swims.

Base word? (Students: swim) Sound of the ending? (Students: /z/)  
Spelling of the ending? (Students: s)

eggs

Eggs. I dropped a dozen eggs. Eggs.

Base word? (Students: egg) Sound of the ending? (Students: /z/)  
Spelling of the ending? (Students: s)

glasses

Glasses. He wore new glasses. Glasses.

Base word? (Students: glass) Sound of the ending? (Students: /əz/)  
Spelling of the ending? (Students: e-s)

## ► Guided Spelling

Open your spelling books to page 13.

1. sand — —

Number 1: sand. (Use the word in a sentence.) Say *sand*.  
(Students: sand)

Listen to the sounds: sand. Write *sand*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

2. trunk — —

Number 2: trunk. (Use the word in a sentence.) Say *trunk*.  
(Students: trunk)

Listen to the sounds: trunk. (Pronounce **tr** distinctly.) If you aren't sure how to spell the short vowel sound /ŭ/, look for the cat under the chair. Careful. The end of *trunk* sounds like /ungk/, but it is spelled **u-n-k**. Write *trunk*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

3. soft — —

Number 3: soft. (Use the word in a sentence.) Say *soft*.  
(Students: soft)

Listen to the sounds: soft. If you aren't sure how to spell the short vowel sound /ŏ/, look for the cat on the chair.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

4. brush — —

Number 4: brush. (Use the word in a sentence.) Say *brush*.  
(Students: brush)

Listen to the sounds: brush. If you aren't sure how to spell the short vowel sound /ŭ/, look for the cat under the chair. Write *brush*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

5. must — —

Number 5: must. (Use the word in a sentence.) Say *must*.  
(Students: must)

Listen to the sounds: must. If you aren't sure how to spell the short vowel sound /ŭ/, look for the cat under the chair. Write *must*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

6. hung — —

Number 6: hung. (Use the word in a sentence.) Say *hung*.  
(Students: hung)

If you aren't sure how to spell the short vowel sound /ŭ/, look for the cat under the chair. If you aren't sure how to spell the end of *hung*, raise your hand to ask me. Write *hung*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

7. trip — —

Number 7: trip. (Use the word in a sentence.) Say *trip*.  
(Students: trip)

Listen to the sounds: trip. Write *trip*.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. laugh — —

Number 8: laugh. (Use the word in a sentence.) Say *laugh*.  
(Students: laugh)

Find *laugh* at the top of the page.

#### Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: laugh) Everyone spell out loud as you point under each letter. (Students: l-a-u-g-h) Underline the hard part: **a-u-g-h**.

#### Step 2

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: laugh, l-a-u-g-h) Uncover and check.

#### Step 3

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 8. Everyone whisper the word and then whisper the letter names as you write.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

9. month — —

Number 9: month. (Use the word in a sentence.) Say *month*.  
(Students: month)

Find *month* at the top of the page.

Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: month) Everyone spell out loud as you point under each letter. (Students: m-o-n-t-h) Underline the hard part: **o**.

Step 2

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: month, m-o-n-t-h) Uncover and check.

Step 3

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 9. Everyone whisper the word and then whisper the letter names as you write.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

10. Dr. — —

Number 10: Dr. Dr. Santoro checked my throat. Say *Dr*.  
(Students: Doctor)

ABBREVIATION *Dr.* is our first abbreviation. We'll have one abbreviation on Day 4 of most weeks. Say "abbreviation."

► Write on the board: Doctor Dr.

► Point to *Doctor*.

This word is *Doctor*. An abbreviation is a short way of writing a word.

► Point to *Dr*.

This is the abbreviation for *Doctor*. When we read the abbreviation, we read "Doctor."

► Point to the period.

Most abbreviations have a period at the end. Find the abbreviation *Dr.* at the top of the page.

Step 1

Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: Doctor) Everyone spell out loud as you point under each letter. (Students: capital D-r-period) Underline the whole abbreviation.

Step 2

Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: Doctor, capital D-r-period) Uncover and check.

TEKS 2.A.xxvii  
TEKS 2.B.xxvi  
Student/Teacher  
Narrative  
Guided Spelling section  
(Word:  
Dr.)

**Step 3**

Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 10. Everyone whisper the word and then whisper the letter names as you write.

Now we'll check. Read and spell the word as I write it. Point under each letter as you spell. If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

## Weekly Test

### ► Teacher Background

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The first weekly spelling test is in this lesson. It consists of all of the week's new words, four review words, and two application words. The application words assess the students' knowledge of the spelling concepts and are not announced in advance. The form of the weekly tests is traditional word dictation.

Provide the students with paper for the spelling test.

If you are not differentiating spelling instruction, have all students write the first 18 words. If you are differentiating instruction, have the below-grade-level spellers spell the first 10 words, the average spellers spell the first 18 words, and the advanced spellers spell all 20 words.

We recommend that you collect the tests and correct them yourself so that you can conduct an informal assessment of your class's progress. As you correct the tests, notice particularly the students' spelling of the application words, numbers 1 and 2. Students who misspell numerous consonant and short vowel sounds may not be ready for grade 3 spelling.

### ► Administer the Spelling Test

---

Hand out test paper. Have the students put their names at the top and number from 1 to 18.

The test words appear on the following page. Pronounce each word and use it in a sentence. You may use the sentences that are provided. Note that the students do not write the sentences.

### ALL STUDENTS

1. wet  
The paint was wet. (application word)
2. chip  
There's a chip in the desk. (application word)
3. glad  
He was glad that he could be on the team.
4. other  
She found the other mitten.
5. box  
The present was in a box.
6. hold  
Hold on to the bars.
7. must  
We must finish on time.
8. mother  
Their mother was waiting for them.
9. sand  
The birds walked in the sand on the beach.
10. add  
Decide whether to add or subtract.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. song  
He sang a song for them.
12. soft  
The pillow was soft and cozy.
13. which  
Which one will you choose?
14. still  
They are still studying the planets.
15. laugh  
Did your brother laugh at your joke?
16. trip  
They took a trip to Rhode Island.
17. pull  
The ox could pull the plow.
18. month  
Every month we turn a page on the calendar.

### ADVANCED SPELLERS CONTINUE

19. begin  
The show will begin in ten minutes.
20. until  
Please wait until I am ready.

## Ending s

### ► New Content

---

Often the sound /s/ or /z/ is used at the end of a word to show that there is more than one of something. In the word *cats* we hear /s/ at the end, so we know there is more than one cat. In the word *bugs* we hear /z/ at the end, so we know there is more than one bug. The sounds /s/ and /z/ are both spelled s.

The sound /s/ or /z/ can also be used at the end of a word about what one person is doing. For example, we say *The boy sits down and reads a book*. The sounds /s/ in *sits* and /z/ in *reads* are both spelled s.

A contraction is one word made from two words. Some of the letters are left out. An apostrophe shows where the letters are left out. Examples of contractions include *didn't*, *she's*, and *you're*.

### ► Teacher Background

---

Make a copy of the Week 3 homework (*Blackline Masters* page 4) for each student. You will hand out the homework on Day 1.

Inflections are endings that change the grammatical function of a word; inflections include **s**, **es**, **ed**, **ing**, and **'s**. This week's lessons focus on the inflection **s**. There are two challenges in spelling the inflection **s**. First, the spoken inflection has two sounds, /s/ and /z/. Second, speakers of some dialects do not use the inflection **s** in their speech, so they must learn to hear it and add it in their writing. The third person singular verb inflection, as in *He runs*, is particularly troublesome for English Language Learners and speakers of some dialects. Be sure that the students pronounce all inflections when they repeat the words.

“Think words” can be spelled without memorization. For example, when the students know consonant and short vowel sounds they can spell most short vowel words without memorizing them. Beginning this week during the guided spelling activities, you will tell the students which words are think words. Although they

will need guiding to spell think words at first, they will become increasingly independent.

The first two weeks of lessons included detailed instructions to support you and your students in learning the basic procedures of guided spelling. Beginning with Week 3, the instructions are abbreviated.

- The cue “Memory steps” reminds you to lead the students through all the memory steps for each sight word. See page 15 for an example of the memory steps procedure.
- The cue “Check” reminds you to do the entire checking procedure for each word. See page 8 for an example of the checking procedure.
- The expected student responses are no longer written out in the lessons. Where several instructions are given on one line, a box (■) indicates that you pause while the students respond orally or in writing.

On Day 1 of this week, you will show the students how to keep a record of words they missed on the spelling test. In their *Student Spelling Books* they will write **S** for “need to study” on the line next to each word they missed.

On Day 4, the students will study the words they missed on last week’s test. The students will do this on Day 4 of each week of the *Guided Spelling* program (except the review weeks).

The pre-spelling activities this week prepare the students to write words with the endings **ed** (as in *checked*) and **ing** (as in *standing*) in Week 5.

An optional spelling activity is provided for the students each week in the *Student Spelling Book*. The activity for Week 3, found on *Student Spelling Book* page 20, focuses on words that end with consonant clusters. The activity may be done independently or as partner work.

## ► Words Used This Week

The stars indicate words for below-grade-level spellers in classes where spelling instruction is differentiated. For detailed information about the “Words Used This Week” categories, see page 3.

### NEW PATTERN AND THINK WORDS

\*plants, \*stands, \*kings, \*milk, flat, kept, land, held

### NEW SIGHT WORDS

\*won’t, \*mind, wind (2), group

REVIEW PATTERN AND THINK WORDS	*box, *sand, *glad, *must, soft, trip, still, song
REVIEW SIGHT WORDS	*other, *mother, laugh, month
CHALLENGE WORDS	person, hundred, family, finger
APPLICATION WORDS ON THE TEST	strung, pond
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	trusts, fond, grunt, clocks, stump, chat, winks, honk, shins, others, anybody, winds, Mr.

► **Introduce This Week's Words**

Open your spelling books to page 15. Read the words and sentences with me.

1. plants — —

Number 1: plants. The plants in the pots are growing well.  
The sound of the ending is /s/. We spell it **s**.

2. stands — —

Number 2: stands. The dancer stands up straight.  
The sound of the ending is /z/. We spell it **s**.

3. kings — —

Number 3: kings. The kings rode out on their horses.  
The sound of the ending is /z/. We spell it **s**.

4. milk — —

Number 4: milk. Please pour the milk.

5. flat — —

Number 5: flat. That flat mat is at the door.

6. kept — —

Number 6: kept. They kept the old books.

7. land — —

Number 7: land. The pioneers crossed miles and miles of land.

8. held — —

Number 8: held. I have held the puppy. Now you hold her.

NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. won't — —

Number 9: won't. If you don't hurry, you won't finish on time.  
*Won't* is a contraction that comes from *will not*. Underline **o-n-apostrophe-t**.

**TEKS 2.A.x**

Student/Teacher Narrative  
Introduce This Week's Words  
(Word: won't)

► If your students are not familiar with contractions, write the following on the board: *Mary will not go*. Above *will not* write *won't*. Then explain as follows.

I can say *Mary will not go*, or I can say *Mary won't go*. *Won't* is a contraction. Say "contraction." ■ A contraction is one word made from two words. Some of the letters are left out. An apostrophe shows where the letters are left out. *Won't* is unusual. The **o** was added.

10. mind — —

Number 10: mind. Use your mind to find the answer.  
Underline **i**.

11. wind (2)

Number 11 has two pronunciations: *wīnd* and *wĭnd*. Say *wīnd*. ■ Say *wĭnd*. ■ *Wīnd* up this plane and watch it fly in the *wĭnd*.

The (2) after this word means that it can be said two ways. This word can be *wīnd*, as in *wind it up*. It can also be *wĭnd*, as in *the wind is blowing*. Let's read the sentence together: *Wīnd up this plane and watch it fly in the wĭnd*. Underline **i**.

12. group

Number 12: group. Every group solved the problem. Underline **o-u**.

### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |          |            |
|----------|------------|
| 13. box  | 19. still  |
| 14. sand | 20. song   |
| 15. glad | 21. other  |
| 16. must | 22. mother |
| 17. soft | 23. laugh  |
| 18. trip | 24. month  |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words. Remember that guided spelling is not a test. I help you think about each word so that you write it correctly. When you aren't sure, raise your hand to ask me for help.

1. plants

Number 1: plants. The plants in the pots are growing well. Say *plants*.

*Plants* is a think word. A think word is a word that you can spell without memorizing it when you think about the sounds and know about endings.

*Plants*. What is the base word? (Students: *plant*) Listen to the sounds: *plant*. Write *plant*.

You are writing *plants*. What is the sound of the ending? (Students: /s/) How do we spell the ending? (Students: s) Add the ending. (Check.)

2. stands

Number 2: stands. The dancer stands up straight. Say *stands*. *Stands* is a think word.

Base word? (Students: *stand*) Listen to the sounds: *stand*. Write *stand*.

3. kings

*Stands.* What is the sound of the ending? (Students: /z/) How do we spell the ending? (Students: s) Add the ending. (Check.)

Number 3: kings. The kings rode out on their horses. Say *kings*.  
*Kings* is a think word.

Base word? (Students: king) If you don't know how to spell the sound /k/ in *king*, raise your hand to ask me. Write *king*.

*Kings.* What is the sound of the ending? (Students: /z/) How do we spell the ending? (Students: s) Add the ending. (Check.)

4. milk

Number 4: milk. Please pour the milk. Say *milk*.

*Milk* is a think word. Listen to the sounds: milk. If you don't know how to spell the sound /k/ in *milk*, raise your hand to ask me. Write *milk*. (Check.)

5. won't

Number 5: won't. If you don't hurry, you won't finish on time. Say *won't*.

CONTRACTION *Won't* is a contraction that comes from *will not*. (Memory steps) Underline the hard part: **o-n-apostrophe-t**.

Number 6: mind. Use your mind to find the answer. Say *mind*. (Memory steps) Underline the hard part: **i**.

6. mind

7. wind

Number 7: wīnd. Wīnd up this plane and watch it fly in the wīnd. Say wīnd.

(Memory steps) Underline the hard part: **i**.

8. group

Number 8: group. Every group solved the problem. Say *group*. (Memory steps) Underline the hard part: **o-u**.

---

## ▶ Introduce the Homework

▶ Hand out the Week 3 homework.

---

## ▶ Record Words Missed

▶ Return the students' spelling tests from Week 2.

Turn to page 9. There is a line next to every number. If you missed a word on your spelling test, find the word on this page. Write **S** on the line. The **S** will remind you to study the word.

TEKS 2.A.xxvi

TEKS 2.B.xxv

Student/Teacher Narrative

Guided Spelling section (Word:

won't)

► If your students are accustomed to using highlighters, you may want to have them highlight the words missed.

If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 9.

## ► Teacher Background

During guided spelling you will frequently tell your students that if they aren't sure how to spell part of a word they should raise their hand to ask you. You can either respond to their questions orally or write the answers on the board.

In the pre-spelling activities this week, you will explain the sounds of **ed**: /t/ as in *checked*, /d/ as in *spelled*, and /əd/ as in *lasted*. The students will practice identifying base words, sounds of endings, and spellings of endings.

## ► Pre-spelling: Base Words and Endings **ed** and **ing**

**TEKS 2.B.xxx**  
Student/Teacher Narrative  
Pre-spelling Activity  
(Words: checked, spelled,  
lasted, knocking)

checked

- Write on the board: checked spelled lasted knocking

These words have the endings **e-d** and **i-n-g**. The ending **e-d** has three sounds.

- Point to *checked*.

*Checked*. The base word is *check*. The sound of the ending is /t/. The ending is spelled **e-d**.

spelled

- Point to *spelled*.

*Spelled*. The base word is *spell*. The sound of the ending is /d/. The ending is spelled **e-d**.

lasted

- Point to *lasted*.

*Lasted*. The base word is *last*. The sound of the ending is /əd/. The ending is spelled **e-d**.

knocking

- Point to *knocking*.

*Knocking*. The base word is *knock*. The sound of the ending is /ɪŋ/. The ending is spelled **i-n-g**.

## ► Guided Spelling

Open your spelling books to page 17. Numbers 1–4 are new words for this week.

1. flat

Number 1: flat. That flat mat is at the door. Say *flat*.

*Flat* is a think word. Write *flat*. (Check.)

2. kept

Number 2: kept. They kept the old books. Say *kept*.

*Kept* is a think word. Listen to the sounds: kept. Careful. If you don't know how to spell the sound /k/ in *kept*, raise your hand to ask me. Write *kept*. (Check.)

3. land

Number 3: land. The pioneers crossed miles and miles of land. Say *land*.

*Land* is a think word. Listen to the sounds: land. Write *land*. (Check.)

4. held

Number 4: held. I have held the puppy. Now you hold her. Say *held*.

*Held* is a think word. Listen to the sounds: held. Write *held*. (Check.)

5. fond

Number 5: fond. (Use the word in a sentence.) Say *fond*.

*Fond* is a think word. Listen to the sounds: fond. Write *fond*. (Check.)

6. trusts

Number 6: trusts. (Use the word in a sentence.) Say *trusts*.

*Trusts* is a think word.

Base word? (Students: trust) Listen to the sounds: trust. Write *trust*.

*Trusts*. Sound of the ending? (Students: /s/) How do we spell the ending? (Students: s) Add the ending. (Check.)

7. grunt

Number 7: grunt. (Use the word in a sentence.) Say *grunt*.

*Grunt* is a think word. Listen to the sounds: grunt. Write *grunt*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. laugh

Number 8: laugh. (Use the word in a sentence.) Say *laugh*.

(Memory steps) Underline the hard part: **a-u-g-h**.

9. mother

**Number 9:** mother. (Use the word in a sentence.) Say *mother*.  
(Memory steps) **Underline the hard parts: o and e-r.**

10. others

**Number 10:** others. (Use the word in a sentence.) Say *others*.  
(Memory steps) **Underline the hard parts: o and e-r.**

### ► Teacher Background

Remember to teach the lessons at a fairly quick pace; this will help sustain the students' effort and interest. Each day's lesson is intended to last about 15 minutes.

### ► Pre-spelling: Base Words and Endings **ed** and **ing**

Listen for base words and endings.

ended — —

Ended. The show ended at 9:00. Ended.

What is the base word? ■ What is the sound of the ending? (Students: /əd/) What is the spelling of the ending?

licked — —

Licked. We licked ice cream cones. Licked.

Base word? ■ Sound of the ending? (Students: /t/) Spelling of the ending?

brushing — —

Brushing. She was brushing her hair. Brushing.

Base word? ■ Sound of the ending? ■ Spelling of the ending?

filled — —

Filled. The cup was filled with milk. Filled.

Base word? ■ Sound of the ending? (Students: /d/) Spelling of the ending?

### ► Guided Spelling

Open your spelling books to page 18.

1. flat — —

Number 1: flat. (Use the word in a sentence.) Say *flat*.

*Flat* is a think word. Write *flat*. (Check.)

2. clocks — —

Number 2: clocks. (Use the word in a sentence.) Say *clocks*.

*Clocks* is a think word.

Base word? (Students: clock) Careful. The sounds /kl/ at the beginning of a word are spelled **c-k-l**. Careful. If you aren't sure how to spell the sound /k/ at the end, raise your hand to ask me. Write *clock*.

3. stump

*Clocks*. Sound of the ending? (Students: /s/) Spelling of the ending? (Students: s) Add the ending. (Check.)

Number 3: stump. (Use the word in a sentence.) Say *stump*.

*Stump* is a think word. Listen to the sounds: *stump*. Write *stump*. (Check.)

4. plants

Number 4: plants. (Use the word in a sentence.) Say *plants*.

*Plants* is a think word.

Base word? (Students: plant) Listen to the sounds: *plant*. Write *plant*.

*Plants*. Sound of the ending? (Students: /s/) How do we spell the ending? (Students: s) Add the ending. (Check.)

5. land

Number 5: land. (Use the word in a sentence.) Say *land*.

*Land* is a think word. Listen to the sounds: *land*. Write *land*. (Check.)

6. chat

Number 6: chat. (Use the word in a sentence.) Say *chat*.

*Chat* is a think word. Write *chat*. (Check.)

7. kings

Number 7: kings. (Use the word in a sentence.) Say *kings*.

*Kings* is a think word.

Base word? (Students: king) Careful. If you don't know how to spell the sound /k/ in *king*, raise your hand to ask me. Write *king*.

*Kings*. Sound of the ending? (Students: /z/) How do we spell the ending? (Students: s) Add the ending. (Check.)

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. won't

TEKS 2.B.x

Student/Teacher Narrative

Guided Spelling section

(Word: won't)

Number 8: won't. (Use the word in a sentence.) Say *won't*.

CONTRACTION *Won't* is a contraction. What two words does *won't* come from?

(Memory steps) Underline the hard part: **o-n-apostrophe-t**.

9. mind

Number 9: mind. (Use the word in a sentence.) Say *mind*.

(Memory steps) Underline the hard part: **i**.

10. anybody

Number 10: anybody. (Use the word in a sentence.) Say *anybody*.

COMPOUND WORD *Anybody* is a compound word. What two smaller words make up *anybody*?

(Memory steps) Underline the hard parts: **a** and **o**.

## ► Teacher Background

After the guided spelling activity, you will have the students briefly study the words they missed on last week's test.

## ► Pre-spelling: Base Words and Endings **ed** and **ing**

Listen for base words and endings.

chilled — —

Chilled. We chilled the juice. Chilled.

Base word? ■ Sound of the ending? (Students: /d/) Spelling of the ending?

itching — —

Itching. Her arm was itching. Itching.

Base word? ■ Sound of the ending? ■ Spelling of the ending?

landed — —

Landed. The plane landed on the runway. Landed.

Base word? ■ Sound of the ending? (Students: /əd/) Spelling of the ending?

pressed — —

Pressed. He pressed the key on the keyboard. Pressed.

Base word? ■ Sound of the ending? (Students: /t/) Spelling of the ending?

## ► Guided Spelling

Open your spelling books to page 19.

1. kept — —

Number 1: kept. (Use the word in a sentence.) Say kept.

Kept is a think word. Listen to the sounds: kept. Careful. If you don't know how to spell the sound /k/ in kept, raise your hand to ask me. Write kept. (Check.)

2. winks — —

Number 2: winks. (Use the word in a sentence.) Say winks.

Base word? (Students: wink) Careful. The end of wink sounds like /ing/, but it is spelled **i-n-k**. Write wink.

Winks. Sound of the ending? (Students: /s/) How do we spell the ending? (Students: s) Add the ending. (Check.)

3. held

Number 3: held. (Use the word in a sentence.) Say *held*.  
*Held* is a think word. Listen to the sounds: held. Write *held*.  
(Check.)

4. honk

Number 4: honk. (Use the word in a sentence.) Say *honk*.  
Careful. The end of *honk* sounds like /ongk/, but it is spelled **o-n-k**.  
Write *honk*. (Check.)

5. stands

Number 5: stands. (Use the word in a sentence.) Say *stands*.  
*Stands* is a think word.  
Base word? (Students: stand) Listen to the sounds: stand.  
Write *stand*.

*Stands*. Sound of the ending? (Students: /z/) How do we spell the ending? (Students: s) Add the ending. (Check.)

6. shins

Number 6: shins. (Use the word in a sentence.) Say *shins*.  
*Shins* is a think word.  
Base word? (Students: shin) Write *shin*.

*Shins*. Sound of the ending? (Students: /z/) How do we spell the ending? (Students: s) Add the ending. (Check.)

7. milk

Number 7: milk. (Use the word in a sentence.) Say *milk*.  
*Milk* is a think word. Listen to the sounds: milk. If you don't know how to spell the sound /k/ in *milk*, raise your hand to ask me.  
Write *milk*. (Check.)

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. winds

Number 8: winds. She winds her watch. Say *wi*nds.  
(Memory steps) Underline the hard part: **i**.

9. group

Number 9: group. (Use the word in a sentence.) Say *group*.  
(Memory steps) Underline the hard part: **o-u**.

10. Mr.

Number 10: Mr. (Use the word in a sentence.) Say *Mr*.  
ABBREVIATION Find the abbreviation *Mr*. at the top of the page.  
(Memory steps) Underline the whole abbreviation.

## ▶ Student Study

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▶ Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 9. If you missed a word on the test last week, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test last week, study the words that may be hard for you.

▶ If you are differentiating instruction, remind each below-grade-level speller to study the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

### ► Teacher Background

---

The weekly spelling test consists of all of the week's new words, four review words, and two application words. The application words assess the students' knowledge of the spelling concepts and are not announced in advance.

Provide the students with paper for the spelling test.

If you are not differentiating spelling instruction, have all the students write the first 18 words. If you are differentiating instruction, have the below-grade-level spellers spell the first 10 words, the average spellers spell the first 18 words, and the advanced spellers spell all 20 words.

We recommend that you collect the tests and correct them yourself so that you can conduct an informal assessment of your class's progress. As you correct the tests, notice particularly the students' spelling of the application words, numbers 1 and 2. Students who misspell numerous consonant and short vowel sounds may not be ready for grade 3 spelling.

### ► Administer the Spelling Test

---

Hand out test paper. Have the students put their names at the top and number from 1 to 18.

The test words appear on the following page. Pronounce each word and use it in a sentence. You may use the sentences that are provided. Note that the students do not write the sentences.

### ALL STUDENTS

- |           |   |
|-----------|---|
| 1. strung | The beads were strung on the necklace. (application word) |
| 2. pond   | The ducks swam in the pond. (application word)            |
| 3. kings  | The kings of the countries met together.                  |
| 4. glad   | She was glad to hear the good news.                       |
| 5. plants | The sunflower plants have grown very tall.                |
| 6. milk   | He drinks milk every day.                                 |
| 7. won't  | They just won't listen to the leader.                     |
| 8. other  | They exchanged papers with each other.                    |
| 9. stands | The crossing guard stands at the corner.                  |
| 10. mind  | It was raining, but I didn't mind.                        |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |           |  |
|-----------|--|
| 11. land  | They came from the boat onto the dry land. |
| 12. wind  | Wind up the toy.                           |
| 13. flat  | In Kansas much of the land is flat.        |
| 14. still | After the storm, all was still.            |
| 15. month | Her birthday is in the month of March.     |
| 16. kept  | He kept running all the way to school.     |
| 17. held  | She held the puppy gently.                 |
| 18. group | There will be three people in each group.  |

### ADVANCED SPELLERS CONTINUE

- |            |                                   |
|------------|-----------------------------------|
| 19. family | The family went to the show.      |
| 20. person | They wondered who the person was. |

## Endings **s** and **es**

### ► New Content

---

The sound /əz/ at the end of a word often tells us there is more than one of something, as in the noun *dishes*, *They washed the dishes*. The sound /əz/ can also be used at the end of a word about what one person is doing, as in the verb *catches*, *He catches the ball*.

The sound /əz/ added at the end of a word is spelled **es**.

### ► Teacher Background

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Make a copy of the Week 4 homework (*Blackline Masters* page 5) for each student.

The symbol /ə/ stands for an unaccented short **u** sound. It is called a “schwa.” It is used in the *Guided Spelling* program to indicate the unaccented vowel sound in the endings **es** and **ed**.

On Day 2 of this week, you will introduce the “dictionary and personal word list” (found on *Student Spelling Book* pages 175–180). The students will use the dictionary and personal word list during writing and not during guided spelling.

On Day 3, the students will practice visualizing one of the sight words.

The pre-spelling activities this week focus on counting vowels and consonants as preparation for doubling the final consonant before an ending.

An optional spelling activity is provided for the students each week in the *Student Spelling Book*. The activity for Week 4, found on *Student Spelling Book* page 26, focuses on words with the endings **s** and **es**. This activity may be done independently or as partner work.

## ► Words Used This Week

### NEW PATTERN AND THINK WORDS

\*passes, \*glasses, \*facts, \*hands, length, send, eggs, spent

### NEW SIGHT WORDS

\*also, \*bought, father, toward

### REVIEW PATTERN AND THINK WORDS

\*stands, \*milk, \*kings, \*plants, land, flat, held, kept

### REVIEW SIGHT WORDS

\*mind, \*won't, group, wind (2)

### CHALLENGE WORDS

children, bottom, travel, ocean

### APPLICATION WORDS ON THE TEST

drums, splits

### ADDITIONAL WORDS IN DAILY GUIDED SPELLING

misses, blends, rings, buzzes, scrubs, hills, crashes, drops, crafts,  
anywhere, Miss

► **Introduce This Week's Words**

Open your spelling books to page 21. Read the words and sentences with me.

1. passes

Number 1: passes. The group leader passes out the paper. *Passes* has the ending **e-s**. Underline the first two **s**'s.

2. glasses

Number 2: glasses. She sees better with glasses. *Glasses* has the ending **e-s**. Underline the first two **s**'s.

3. facts

Number 3: facts. The class has read facts about the ocean. The sound of the ending is /s/. We spell it **s**.

4. hands

Number 4: hands. The volunteers raised their hands. The sound of the ending is /z/. We spell it **s**.

5. length

Number 5: length. The length of the field is 100 yards.

6. send

Number 6: send. They like to send messages.

7. eggs

Number 7: eggs. One of the eggs was cracked.

8. spent

Number 8: spent. They spent a month studying reptiles.

**NUMBERS 9–12 ARE THE NEW SIGHT WORDS.**

9. also

Number 9: also. Their grandparents came also. Underline **a** and **o**.

10. bought

Number 10: bought. We brought the food that we bought. Underline **o-u-g-h**.

11. father

Number 11: father. Their father showed them a new game. Underline **a** and **e-r**.

12. toward

Number 12: toward. The bus came toward the bus stop. Underline **o-w-a**.

## NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |            |              |
|------------|--------------|
| 13. stands | 19. held     |
| 14. milk   | 20. kept     |
| 15. kings  | 21. mind     |
| 16. plants | 22. won't    |
| 17. land   | 23. group    |
| 18. flat   | 24. wind (2) |

### ► Guided Spelling

Turn the page. You will write eight of this week's new words. Remember that guided spelling is not a test. I help you think about each word so that you write it correctly. When you aren't sure, raise your hand to ask me for help.

1. passes

Number 1: passes. The group leader passes out the paper. Say *passes*.

Base word? (Students: *pass*) Careful. If you aren't sure how to spell the sound /s/ in *pass*, raise your hand to ask me. Write *pass*.

*Passes*. Ending? (Students: /əz/) Add the ending. (Check.)

2. glasses

Number 2: glasses. She sees better with glasses. Say *glasses*.

Base word? (Students: *glass*) Careful. If you aren't sure how to spell the sound /s/ in *glass*, raise your hand to ask me. Write *glass*.

*Glasses*. Ending? (Students: /əz/) Add the ending. (Check.)

3. facts

Number 3: facts. The class has read facts about the ocean. Say *facts*.

*Facts* is a think word.

Base word? ■ Listen to the sounds: fact. Write *fact*.

Finish writing *facts*. (Check.)

4. hands

Number 4: hands. The volunteers raised their hands. Say *hands*.

*Hands* is a think word.

Base word? ■ Listen to the sounds: hand. Write *hand*.

Finish writing *hands*. (Check.)

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. also

Number 5: also. Their grandparents came also. Say *also*.

(Memory steps) Underline the hard parts: **a** and **o**.

6. bought

Number 6: bought. We brought the food that we bought. Say *bought*.

(Memory steps) Underline the hard part: **o-u-g-h**.

7. father

Number 7: father. Their father showed them a new game. Say *father*.

(Memory steps) Underline the hard parts: **a** and **e-r**.

8. toward

Number 8: toward. The bus came toward the bus stop. Say *toward*.

(Memory steps) Underline the hard part: **o-w-a**.

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► **Introduce the Homework**

- Hand out the Week 4 homework.

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► **Record Words Missed**

- Return the students' spelling tests from Week 3.

Turn to page 15. There is a line next to every number. If you missed a word on your spelling test, find the word on this page. Write **S** on the line. The **S** will remind you to study the word.

- If your students are accustomed to using highlighters, you may want to have them highlight the words missed.

If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 15.

## ► Teacher Background

The pre-spelling activities this week will prepare the students for doubling the final consonant (before adding the ending **ed** or **ing**) in Week 5. You will show the students how to count the vowels and following consonants in a word. If your students have difficulty differentiating between vowels and consonants, you may wish to first have them say whether each letter in the word is a vowel or a consonant. More information about doubling is included in the introduction to Week 5.

On Day 2 of each week, beginning this week, the last sight word will be a contraction. Most of the contractions in grade 3 of the *Guided Spelling* program are contractions of irregular words, for example, *you're* and *who's*. When a contraction ends with 's, the 's may stand for *is* or *has*, depending on how it is used. In *Who's going?* the word *who's* is a contraction of *who is*. In *Who's found the book?* the word *who's* is a contraction of *who has*.

In this lesson, you will introduce the students to the dictionary and personal word list (found on *Student Spelling Book* pages 175–180). The dictionary and personal word list consists of the words on the weekly lists excluding application words and challenge words. Sight words are underlined. The dictionary and personal word list can be used by the students if they need help spelling accurately during writing.

If the students do not know how to look up words in a dictionary, plan to spend time explaining and modeling how to do this.

## ► Pre-spelling: Consonants After the Vowel

► Write on the board: zip check feel match

Soon we'll spell more words with the ending **e-d**. We'll have to count the vowels and consonants in a word.

► Optional: If your students cannot quickly identify letters as vowels or consonants, point to each letter in the words and have them tell whether it is a vowel or a consonant.

zip \_ \_ \_

► Point to **i** in *zip*.

How many vowels are in this word?

check

- ▶ Point to **p**.

How many consonants are after the vowel?

- ▶ Point to **e** in *check*.

How many vowels are in this word?

- ▶ Point to **ck**.

How many consonants are after the vowel?

feel

- ▶ Point to **ee** in *feel*.

How many vowels are in this word?

- ▶ Point to **l**.

How many consonants are after the vowel?

match

- ▶ Point to **a** in *match*.

How many vowels are in this word?

- ▶ Point to **tch**.

How many consonants are after the vowel?

## ▶ Guided Spelling

Open your spelling books to page 23. Numbers 1–4 are new words for this week.

1. length

Number 1: length. The length of the field is 100 yards. Say *length*.

Listen to the sounds: length. Write *length*. (Check.)

2. send

Number 2: send. They like to send messages. Say *send*.

*Send* is a think word. Listen to the sounds: send. Write *send*. (Check.)

3. eggs

Number 3: eggs. One of the eggs was cracked. Say *eggs*.

Careful. The sound /g/ in *eggs* is spelled **g-g**. Write *eggs*. (Check.)

4. spent

Number 4: spent. They spent a month studying reptiles. Say *spent*.

*Spent* is a think word. Listen to the sounds: spent. Write *spent*. (Check.)

5. blends

Number 5: blends. (Use the word in a sentence.) Say *blends*.

*Blends* is a think word.

Base word? Listen to the sounds: blend. Write *blend*.

Finish writing *blends*. (Check.)

6. misses

Number 6: misses. (Use the word in a sentence.) Say *misses*.

Base word? ■ Careful. If you aren't sure how to spell the sound /s/ in *miss*, raise your hand to ask me. Write *miss*.

Misses. Ending? (Students: /əz/) Add the ending. (Check.)

7. rings

Number 7: rings. (Use the word in a sentence.) Say *rings*.

*Rings* is a think word. Write *rings*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. group

Number 8: group. (Use the word in a sentence.) Say *group*.

(Memory steps) Underline the hard part: **o-u**.

9. mind

Number 9: mind. (Use the word in a sentence.) Say *mind*.

(Memory steps) Underline the hard part: **i**.

10. won't

Number 10: won't (Use the word in a sentence.) Say *won't*.

CONTRACTION *Won't* is a contraction. What two words does *won't* come from?

(Memory steps) Underline the hard part: **o-n-apostrophe-t**.

## ► Introduce the Dictionary and Personal Word List

Have the students turn to the dictionary and personal word list, beginning on page 175 of the *Student Spelling Book*. Explain how the students might use it during writing:

- The students may look up words as they write. Explain that sight words are underlined.
- The students may keep track of words they misspell in class writing. When they spell a word incorrectly, they find it on the list and write **S** in the space in front of the word. Remind the students that **S** means "I need to study this word."
- The students may add words in the spaces after the words for each letter.

If necessary, take time to model how to find words in the dictionary and personal word list. If the students are not familiar with how to use a dictionary, model looking up several words. If needed, repeat this process several times over the course of a week.

### ► Teacher Background

Remember to teach the lessons at a fairly quick pace; this will help sustain the students' effort and interest. Each day's lesson is intended to last about 15 minutes.

Beginning this week, the students will practice visualizing one sight word on Day 3 of each week. Visualizing is a study aid that is helpful to many students.

### ► Pre-spelling: Consonants After the Vowel

- Write on the board: clock pinch seat fit
- Optional: If your students cannot quickly identify letters as vowels or consonants, point to each letter in the words and have them tell whether it is a vowel or a consonant.

Let's count the vowels and consonants in these words.

clock

- Point to **o** in *clock*.

How many vowels are in this word?

- Point to **ck**.

How many consonants are after the vowel?

pinch

- Point to **i** in *pinch*.

How many vowels are in this word?

- Point to **nch**.

How many consonants are after the vowel?

seat

- Point to **ea** in *seat*.

How many vowels are in this word?

- Point to **t**.

How many consonants are after the vowel?

fit

- Point to **i** in *fit*.

How many vowels are in this word?

- Point to **t**.

How many consonants are after the vowel?

## ► Guided Spelling

Open your spelling books to page 24.

1. eggs

Number 1: eggs. (Use the word in a sentence.) Say *eggs*.  
Careful. The sound /g/ in *eggs* is spelled **g-g**. Write *eggs*. (Check.)

2. buzzes

Number 2: buzzes. (Use the word in a sentence.) Say *buzzes*.  
Base word? (Students: *buzz*) Careful. The sound /z/ in *buzz* is spelled **z-z**. Write *buzz*.  
*Buzzes*. Ending? (Students: /əz/) Add the ending. (Check.)

3. length

Number 3: length. (Use the word in a sentence.) Say *length*.  
Listen to the sounds: *length*. Write *length*. (Check.)

4. scrubs

Number 4: scrubs. (Use the word in a sentence.) Say *scrubs*.  
*Scrubs* is a think word.  
Base word? ■ Listen to the sounds: *scrub*. Write *scrub*.  
Finish writing *scrubs*. (Check.)

5. facts

Number 5: facts. (Use the word in a sentence.) Say *facts*.  
*Facts* is a think word.  
Base word? ■ Listen to the sounds: *fact*. Write *fact*.  
Finish writing *facts*. (Check.)

6. hills

Number 6: hills. (Use the word in a sentence.) Say *hills*.  
Base word? ■ Careful. If you aren't sure how to spell the sound /l/ in *hill*, raise your hand to ask me. Write *hill*.  
Finish writing *hills*. (Check.)

7. passes

Number 7: passes. (Use the word in a sentence.) Say *passes*.  
Base word? ■ Careful. If you aren't sure how to spell the sound /s/ in *pass*, raise your hand to ask me.  
*Passes*. Ending? (Students: /əz/) Add the ending. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. also

Number 8: also. (Use the word in a sentence.) Say *also*.  
VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word *also*. Explain that imagining a word on the page will help them remember the spelling of the word.  
(Memory steps) Underline the hard parts: **a** and **o**.

9. bought

Number 9: bought. (Use the word in a sentence.) Say *bought*.

(Memory steps) Underline the hard part: **o-u-g-h**.

10. anywhere

Number 10: anywhere. (Use the word in a sentence.)

Say *anywhere*.

COMPOUND WORD *Anywhere* is a compound word. What two smaller words make up *anywhere*?

(Memory steps) Underline the hard parts: **a** and **y** and **e** and **e**.

### ► Pre-spelling: Consonants After the Vowel

- Write on the board: clip rent jog boil
- Optional: If your students cannot quickly identify letters as vowels or consonants, point to each letter in the words and have them tell whether it is a vowel or a consonant.

Let's count the vowels and consonants in these words.

clip — — —

- Point to **i** in *clip*.

How many vowels are in this word?

- Point to **p**.

How many consonants are after the vowel?

rent — — —

- Point to **e** in *rent*.

How many vowels are in this word?

- Point to **nt**.

How many consonants are after the vowel?

jog — — —

- Point to **o** in *jog*.

How many vowels are in this word?

- Point to **g**.

How many consonants are after the vowel?

boil — — —

- Point to **oi** in *boil*.

How many vowels are in this word?

- Point to **l**.

How many consonants are after the vowel?

### ► Guided Spelling

Open your spelling books to page 25.

I spent — —

Number 1: spent. (Use the word in a sentence.) Say *spent*.

*Spent* is a think word. Listen to the sounds: spent. Write *spent*. (Check.)

2. crashes

Number 2: crashes. (Use the word in a sentence.) Say *crashes*.  
*Crashes* is a think word.

Base word? ■ If you're not sure how to spell the sounds /kr/ at the beginning, raise your hand to ask me. Write *crash*.

*Crashes*. Ending? (Students: /əz/) Add the ending. (Check.)

3. hands

Number 3: hands. (Use the word in a sentence.) Say *hands*.  
*Hands* is a think word.

Base word? ■ Listen to the sounds: hand. Write *hand*.

Finish writing *hands*. (Check.)

4. crafts

Number 4: crafts. (Use the word in a sentence.) Say *crafts*.  
*Crafts* is a think word.

Base word? ■ Listen to the sounds: craft. If you're not sure how to spell the sounds /kr/ at the beginning, raise your hand to ask me. Write *craft*.

Finish writing *crafts*. (Check.)

5. send

Number 5: send. (Use the word in a sentence.) Say *send*.

*Send* is a think word. Listen to the sounds: send. Write *send*. ■ (Check.)

6. glasses

Number 6: glasses. (Use the word in a sentence.) Say *glasses*.

Base word? (Students: glass) Careful. If you aren't sure how to spell the sound /s/ in *glass*, raise your hand to ask me. Write *glass*.

*Glasses*. Ending? (Students: /əz/) Add the ending. (Check.)

7. drops

Number 7: drops. (Use the word in a sentence.) Say *drops*.

*Drops* is a think word. Listen to the sounds: drops. Write *drops*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. father

Number 8: father. (Use the word in a sentence.) Say *father*.  
(Memory steps) Underline the hard parts: **a** and **e-r**.

9. toward

Number 9: toward. (Use the word in a sentence.) Say *toward*.  
(Memory steps) Underline the hard part: **o-w-a**.

10. Miss

Number 10: Miss. We read a book about Miss Rumphius. Say *Miss*.  
*Miss* does *not* have a period.

(Memory steps) Underline the whole word.

## ▶ Student Study

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- ▶ Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 15. If you missed a word on the test last week, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test last week, study the words that may be hard for you.

- ▶ If you are differentiating instruction, privately remind each below-grade-level speller to study the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

### ► Teacher Background

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The weekly spelling test consists of all of the week's new words, four review words, and two application words. The application words assess the students' knowledge of the spelling concepts and are not announced in advance.

Provide the students with paper for the spelling test.

If you are not differentiating spelling instruction, have all the students write the first 18 words. If you are differentiating instruction, have the below-grade-level spellers spell the first 10 words, the average spellers spell the first 18 words, and the advanced spellers spell all 20 words.

We recommend that you collect the tests and correct them yourself so that you can conduct an informal assessment of your class's progress. As you correct the tests, notice particularly the students' spelling of the application words, numbers 1 and 2. Students who misspell numerous consonant and short vowel sounds may not be ready for grade 3 spelling.

### ► Administer the Spelling Test

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Hand out test paper. Have the students put their names at the top and number from 1 to 18.

The test words appear on the following page. Pronounce each word and use it in a sentence. You may use the sentences that are provided. Note that the students do not write the sentences.

### **ALL STUDENTS**

- |            |   |
|------------|---|
| 1. drums   | All of us played the drums. (application word)                              |
| 2. splits  | He splits his sandwich in half and shares it with me.<br>(application word) |
| 3. also    | They read the book and also saw the movie.                                  |
| 4. passes  | He passes by at 11:00 each day.   |
| 5. mind    | Use your mind to solve the puzzle.  |
| 6. hands   | Some children love to put their hands in dirt.                              |
| 7. bought  | She bought all the supplies at one store.                                   |
| 8. glasses | I've lost my glasses again.   |
| 9. stands  | She stands ready to catch the ball.   |
| 10. facts  | They learned many facts about wheels and gears.                             |

### **AVERAGE AND ADVANCED SPELLERS CONTINUE**

- |            |  |
|------------|--|
| 11. eggs   | Hummingbird eggs are very tiny.            |
| 12. length | They measured the length of the board.     |
| 13. wind   | The leaves were blowing in the wind.       |
| 14. spent  | He spent almost all his money at the fair. |
| 15. toward | His dog came running toward us.            |
| 16. send   | I will send you a message.                 |
| 17. father | She showed her report to her father.       |
| 18. kept   | It kept raining all day.                   |

### **ADVANCED SPELLERS CONTINUE**

- |            |                                   |
|------------|-----------------------------------|
| 19. bottom | The pebbles sank to the bottom.   |
| 20. ocean  | There are many fish in the ocean. |

## Doubling with Endings **ed** and **ing**

### ► New Content

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When we add **ed** or **ing** to a single-syllable word that has *one* vowel and ends with *one* consonant, we first double the final consonant of the base word, as in *hopped* and *cutting*.

### ► Teacher Background

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Make a copy of the Week 5 homework (*Blackline Masters* page 6) for each student.

Exceptions to the doubling generalization are introduced in Week 19; the exceptions include words that end in **x** and words that end with the vowel spellings **ay, ey, oy, uy, aw, ew, ow**.

In the pre-spelling activities this week, you will model doubling the final consonant before adding an ending.

Make a copy of *Blackline Masters* page 42 and post it where all the students can see it. This poster will remind the students when to double: “One vowel, One consonant after the vowel, Then double.”

Your professional judgment as a teacher is key to making the *Guided Spelling* program effective for all learners. Keep the following things in mind:

- The *Teacher’s Manual* provides decreasing guidance as the students gain an understanding of each spelling concept. In the week in which a spelling concept is introduced, full support is provided throughout the week. In subsequent weeks less guidance is given. For example, in Week 1 the guidance for short **a** in *add* is “If you aren’t sure how to spell the short vowel sound /ă/, look for the cat at the chair.” After Week 1 that support for short **a** is no longer included in the dialogue for guiding.

- Some students may need a longer period of full support. For example, if the weekly tests from Weeks 1–4 showed that your students are still making errors on short vowels, increase your support to the level of the weeks in which the short vowels were introduced (Week 1 for **a**, **e**, and **i**; Week 2 for **o** and **u**).
- To locate where the maximum guidance occurs for each spelling concept, consult the index on pages 473–476. The index directs you to the page with the first instance of guiding for each spelling concept.

## ► Words Used This Week

NEW PATTERN AND THINK WORDS	*planned, *missing, *dishes, *sitting, brings, grass, sent, lost
NEW SIGHT WORDS	*dead, *die, tie, field
REVIEW PATTERN AND THINK WORDS	*hands, *glasses, *passes, *facts, length, eggs, spent, send
REVIEW SIGHT WORDS	*bought, *also, toward, father
CHALLENGE WORDS	island, picture, forest, famous
APPLICATION WORDS ON THE TEST	lunches, wishes
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	cutting, pinched, skidded, camped, skunks, drinking, clapping, smells, trimming, dies, who's, ties, anything, Ms.

### ► Pre-spelling: Doubling

This week I'll show you that you may have to change the base word when you add **e-d** or **i-n-g**.

► Write on the board: hop hopped

Read these words with me: *hop, hopped*.

hopped — —

► Point to *hopped*.

What is the base word in *hopped*?

Look at *hopped*. I had to write another **p**. That is called *doubling*. I made the last letter double. I made two of them. Say “double.”

► Point to the poster.

Read this poster with me: One vowel, One consonant after the vowel, Then double.

ripped — —

I will write *ripped*. I *ripped* my jacket. *Ripped*. First I write the base word, *rip*.

► Write *rip* on the board. Point to **i**.

I see *one* vowel.

► Point to **p**.

I see *one* consonant after the vowel. I read the poster again: One vowel, One consonant after the vowel, Then double.

► Point to **p**.

I need to double this last consonant. I add another **p**. I'm writing *ripped*. I hear the ending /t/, so I add **e-d**. *Ripped*.

### ► Introduce This Week's Words

Open your spelling books to page 27. Read the words and sentences with me.

I. planned — —

Number 1: planned. The class planned a science experiment.

The base word is *plan*. The **n** was doubled and then the ending **e-d** was added.

2. missing

Number 2: missing. His pencil is missing again.

The base word is *miss*. Underline **s-s**. *Missing* has the ending **i-n-g**.

3. dishes

Number 3: dishes. They put the dishes on the shelf.

*Dishes* has the ending **e-s**.

4. sitting

Number 4: sitting. The cat was sitting by the fire.

The base word is *sit*. The **t** was doubled and then the ending **i-n-g** was added.

5. brings

Number 5: brings. The bird brings food to the nest.

The sound of the ending is /z/. We spell it **s**.

6. grass

Number 6: grass. The grass turned brown in the fall.

Underline **s-s**.

7. sent

Number 7: sent. They sent a package to their grandparents.

8. lost

Number 8: lost. She lost her jacket at school.

NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. dead

Number 9: dead. Some of the flowers were dead.

Underline **e-a**.

10. die

Number 10: die. They watered the plant so it wouldn't die.

Underline **i-e**.

11. tie

Number 11: tie. Tie your shoelaces.

Underline **i-e**.

12. field

Number 12: field. The soccer field was wet and muddy.

Underline **i-e**.

NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |             |            |
|-------------|------------|
| 13. hands   | 19. spent  |
| 14. glasses | 20. send   |
| 15. passes  | 21. bought |
| 16. facts   | 22. also   |
| 17. length  | 23. toward |
| 18. eggs    | 24. father |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words. Remember that guided spelling is not a test. I help you think about each word so that you write it correctly. When you aren't sure, raise your hand to ask me for help.

1. planned

Number 1: planned. The class planned a science experiment. Say *planned*.

*Planned* is a think word.

Base word? (Students: plan) Write *plan*.

*Planned*. What do you have to decide? (Students: Do we double?)

► Point to the poster.

Read this poster with me: One vowel, One consonant after the vowel, Then double. Everyone point to **a**. Does *plan* have one vowel? (Students: yes) Everyone point to **n**. Does *plan* have one consonant after the vowel? (Students: yes) Will you double the last consonant? (Students: yes) Write another **n**. ■ You're writing *planned*. What's the spelling for the ending /d/? (Students: e-d) Add the ending. (Check.)

2. missing

Number 2: missing. His pencil is missing again. Say *missing*.

*Missing* is a think word.

Base word? (Students: miss) Careful on the sound /s/ in miss. Write *miss*.

*Missing*. What do you have to decide? (Students: Do we double?) Everyone point to **i**. Does *miss* have one vowel? (Students: yes) Everyone point to **s-s**. Does it have one consonant after the vowel? (Students: no, two) Will you double the last consonant? (Students: no) You're writing *missing*. Add /ing/. (Check.)

3. dishes

Number 3: dishes. They put the dishes on the shelf. Say *dishes*.

*Dishes* is a think word.

Base word? ■ Write *dish*.

*Dishes*. Ending? ■ Add /əz/. (Check.)

4. sitting

Number 4: sitting. The cat was sitting by the fire. Say *sitting*.

*Sitting* is a think word.

Base word? (Students: sit) Write *sit*.

*Sitting*. What do you have to decide? (Students: Do we double?) Everyone point to **i**. Does *sit* have one vowel? (Students: yes) Everyone point to **t**. Does it have one consonant after the vowel?

(Students: yes) Will you double the last consonant? (Students: yes)  
Write another **t**. ■ You're writing *sitting*. Add /ing/. (Check.)

### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. dead — —

Number 5: dead. Some of the flowers were dead. Say *dead*.  
(Memory steps) Underline the hard part: **e-a**.

6. die — —

Number 6: die. They watered the plant so it wouldn't die. Say *die*.  
(Memory steps) Underline the hard part: **i-e**.

7. tie — —

Number 7: tie. Tie your shoelaces. Say *tie*.  
(Memory steps) Underline the hard part: **i-e**.

8. field — —

Number 8: field. The soccer field was wet and muddy. Say *field*.  
(Memory steps) Underline the hard part: **i-e**.

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### ► Introduce the Homework

- Hand out the Week 5 homework.

---

### ► Record Words Missed

- Return the students' spelling tests from Week 4.

Turn to page 21 in your spelling books.

There is a line next to every number. If you missed a word on your spelling test, find the word on this page. Write **S** on the line. The **S** will remind you to study the word.

- If your students are accustomed to using highlighters, you may want to have them highlight the words missed.

If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 21.

### ► Pre-spelling: Doubling

I will remind you how to double the last consonant before you add **i-n-g**.

humming

I will write *humming*. *She was humming a tune. Humming*. First I write the base word, *hum*.

► Write *hum* on the board. Point to **u**.

I see *one* vowel.

► Point to **m**.

I see *one* consonant after the vowel. I read the poster again: *One vowel, One consonant after the vowel, Then double*.

► Point to **m**.

I need to double this last consonant. I add another **m**. I'm writing *humming*. I hear the ending /ing/, so I add **i-n-g**. *Humming*.

### ► Guided Spelling

Open your spelling books to page 29. Numbers 1–4 are new words for this week.

1. brings

Number 1: brings. The bird brings food to the nest. Say *brings*. *Brings* is a think word. Write *brings*. (Check.)

2. grass

Number 2: grass. The grass turned brown in the fall. Say *grass*. Careful on the /s/ in *grass*. Write *grass*. (Check.)

3. sent

Number 3: sent. They sent a package to their grandparents. Say *sent*.

Listen to the sounds: *sent*. Careful. If you aren't sure how to spell the sound /s/ in *sent*, raise your hand to ask me. Write *sent*. (Check.)

4. lost

Number 4: lost. She lost her jacket at school. Say *lost*.

*Lost* is a think word. Write *lost*. (Check.)

5. cutting

Number 5: cutting. (Use the word in a sentence.) Say *cutting*.

*Cutting* is a think word.

Base word? (Students: cut) Write *cut*.

*Cutting*. What do you have to decide? (Students: Do we double?)

► Point to the poster.

Read this poster with me: One vowel, One consonant after the vowel, Then double. Everyone point to **u**. Does *cut* have one vowel? (Students: yes) Everyone point to **t**. Does it have one consonant after the vowel? (Students: yes) Will you double the last consonant? (Students: yes) Write another **t**. ■ You're writing *cutting*. Add /ing/. (Check.)

6. pinched

Number 6: pinched. (Use the word in a sentence.) Say *pinched*.

*Pinched* is a think word.

Base word? (Students: pinch) Listen to the sounds: pinch. Write *pinch*.

*Pinched*. What do you have to decide? (Students: Do we double?) Everyone point to **i**. Does *pinch* have one vowel? (Students: yes) Everyone point to **n-c-h**. Does it have one consonant after the vowel? (Students: no, three) Will you double the last consonant? (Students: no) You're writing *pinched*. What's the spelling for the ending /t/? (Students: e-d) Add the ending. (Check.)

7. skidded

Number 7: skidded. (Use the word in a sentence.) Say *skidded*.

*Skidded* is a think word.

Base word? (Students: skid) Careful. The sounds /sk/ in *skid* are spelled **s-k**. Write *skid*.

*Skidded*. What do you have to decide? (Students: Do we double?) Everyone point to **i**. Does *skid* have one vowel? (Students: yes) Everyone point to **d**. Does *skid* have one consonant after the vowel? (Students: yes) Will you double the last consonant? (Students: yes) Write another **d**. ■ You're writing *skidded*. What's the spelling for the ending /əd/? (Students: e-d) Add the ending. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. father

Number 8: father. (Use the word in a sentence.) Say *father*.

(Memory steps) Underline the hard parts: **a** and **e-r**.

9. toward

Number 9: toward. (Use the word in a sentence.) Say *toward*.

(Memory steps) Underline the hard part: **o-w-a**.

10. who's — —

Number 10: who's. Who's going to be first? Say *who's*.

HOMOPHONE It's not *whose*, *Whose lunch is this?* It's *who's*, *Who's going to be first?*

CONTRACTION *Who's* is a contraction. What two words does *who's* come from?

(Memory steps) Underline the whole word.

### ► Teacher Background

Remember to teach the lessons at a fairly quick pace; this will help sustain the students' effort and interest. Each day's lesson is intended to last about 15 minutes.

### ► Pre-spelling: Doubling

I will remind you how to double the last consonant before you add **e-d**.

grabbed

I will write *grabbed*. *The baby grabbed the toy. Grabbed*. First I write the base word, *grab*.

► Write *grab* on the board. Point to **a**.

I see *one* vowel.

► Point to **b**.

I see *one* consonant after the vowel. I read the poster again: One vowel, One consonant after the vowel, *Then double*.

► Point to **b**.

I need to double this last consonant. I add another **b**. I'm writing *grabbed*. I hear the ending /d/, so I add **e-d**. *Grabbed*.

### ► Guided Spelling

Open your spelling books to page 30.

I. camped

Number 1: *camped*. (Use the word in a sentence.) *Say camped*.

Base word? (Students: *camp*) Listen to the sounds: camp. If you don't know how to spell the sound /k/ in *camp*, raise your hand to ask me. Write *camp*.

*Camped*. What do you have to decide? (Students: *Do we double?*)

► Point to the poster.

Read this poster with me: One vowel, One consonant after the vowel, *Then double*. Everyone point to **a**. Does *camp* have *one* vowel?

(Students: *yes*) Everyone point to **m-p**. Does it have *one* consonant after the vowel? (Students: *no, two*) Will you double the last consonant? (Students: *no*) You're writing *camped*. What's the spelling for the ending /t/? (Students: *e-d*) Add the ending. (Check.)

2. lost

Number 2: lost. (Use the word in a sentence.) Say *lost*.  
*Lost* is a think word. Write *lost*. (Check.)

3. missing

Number 3: missing. (Use the word in a sentence.) Say *missing*.  
Base word? (Students: miss) Careful on the sound /s/ in *miss*.  
Write *miss*.

*Missing*. What do you have to decide? (Students: Do we double?)  
Everyone point to **i**. Does *miss* have *one* vowel? (Students: yes)  
Everyone point to **s-s**. Does it have *one* consonant after the  
vowel? (Students: no, two) Will you double the last consonant?  
(Students: no) You're writing *missing*. Add /ing/. (Check.)

4. skunks

Number 4: skunks. (Use the word in a sentence.) Say *skunks*.  
Base word? ■ Listen to the sounds: skunk. Careful. The sounds  
/sk/ in *skunk* are spelled **s-k**. Careful. The end sounds like /ungk/  
but it's spelled **u-n-k**. Write *skunks*. (Check.)

5. sitting

Number 5: sitting. (Use the word in a sentence.) Say *sitting*.  
*Sitting* is a think word.

Base word? (Students: sit) Write *sit*.

*Sitting*. What do you have to decide? (Students: Do we double?)  
Everyone point to **i**. Does *sit* have *one* vowel? (Students: yes)  
Everyone point to **t**. Does it have *one* consonant after the vowel?  
(Students: yes) Will you double the last consonant? (Students: yes)  
Write another **t**. ■ You're writing *sitting*. Add /ing/. (Check.)

6. drinking

Number 6: drinking. (Use the word in a sentence.) Say *drinking*.  
Base word? (Students: drink) Listen to the sounds: drink. Careful.  
The end sounds like /ingk/ but it's spelled **i-n-k**. Write *drink*.

*Drinking*. What do you have to decide? (Students: Do we double?)  
Everyone point to **i**. Does *drink* have *one* vowel? (Students: yes)  
Everyone point to **n-k**. Does it have *one* consonant after the  
vowel? (Students: no, two) Will you double the last consonant?  
(Students: no) You're writing *drinking*. Add /ing/. (Check.)

7. grass

Number 7: grass. (Use the word in a sentence.) Say *grass*.  
Careful on the /s/ in *grass*. Write *grass*. (Check.)

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. ties

Number 8: ties. (Use the word in a sentence.) Say *ties*.

VISUALIZING At the end of memory step 1, have the students close  
their eyes and visualize the word.

(Memory steps) Underline the hard part: **i-e**.

9. dead

Number 9: dead. (Use the word in a sentence.) Say *dead*.

(Memory steps) Underline the hard part: **e-a**.

10. anything

Number 10: anything. (Use the word in a sentence.) Say *anything*.

COMPOUND WORD *Anything* is a compound word. What two smaller words make up *anything*?

(Memory steps) Underline the hard parts: **a** and **y**.

### ► Pre-spelling: Doubling

I will remind you how to double the last consonant before you add **i-n-g**.

shopping

I will write *shopping*. We went *shopping* for school supplies. *Shopping*. First I write the base word, *shop*.

► Write *shop* on the board. Point to **o**.

I see *one* vowel.

► Point to **p**.

I see *one* consonant after the vowel. I read the poster again: One vowel, One consonant after the vowel, *Then double*.

► Point to **p**.

I need to double this last consonant. I add another **p**. I'm writing *shopping*. I hear the ending /ing/, so I add **i-n-g**. *Shopping*.

### ► Guided Spelling

Open your spelling books to page 31.

1. sent

Number 1: *sent*. (Use the word in a sentence.) Say *sent*.

Listen to the sounds: sent. Careful. If you aren't sure how to spell the sound /s/ in *sent*, raise your hand to ask me. Write *sent*. (Check.)

2. planned

Number 2: *planned*. (Use the word in a sentence.) Say *planned*.

*Planned* is a think word.

Base word? (Students: *plan*) Write *plan*.

*Planned*. What do you have to decide? (Students: Do we double?)

► Point to the poster.

Read this poster with me: One vowel, One consonant after the vowel, *Then double*. Everyone point to **a**. Does *plan* have *one* vowel? (Students: *yes*) Everyone point to **n**. Does *plan* have *one* consonant after the vowel? (Students: *yes*) Will you double the last consonant? (Students: *yes*) Write another **n**. ■ You're writing *planned*. What's the spelling for the ending /d/? (Students: *e-d*) Add the ending. (Check.)

3. clapping

Number 3: clapping. (Use the word in a sentence.) Say *clapping*.

*Clapping* is a think word.

Base word? (Students: clap) Careful. If you aren't sure how to spell /kl/ in *clap*, raise your hand to ask me. Write *clap*.

*Clapping*. What do you have to decide? (Students: Do we double?) Everyone point to **a**. Does *clap* have *one* vowel? (Students: yes) Everyone point to **p**. Does it have *one* consonant after the vowel? (Students: yes) Will you double the last consonant? (Students: yes) Write another **p**. ■ You're writing *clapping*. Add /ing/. (Check.)

4. dishes

Number 4: dishes. (Use the word in a sentence.) Say *dishes*.

*Dishes* is a think word.

Base word? ■ Write *dish*.

*Dishes*. Ending? ■ Add /əz/. (Check.)

5. smells

Number 5: smells. (Use the word in a sentence.) Say *smells*.

Careful. If you aren't sure how to spell the sound /l/ in *smells*, raise your hand to ask me. Write *smells*. (Check.)

6. brings

Number 6: brings. (Use the word in a sentence.) Say *brings*.

*Brings* is a think word. Write *brings*. (Check.)

7. trimming

Number 7: trimming. (Use the word in a sentence.) Say *trimming*.

*Trimming* is a think word.

Base word? (Students: trim) Listen to the sounds: trim. Write *trim*.

*Trimming*. What do you have to decide? (Students: Do we double?) Everyone point to **i**. Does *trim* have *one* vowel? (Students: yes) Everyone point to **m**. Does it have *one* consonant after the vowel? (Students: yes) Will you double the last consonant? (Students: yes) Write another **m**. ■ You're writing *trimming*. Add /ing/. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. field

Number 8: field. (Use the word in a sentence.) Say *field*.

(Memory steps) Underline the hard part: **i-e**.

9. dies

Number 9: dies. (Use the word in a sentence.) Say *dies*.

(Memory steps) Underline the hard part: **i-e**.

10. Ms.

Number 10: Ms. Our teacher is Ms. Taylor. Say *Ms*.

(Students: /mɪz/)

(Memory steps) Underline the whole word.

## ► Student Study

---

► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 21. If you missed a word on the test last week, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test last week, study the words that may be hard for you.

► If you are differentiating instruction, remind each below-grade-level speller to study the starred words. The challenge words are for the advanced spellers only.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |            |  |
|------------|--|
| 1. lunches | We all brought our lunches. (application word) |
| 2. wishes  | I have three wishes. (application word)        |
| 3. planned | They planned to invite all their relatives.    |
| 4. dead    | We saw several dead bugs.                      |
| 5. missing | Her pencil is missing.                         |
| 6. sitting | They were sitting at the table.                |
| 7. die     | Some insects die after only one day.           |
| 8. dishes  | Their mother asked them to wash the dishes.    |
| 9. glasses | We put the plates and glasses away.            |
| 10. also   | We do math today; we also do science.          |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |            |                                      |
|------------|--------------------------------------|
| 11. grass  | The grass was green and beautiful.   |
| 12. field  | Corn was growing in the field.       |
| 13. brings | The mail carrier brings the mail.    |
| 14. length | The length of the book is 160 pages. |
| 15. sent   | We sent a package to our friend.     |
| 16. tie    | She will tie a bow with the ribbon.  |
| 17. father | Their father planted the garden.     |
| 18. lost   | Our team lost the game.              |

### ADVANCED SPELLERS CONTINUE

- |             |  |
|-------------|--|
| 19. picture | Everyone smiled for the class picture. |
| 20. island  | They paddled a canoe to the island.    |

## Review of Weeks 1, 2, 3, and 4

### ► Teacher Background

---

Duplicate the three homework pages for this week (*Blackline Masters* pages 7–9).

On Day 1, you will give a pretest. The students will correct the pretests in class as you read the answers. The students will note which words they need to study.

The Day 2 lesson introduces proofreading practice. The students will work with partners to find spelling errors in sentences.

On Day 3, the students will study for the review test with partners.

The Day 4 lesson includes a class discussion to help the students become more aware of how to spell correctly when writing.

On Day 5, you will give the review test.

If you are differentiating instruction, have the below-grade-level spellers study just the starred words on *Student Spelling Book* page 33. Have the average spellers study all the words on page 33 except the challenge words. Have the advanced spellers study all words on page 33, including the challenge words.

The pre-spelling activities this week provide practice on doubling the final consonant.

In the optional spelling activity this week (*Student Spelling Book* page 36), the students alphabetize words. If your students do not know how to arrange words in alphabetical order, you may wish to practice alphabetizing with them as described in “Introduce the Optional Spelling Activity” at the end of Day 1.

## ► Words Used This Week

---

REVIEW PATTERN AND  
THINK WORDS

\*led, \*rich, \*add, \*with, which, fresh, check, thick, \*box, \*sand,  
\*glad, \*must, soft, trip, still, song, \*stands, \*milk, \*kings, \*plants,  
land, flat, held, kept, \*hands, \*glasses, \*passes, \*facts, length,  
eggs, spent, send

REVIEW SIGHT WORDS

\*hold, \*cold, full, pull, \*other, \*mother, laugh, month, \*mind,  
\*won't, group, wind (2), \*bought, \*also, toward, father

REVIEW CHALLENGE  
WORDS

upon, began, until, begin, finger, family, hundred, person,  
bottom, children, travel, ocean

APPLICATION WORDS  
ON THE TEST

clicks, plums

## Pretest

### ► Administer the Pretest

---

Turn to page 34 in your spelling books. This week you will review your spelling words. You will take a pretest today.

#### ALL STUDENTS

- |            |  |
|------------|--|
| 1. flashes | In a thunderstorm, the lightning flashes in the sky.<br>(application word) |
| 2. blocks  | They built the blocks into a tower. (application word)                     |
| 3. passes  | She passes by my house every day.  |
| 4. with    | Now they are writing with pens.  |
| 5. stands  | The announcer stands in front.   |
| 6. also    | We brought salad to the picnic; we also brought juice.                     |
| 7. won't   | Our report won't last very long.   |
| 8. glad    | He was glad to be on the team.   |

#### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |          |   |
|----------|---|
| 9. send  | She wanted to send a message to school.       |
| 10. kept | They kept all their pictures from their trip. |
| 11. full | The jug is full of milk.                      |
| 12. trip | They took a trip to his parents' village.     |

### ► Correct the Pretest

---

I will read and spell each word. Point under each letter as I spell. If you did not spell the word correctly, draw a line through the word.

- Read and spell the 12 words out loud.

---

## ▶ Record Words Missed on the Pretest

---

Turn back to page 33. These are the words that we will review this week. If you missed any words on the pretest, find the words on this page and write **S** in front of each one. These are words that you especially need to study.

## ▶ Introduce the Homework

---

▶ Hand out the homework for Week 6. There are three pages of homework this week. The students will practice every review word.

## ▶ Record Words Missed on Last Week's Test

---

▶ Return the students' spelling tests from Week 5.

Turn to page 27 in your spelling books. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 27.

## ▶ Introduce the Optional Spelling Activity

---

In the optional spelling activity this week (*Student Spelling Book* page 36), the students alphabetize words. If your students do not know how to arrange words in alphabetical order, you may wish to practice alphabetizing with them as described below.

- ▶ Write on the board: still with add
- ▶ Have the class tell you the alphabetical order for these words as you rewrite them on the board.

## Proofreading

### ► Teacher Background

**ELPS 5.C.iii**  
Teacher Background  
and Pre-spelling:  
Decide Whether to  
Double (beginning on  
page 105 and  
continuing on to page  
106)

The activity in this lesson develops proofreading skills. The students will work with partners to find the misspelled words and write them correctly in their *Student Spelling Books*. There are one, two, three, or no words misspelled in each sentence.

In the pre-spelling activities this week, the students will practice deciding whether to double the last consonant before adding **ed** or **ing**.

### ► Pre-spelling: Decide Whether to Double

Help me decide whether to double the last consonant.

scratched

Scratched. He scratched his arm. Scratched.

What is the base word? (Students: scratch)

► Write *scratch* on the board. Point to **a**.

Is there *one* vowel?

► Point to **tch**.

Is there *one* consonant after the vowel? (Students: no, three)

Will we double the **h**? (Students: no)

► Add **ed**.

Scratched.

petting

Petting. She was petting her dog. Petting.

Base word?

► Write *pet* on the board. Point to **e**.

Is there *one* vowel?

► Point to **t**.

Is there *one* consonant after the vowel? ■ Will we double the **t**?  
(Students: yes)

► Add **ting**.

Petting.

looking

Looking. She was looking for the book. Looking.

Base word?

► Write *look* on the board. Point to **oo**.

Is there one vowel? (Students: no, two) Will we double the **k**? (Students: no)

► Add **ing**.

Looking.

---

## ► Partner Proofreading

► Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Open your spelling books to page 35. On this page, you will see many of the words that we have studied, but some of them are not spelled correctly. Today you will proofread these sentences with your partner. *Proofread* means *look for mistakes*. Read each sentence with your partner. Together you will look for misspelled words. When you find a misspelled word, draw a line through it and write the correct word above it. You may find a sentence with every word correct.

► As the students work, monitor and assist those who need extra support in proofreading.

---

## ► Correct Sentences Together

Let's read each sentence together. You tell me each misspelled word and how to spell it correctly. I will write the correct word on the board. If you made a mistake, draw a line through the word.

1. They bougt fresh milk and eggs. Misspelled words?

(Students: bought, b-o-u-g-h-t)

► Write *bought* on the board.

2. The box held a thick, soft pillow for the cat. Misspelled words?

(Students: no misspelled words)

3. Wich math facs have you learned this munth? Misspelled words?

(Students: which, w-h-i-c-h, facts, f-a-c-t-s, month, m-o-n-t-h)

► Write *which*, *facts*, and *month* on the board.

4. My fother and muther wo'nt mind if I hold the snake. Misspelled words? (Students: father, f-a-t-h-e-r, mother, m-o-t-h-e-r, won't, w-o-n-apostrophe-t)

▶ Write *father*, *mother*, and *won't* on the board.

5. She lost her glases, and they are stil missing. Misspelled words? (Students: glasses, g-l-a-s-s-e-s, still, s-t-i-l-l)

▶ Write *glasses* and *still* on the board.

---

## ▶ Record Words Missed in Proofreading

If there is a misspelled word that you did not find, turn back to page 33 and write **S** next to the word. If there is a word that you did not write correctly, find the word on page 33 and write **S** next to it. These are words that you especially need to study.

## Partner Study

### ▶ Teacher Background

During partner study time, the students will study for the review test with a partner. Have the students work with their partners from Day 2. First model the procedure with a partner. Then have a few pairs model the procedure for the class. As partners practice the procedure for partner study, circulate and help pairs as needed.

### ▶ Pre-spelling: Decide Whether to Double

Help me decide whether to double the last consonant.

snapped

Snapped. The elastic band snapped. Snapped.

Base word?

▶ Write *snap* on the board. Point to **a**.

Is there one vowel?

▶ Point to **p**.

Is there one consonant after the vowel? ■ Will we double the **p**?  
(Students: yes)

▶ Add **ped**.

Snapped.

honking

Honking. The drivers were honking their horns. Honking.

Base word?

▶ Write *honk* on the board. Point to **o**.

Is there one vowel?

▶ Point to **nk**.

Is there one consonant after the vowel? (Students: no, two)  
Will we double the **k**? (Students: no)

▶ Add **ing**.

Honking.

## ▶ Partner Study

Open your spelling books to page 33. Today you will work with a partner to study the spelling words.

▶ Select a student to act as your partner. Explain and model the procedure for working with a partner as described below.

Choose a word to study, and tell your partner the number and word, for example, “Number 3: add.” Then ask your partner to put his finger under number 3, *add*.

Say what the hard parts are, for example, “The hard part in *add* is **d-d**.” Then cover the word and spell it out loud: **a-d-d**. Ask your partner to check as you spell the word and to say whether it is spelled correctly.

If you did not spell the word correctly, both of you cover the word and spell it together.

If you missed the word, write **S** in front of the word to remind you to study it.

▶ Switch roles and have your partner choose a word to study; model the partner study procedure with the new word. Then have the students work with their partners and take turns choosing and spelling words. Circulate as partners work, observe the students, and help them as necessary to study the words together. Encourage the students to choose words that are hard for them.

## Spelling Discussion

### ► Teacher Background

The purpose of today's spelling discussion is to help your students use the strategies practiced and learned in guided spelling in their everyday writing. In the drafting stage of writing, the students' focus should be on recording their ideas without stopping to worry about spelling, but in the revision/proofreading stage the students should pay careful attention to spelling.

### ► Pre-spelling: Decide Whether to Double

Help me decide whether to double the last consonant.

hearing — —

Hearing. The nurse tested our hearing. Hearing.

Base word?

► Write *hear* on the board. Point to **ea**.

Is there one vowel? (Students: no, two) Will we double the **r**? (Students: no)

► Add **ing**.

Hearing.

passed — —

Passed. He passed us on his bicycle. Passed.

Base word?

► Write *pass* on the board. Point to **a**.

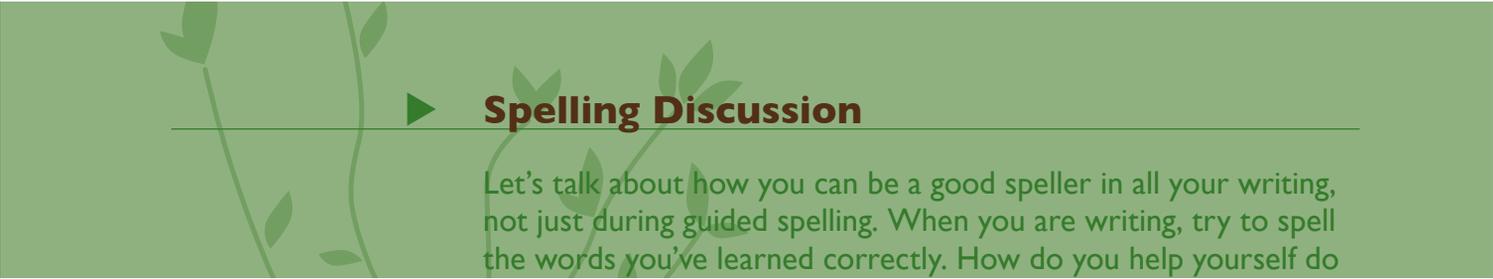
Is there one vowel?

► Point to **ss**.

Is there one consonant after the vowel? (Students: no, two)  
Will we double the **s**? (Students: no)

► Add **ed**.

Passed.



## ▶ **Spelling Discussion**

---

Let's talk about how you can be a good speller in all your writing, not just during guided spelling. When you are writing, try to spell the words you've learned correctly. How do you help yourself do that?

The students might say:

"I sound out the word."

"I use the spelling-sound chart."

"I write the word and see whether it looks right."

"Sometimes I look up the word in my dictionary and personal word list at the back of my spelling book, or I look it up in the classroom dictionary."

▶ If the students have difficulty thinking of how they can spell words correctly when they are writing, share some of the ideas listed above and ask them to think of additional ways.

## ▶ **Partner Study**

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If time permits, have the students study the review words on *Student Spelling Book* page 33 with their partners, as on Day 3.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

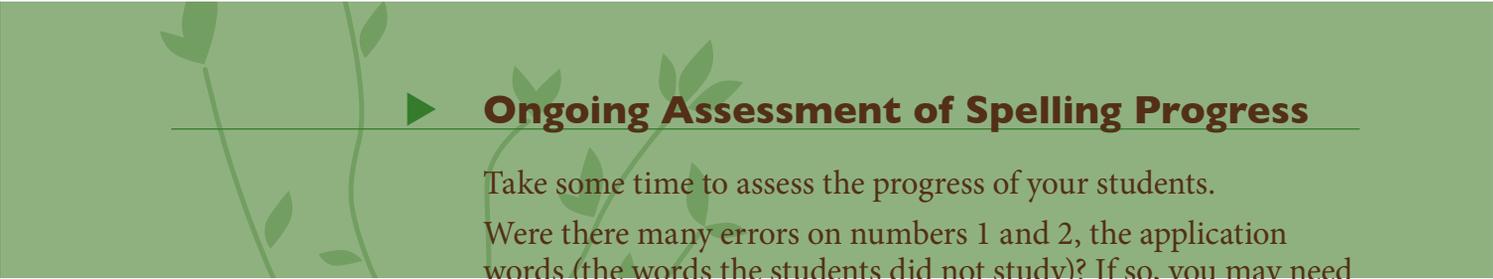
1. click It locked with a click. (application word)
2. plums We ate the delicious purple plums. (application word)
3. facts We learned facts about the sun.
4. glasses She wears glasses for reading.
5. mind Do you mind if I use your pencil?
6. sand The sand blew in their faces.
7. kings The kings were crowned on this throne.
8. cold Wear warm clothes in cold weather.
9. bought He bought a new book by his favorite author.
10. add I will add three cups of flour.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. wīnd, wīnd Wīnd up your kite string as the wīnd dies down.
12. which Which topic did your group choose?
13. spent She spent the money she had saved.
14. kept The baby kept trying to crawl.
15. song She was singing a happy song.
16. month A month usually has 30 or 31 days.
17. father He showed his homework to his father.
18. length The length of the ruler was 1 foot.

### ADVANCED SPELLERS CONTINUE

19. hundred One hundred centimeters equal 1 meter.
20. travel She wants to travel to the moon.



## ▶ Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many errors on numbers 1 and 2, the application words (the words the students did not study)? If so, you may need to provide more support during daily guided spelling in order for the students to spell by hearing the sounds in the words. For more information about increasing your level of support, see pages 85–86.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using phonics knowledge. Examples are the underlined letters in the following words: glasses, cold, bought. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Is there a gap between the students' test performance and their class writing beyond spelling lessons? Continue to encourage your students to use the spelling strategies they have learned when they are proofreading and revising their writing. You may wish to occasionally revisit the students' ideas from the spelling discussion on Day 4 of this week (see page 111).

## Sound /ch/ Spelled **tch**; Sound /j/ Spelled **dge**

### ► New Content

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The sound /ch/ directly after a short vowel in a single-syllable word is usually spelled **tch**, as in *match*.

The sound /j/ directly after a short vowel in a single-syllable word is spelled **dge**, as in *judge*.

One clue in spelling is *where* in a word you hear a sound. For example, in a single-syllable word the sound /j/ *after* a short vowel is spelled **dge**.

### ► Teacher Background

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Make a copy of the Week 7 homework (*Blackline Masters* page 10) for each student.

Some high-frequency exceptions to /ch/ spelled **tch** are *much*, *such*, *which*, and *rich*.

One additional guiding point is introduced this week: the sound /r/ at the beginning of a word is sometimes spelled **wr**, as in *wrong*.

In the *Guided Spelling* program, the level of guidance in the lessons is decreased after the week in which a new concept is introduced. For example, from Week 7 on the students no longer read the doubling poster. However, if your students continue to need more guidance, continue the level of support that is provided when the concept is first introduced.

A few reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.

- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in the choral response, tell the class the correct answer and repeat the question.

In Week 7, there are two pre-spelling activities each day. The first focuses on the meaning of the terms “short vowel” and “long vowel.” In the second activity, the students say words by syllables in preparation for writing polysyllabic words in Week 8.

## ► Words Used This Week

NEW PATTERN AND THINK WORDS	*match, *edge, *wrong, *cross, bridge, sticks, felt, scratch
NEW SIGHT WORDS	*head, *would, should, school
REVIEW PATTERN AND THINK WORDS	*dishes, *planned, *sitting, *missing, grass, brings, lost, sent
REVIEW SIGHT WORDS	*die, *dead, field, tie
CHALLENGE WORDS	broken, kitchen, motion, corner
APPLICATION WORDS ON THE TEST	shopping, slammed
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	matches, scratched, switches, spinning, limps, fudge, munched, bands, stitches, wrapping, springs, you’ll, someone, dies, Mrs.

## ► Pre-spelling #1: Short and Long Vowels

Today we will review the short and long vowel sounds. Let's start with the short vowel sounds.

short o \_ \_

► Point to **o**\_ on the spelling-sound chart.

What is the sound of short **o**?

short a \_ \_

► Point to **a**\_ on the spelling-sound chart.

What is the sound of short **a**?

short u \_ \_

► Point to **u**\_ on the spelling-sound chart.

What is the sound of short **u**?

short e \_ \_

► Point to **e**\_ on the spelling-sound chart.

What is the sound of short **e**?

short i \_ \_

► Point to **i**\_ on the spelling-sound chart.

What is the sound of short **i**?

Now let's review the long vowel sounds.

long a \_ \_

► Point to the “cake” picture.

The “cake” picture reminds us where to look for the spellings of long **a**, /ā/. Sound? (Students: /ā /)

long e \_ \_

► Point to the “tree” picture.

The “tree” picture reminds us where to look for the spellings of long **e**, /ē/. Sound? (Students: /ē /)

long i \_ \_

► Point to the “kite” picture.

The “kite” picture reminds us where to look for the spellings of long **i**, /ī/. Sound? (Students: /ī /)

long o \_ \_

► Point to the “bone” picture.

The “bone” picture reminds us where to look for the spellings of long **o**, /ō/. Sound? (Students: /ō /)

long u

► Point to the “mule” picture.

The “mule” picture reminds us where to look for the spellings of long **u**, /ū/. Sound? (Students: /ū /)

## ► Pre-spelling #2: Syllables

Soon we will begin spelling long words. It’s easier to spell a long word part by part. The parts are called *syllables*.

This word has one syllable: *corn*.

This word has two syllables: *secret, se-cret*.

This word has three syllables: *elephant, el-e-phant*.

This word has four syllables: *macaroni, mac-a-ro-ni*.

This word has five syllables: *memorization, mem-o-ri-za-tion*.

This word has six syllables: *impossibility, im-pos-si-bil-i-ty*.

## ► Introduce This Week’s Words

Open your spelling books to page 37. Read the words and sentences with me.

1. match

Number 1: match. We need a match to light the fire.

► Write on the board: match stretch much such rich which

► Point to *match* and *stretch*.

*Match, stretch*. The sound /ch/ after a short vowel is usually spelled **t-c-h**.

► Point to *much, such, rich, and which*.

*Much, such, rich, and which* are exceptions.

2. edge

Number 2: edge. The swimmers dove from the edge of the pool.

The sound /j/ after a short vowel is spelled **d-g-e**.

3. wrong

Number 3: wrong. She called the wrong number.

The sound /r/ at the beginning of a word is sometimes spelled **w-r**, for example, in *wrong, wrapping paper, and your wrist*. Underline **w-r**.

4. cross

Number 4: cross. Cross every **t**.

Underline **s-s**.

5. bridge

Number 5: bridge. We cross the bridge to go to the city.

The sound /j/ after a short vowel is spelled **d-g-e**.

6. sticks

Number 6: sticks. This tape sticks well.

7. felt

Number 7: felt. It felt hot in the sun.

8. scratch

Number 8: scratch. The new desk did not have a scratch on it. The sound /ch/ after a short vowel is spelled **t-c-h**.

### NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. head

Number 9: head. We have read about the owl's head. Underline **e-a**.

10. would

Number 10: would. I would go if I could.

**HOMOPHONE** *Would* is a homophone. It's not the *wood* that comes from a tree. It's *would, I would go if I could*. Underline **o-u-l**.

11. should

Number 11: should. You should be careful on the monkey bars. Underline **o-u-l**.

12. school

Number 12: school. Fifth and sixth graders go to that school. Underline **c-h-o-o**.

### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |             |           |
|-------------|-----------|
| 13. dishes  | 19. lost  |
| 14. planned | 20. sent  |
| 15. sitting | 21. die   |
| 16. missing | 22. dead  |
| 17. grass   | 23. field |
| 18. brings  | 24. tie   |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. match

Number 1: match. We need a match to light the fire. Say *match*. *Match* is a think word. Does *match* have a short vowel? ■ The sound /ch/ after a short vowel is usually spelled **t-c-h**. Write *match*. (Check.)

2. edge

Number 2: edge. The swimmers dove from the edge of the pool. Say *edge*.

*Edge* is a think word. Does *edge* have a short vowel? ■ The sound /j/ after a short vowel is spelled **d-g-e**. Write *edge*. (Check.)

3. wrong

Number 3: wrong. She called the wrong number. Say *wrong*.

Careful. The sound /r/ in *wrong* is spelled **w-r**. Write *wrong*. (Check.)

4. cross

Number 4: cross. Cross every **t**. Say *cross*.

Careful on the sound /s/. Write *cross*. (Check.)

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. head

Number 5: head. We have read about the owl's head. Say *head*.

(Memory steps) Underline the hard part: **e-a**.

6. would

Number 6: would. I would go if I could. Say *would*.

HOMOPHONE *Would* is a homophone. It's not *wood*, as in *We put wood on the fire*. It's *would, I would go if I could*.

(Memory steps) Underline the hard part: **o-u-l**.

7. should

Number 7: should. You should be careful on the monkey bars. Say *should*.

(Memory steps) Underline the hard part: **o-u-l**.

8. school

Number 8: school. Fifth and sixth graders go to that school.

Say *school*.

(Memory steps) Underline the hard part: **c-h-o-o**.

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## ▶ Introduce the Homework

- ▶ Hand out the Week 7 homework.

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## ▶ Record Words Missed

- ▶ Return the students' spelling tests from Week 6.

Turn to page 33. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 33.

### ► Pre-spelling #1: Short and Long Vowels

I'll say a short or long vowel sound, and you tell me what it is called. For example, I'll say "ā / as in *take*," and you'll say "long a."  
 /ī / as in *dime* ■ /ă / as in *glad* ■ /ē / as in *these* ■ /ā / as in *game*

### ► Pre-spelling #2: Syllables

I will say a word. You repeat the word and then say the syllables. For example, I'll say "pencil," and you'll say "pencil, pen-cil."  
 tiger ■ magnet ■ dictionary ■ principal

### ► Guided Spelling

Open your spelling books to page 39. Numbers 1–4 are new words for this week.

1. bridge — —

Number 1: bridge. We cross the bridge to go to the city. Say *bridge*.

*Bridge* is a think word. Does *bridge* have a short vowel? ■ The sound /j/ after a short vowel is spelled **d-g-e**. Write *bridge*. (Check.)

2. sticks — —

Number 2: sticks. This tape sticks well. Say *sticks*.  
*Sticks* is a think word. Write *sticks*. (Check.)

3. felt — —

Number 3: felt. It felt hot in the sun. Say *felt*.  
*Felt* is a think word. Listen to the sounds: felt. Write *felt*. (Check.)

4. scratch — —

Number 4: scratch. The new desk did not have a scratch on it. Say *scratch*.  
*Scratch* is a think word. Listen to the sounds: scratch. Does *scratch* have a short vowel? ■ The sound /ch/ after a short vowel is spelled **t-c-h**. Write *scratch*. (Check.)

5. limps — —

Number 5: limps. (Use the word in a sentence.) Say *limps*.  
*Limps* is a think word. Listen to the sounds: limps. Write *limps*. (Check.)

6. spinning

Number 6: spinning. (Use the word in a sentence.) Say *spinning*.

*Spinning* is a think word.

Base word? ■ Write *spin*.

*Spinning*. What will you decide? (Students: Do we double?)

Everyone point to **i**. Is there one vowel? ■ Everyone point to **n**.

Is there one consonant after the vowel? (Students: yes) Will you

double the last consonant? (Students: yes) *Spinning*. Add */ing/*.

(Check.)

7. switches

Number 7: switches. (Use the word in a sentence.) Say *switches*.

*Switches* is a think word.

Base word? ■ Does *switch* have a short vowel? ■ The sound /ch/ after a short vowel is spelled **t-c-h**. Write *switch*.

Finish writing *switches*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. dies

Number 8: dies. (Use the word in a sentence.) Say *dies*.

(Memory steps) Underline the hard part: **i-e**.

9. field

Number 9: field. (Use the word in a sentence.) Say *field*.

(Memory steps) Underline the hard part: **i-e**.

10. you'll

Number 10: you'll. (Use the word in a sentence.) Say *you'll*.

CONTRACTION *You'll* is a contraction. What two words does *you'll* come from?

(Memory steps) Underline the hard part: **o-u-apostrophe-l-l**.

### ► Pre-spelling #1: Short and Long Vowels

I'll tell you the name of a sound, and you will tell me the sound. For example, I'll say "long e," and you'll say "/ē /."

long **o** ■ short **i** ■ long **a** ■ short **u**

### ► Pre-spelling #2: Syllables

I will say a word. You will repeat the word and then say the syllables. For example, I'll say "picnic," and you'll say "picnic, pic-nic."

digital ■ China ■ population ■ hospital

### ► Guided Spelling

Open your spelling books to page 40.

1. felt — — —

Number 1: felt. (Use the word in a sentence.) Say *felt*.

*Felt* is a think word. Listen to the sounds: felt. Write *felt*. (Check.)

2. fudge — —

Number 2: fudge. (Use the word in a sentence.) Say *fudge*.

*Fudge* is a think word. Does *fudge* have a short vowel? ■ The sound /j/ after a short vowel is spelled **d-g-e**. Write *fudge*. (Check.)

3. edge — —

Number 3: edge. (Use the word in a sentence.) Say *edge*.

*Edge* is a think word. Does *edge* have a short vowel? ■ The sound /j/ after a short vowel is spelled **d-g-e**. Write *edge*. (Check.)

4. munched —

Number 4: munched. (Use the word in a sentence.) Say *munched*.

*Munched* is a think word.

Base word? ■ Listen to the sounds: munched. Write *munch*. ■

*Munched*. What will you decide? (Students: Do we double?)

Everyone point to **u**. Is there one vowel? ■ Everyone point to **n-c-h**. Is there one consonant after the vowel? (Students: no, three) Will you double the last consonant? (Students: no)

*Munched*. What's the spelling for the ending /t/? (Check.)

5. matches

Number 5: matches. (Use the word in a sentence.) Say *matches*.

*Matches* is a think word.

Base word? ■ Does *match* have a short vowel? ■ The sound /ch/ after a short vowel is spelled **t-c-h**. Write *match*.

Finish writing *matches*. (Check.)

6. bands

Number 6: bands. (Use the word in a sentence.) Say *bands*.

*Bands* is a think word.

Base word? ■ Listen to the sounds: band. Write *band*.

Finish writing *bands*. (Check.)

7. sticks

Number 7: sticks. (Use the word in a sentence.) Say *sticks*.

*Sticks* is a think word. Write *sticks*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. head

Number 8: head. (Use the word in a sentence.) Say *head*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word *head*.

(Memory steps) Underline the hard part: **e-a**.

9. would

Number 9: would. (Use the word in a sentence.) Say *would*.

(Memory steps) Underline the hard part: **o-u-l**.

10. someone

Number 10: someone. (Use the word in a sentence.) Say *someone*.

COMPOUND WORD *Someone* is a compound word. What two smaller words make up *someone*?

(Memory steps) Underline the hard parts: the first **o** and **e**, and the second **o** and **e**.

### ► Pre-spelling #1: Short and Long Vowels

I'll say a short or long vowel sound, and you will tell me what it is called. For example, I'll say "ā / as in *make*," and you'll say "long a."

ā / as in *fame* ■ ī / as in *side* ■ ï / as in *pitch* ■ ū / as in *mule*

### ► Pre-spelling #2: Syllables

I will say a word. You will repeat the word and then say the syllables. For example, I'll say "plenty," and you'll say "plenty, plen-ty."

tremendous ■ dinosaur ■ explain ■ arithmetic

### ► Guided Spelling

Open your spelling books to page 41.

1. stitches

Number 1: stitches. (Use the word in a sentence.) Say *stitches*.

*Stitches* is a think word.

Base word? ■ Does *stitch* have a short vowel? ■ The sound /ch/ after a short vowel is spelled **t-c-h**. Write *stitch*.

Finish writing *stitches*. (Check.)

2. wrong

Number 2: wrong. (Use the word in a sentence.) Say *wrong*.

Careful. The sound /r/ in *wrong* is spelled **w-r**. Write *wrong*. (Check.)

3. springs

Number 3: springs. (Use the word in a sentence.) Say *springs*.

*Springs* is a think word. Write *springs*. (Check.)

4. cross

Number 4: cross. (Use the word in a sentence.) Say *cross*.

Careful on the sound /s/. Write *cross*. (Check.)

5. wrapping

Number 5: wrapping. (Use the word in a sentence.) Say *wrapping*.

Base word? ■ Careful. The sound /r/ in *wrap* is spelled **w-r**. Write *wrap*.

*Wrapping*. What will you decide? (Students: Do we double?)

Everyone point to **a**. Is there one vowel? ■ Everyone point to **p**.

Is there one consonant after the vowel? (Students: yes) Will you double the last consonant? (Students: yes) Wrapping. Add /ing/. (Check.)

6. bridge

Number 6: bridge. (Use the word in a sentence.) Say *bridge*.

*Bridge* is a think word. Does *bridge* have a short vowel? ■ The sound /j/ after a short vowel is spelled **d-g-e**. Write *bridge*. (Check.)

7. scratched

Number 7: scratched. (Use the word in a sentence.) Say *scratched*.

*Scratched* is a think word.

Base word? ■ Does *scratch* have a short vowel? ■ The sound /ch/ after a short vowel is spelled **t-c-h**. Write *scratch*.

*Scratched*. What will you decide? (Students: Do we double?) Everyone point to **a**. Is there one vowel? ■ Everyone point to **t-c-h**. Is there one consonant after the vowel? (Students: no, three) Will you double the last consonant? (Students: no) *Scratched*. What's the spelling for the ending /t/? ■ Add **e-d**. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. should

Number 8: should. (Use the word in a sentence.) Say *should*. (Memory steps) Underline the hard part: **o-u-l**.

9. would

Number 9: would. (Use the word in a sentence.) Say *would*. (Memory steps) Underline the hard part: **o-u-l**.

10. Mrs.

Number 10: Mrs. (Use the word in a sentence.) Say *Mrs*. Find the word *Mrs.* at the top of the page. (Memory steps) Underline the whole word.

## ► Student Study

► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 27 in your spelling books. If you missed a word on the test in Week 5, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. shopping We went grocery shopping. (application word)
2. slammed The door slammed shut. (application word)
3. head Put this hat on your head.
4. match Find two shapes that match.
5. missing We were missing a piece of the puzzle.
6. wrong We went the wrong way.
7. edge The pencil rolled off the edge of the desk.
8. would She would like a drink of water.
9. dead They chopped up the dead wood.
10. cross Look both ways before you cross the street.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. felt The ant on my hand felt strange.
12. bridge They walked across a small wooden bridge.
13. school The old school had just one room.
14. sticks Many dogs love to fetch sticks.
15. brings My dog brings back every stick I throw.
16. scratch Some dogs scratch the door to go out.
17. should The paper should be in the box.
18. field There was a large field for games.

### ADVANCED SPELLERS CONTINUE

19. corner It's hard to paint the corner of a room.
20. kitchen The kitchen was filled with delicious smells.

## Sound /ē/ Spelled **y**; Spelling Words of More Than One Syllable

### ► New Content

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The sound /ē/ at the end of a word that has more than one syllable is usually spelled **y**, as in *happy* and *baby*.

When writing a word that has more than one syllable, spell one syllable at a time.

### ► Teacher Background

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Make a copy of the Week 8 homework (*Blackline Masters* page 11).

The spelling **y** for the sound /ē/ at the end of a polysyllabic word is shown as \_\_\_\_y with the other long **e** spellings on the spelling-sound chart (see the “tree” picture). The long blank in \_\_\_\_y indicates that the spelling is used in polysyllabic words. Other spellings of the sound /ē/ at the end of a polysyllabic word are much less frequent than **y**, as in *coffee*, *recipe*, *monkey*, and *Pattie*.

In some regions, speakers pronounce **y** at the end of a polysyllabic word as an unaccented short **i**.

Beginning this week you will guide the students in spelling polysyllabic words. Polysyllabic words are generally more difficult to spell than single-syllable words.

- Polysyllabic words tend to be longer than single-syllable words. To help the students with this increased challenge, you will have the students say the word by syllables before they write. Be sure that they pause between syllables; for example, have them say “fif...ty,” not “fiffy.” In addition, they will say each syllable before they write it. When they check, they will first read the whole word, and then read and spell the word by syllables.

- Many polysyllabic words are not spelled as they sound. For example, a person who does not know how to spell probably hears the syllables in *body* and *happy* as *bö-dy* and *hă-py*. Dictionaries show the syllables as *bod-y* and *hap-py*. You will help the students spell polysyllabic words by telling them the syllables as they appear in the dictionary.

One additional guiding point is introduced this week: when we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself, for example, *pa-per* and *pro-gram*.

In the pre-spelling activities this week, you will model how to spell polysyllabic words by syllables. On Day 2, you will model spelling a long vowel sound at the end of a syllable.

## ► Words Used This Week

NEW PATTERN AND THINK WORDS	*fifty, *plenty, *happy, *quickly, body, empty, funny, judge
NEW SIGHT WORDS	*gold, *push, floor, break
REVIEW PATTERN AND THINK WORDS	*wrong, *cross, *edge, *match, sticks, bridge, scratch, felt
REVIEW SIGHT WORDS	*would, *head, school, should
CHALLENGE WORDS	hungry, angry, sorry, industry
APPLICATION WORDS ON THE TEST	catch, badge
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	gravy, stretch, swinging, lazy, hedge, branches, jelly, patches, blinked, floors, you're, pushes, goldfish, Ave.

► **Pre-spelling: Spelling by Syllables**

I will show you how to spell words that have more than one syllable. I will spell one syllable at a time.

insect — —

*Insect.* First I say *insect* by syllables: *in-sect*. The first syllable is *in-*.

► Write *in* on the board.

The next syllable is *-sect*.

► Add *sect*.

Insect.

discuss — —

*Discuss.* First I say *discuss* by syllables: *dis-cuss*.

The first syllable is *dis-*.

► Write *dis* on the board.

The next syllable is *-cuss*.

► Add *cuss*.

Discuss.

► **Introduce This Week's Words**

Open your spelling books to page 43. Read the words and sentences with me.

fifty — —

Number 1: fifty. Two times fifty equals one hundred.

*Fifty* has two syllables. The first syllable is *fif-*. The second syllable is *-ty*. Put a dot between the syllables, like this:

► Write on the board: fifty

Everyone put a dot between *fif-* and *-ty* in your book.

► Point to the “tree” picture on the spelling-sound chart.

This picture is for the sound /ē / as in *tree*.

► Point to \_\_\_\_y under the “tree” picture.

The long line shows that it's a word of more than one syllable.

The sound /ē / at the end of a word with more than one syllable is spelled **y**.

2. plenty

Number 2: plenty. There is plenty of food for everyone.

*Plenty* has two syllables. The first syllable is *plen-*. The second syllable is *-ty*. Put a dot between the two syllables, *plen-* and *-ty*. ■ Look at the **y** in *plenty*. The sound /ē/ at the end of a word with more than one syllable is spelled **y**.

3. happy

Number 3: happy. She was happy when school started.

*Happy* has two syllables. The first syllable is *hap-*. The second syllable is *-py*. Put a dot between the syllables.

4. quickly

Number 4: quickly. The class lined up quickly.

*Quickly* has two syllables: *quick-ly*. Put a dot between the syllables.

5. body

Number 5: body. The body of a whale is huge.

*Body* has two syllables: *bod-y*. Put a dot between the syllables.

6. empty

Number 6: empty. The bottle was empty.

*Empty* has two syllables: *emp-ty*. Put a dot between the syllables.

7. funny

Number 7: funny. Their uncle tells funny jokes.

*Funny* has two syllables. The first syllable is *fun-*. The second syllable is *-ny*. Put a dot between the syllables.

8. judge

Number 8: judge. The judge listened carefully to everyone.

The sound /j/ after a short vowel is spelled **d-g-e**.

#### NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. gold

Number 9: gold. He told me I could hold a piece of gold.

Underline **o**.

10. push

Number 10: push. Push the desks to the side.

Underline **u**.

11. floor

Number 11: floor. They cleaned the door and the floor.

Underline **o-o**.

12. break

Number 12: break. The plastic cup won't break.

**HOMOPHONE** *Break* is a homophone. It's not *brake*, *I stepped on the brake to stop the car*. It's *break*, *The plastic cup won't break*.

Underline **e-a**.

## NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |            |             |
|------------|-------------|
| 13. wrong  | 19. scratch |
| 14. cross  | 20. felt    |
| 15. edge   | 21. would   |
| 16. match  | 22. head    |
| 17. sticks | 23. school  |
| 18. bridge | 24. should  |

### ► Guided Spelling

Turn the page. You will write eight of this week’s new words.

1. fifty — —

TEKS 2.A.xii  
TEKS 2.A.xxviii  
TEKS 2.B.xiii  
TEKS 2.B.xxviii  
Student/Teacher Narrative  
Guided Spelling section  
(Words: fifty, plenty,  
happy, quickly)

Number 1: fifty. Two times fifty equals one hundred. Say *fifty*.

This year you will be writing many words with more than one syllable. I will have you say each word by syllables. Stop between the syllables. Listen to me say *fifty* by syllables: *fif...ty*. Everyone say *fifty* by syllables. (Students: *fif-ty*)

► Be sure that the students pause between syllables.

First syllable? (Students: *fif-*) Write *fif-*.

Second syllable? (Students: *-ty*) The sound /ē / at the end of a word with more than one syllable is spelled **y**. Write *-ty*.

Let’s check. When you check a word with more than one syllable, you’ll first read the word. Then you’ll read and spell the word by syllables. Listen: *fifty*, *fif*, **f-i-f**, *-ty*, **t-y**. Read the word. (Students: *fifty*) Read and spell *fifty* by syllables as I write it. (Students: *fif-*, *f-i-f*, *-ty*, *t-y*) Check your word.

2. plenty — —

Number 2: plenty. There is plenty of food for everyone. Say *plenty*.

Say *plenty* by syllables. (Students: *plen-ty*) First syllable? (Students: *plen-*) Write *plen-*.

Second syllable? (Students: *-ty*) The sound /ē / at the end of a word with more than one syllable is spelled **y**. Write *-ty*.

Let’s check. Read the word. (Students: *plenty*) Read and spell *plenty* by syllables as I write it. You say *plen-*, **p-l-e-n**, *-ty*, **t-y**. (Students: *plen-*, *p-l-e-n*, *-ty*, *t-y*) Check your word.

3. happy

Number 3: happy. She was happy when school started. Say *happy*.  
Say *happy* by syllables. ■ When we say *happy*, the syllables sound like *hă-py*. However, in guided spelling I will say the syllables differently to help you spell: *hap-py*. Repeat the syllables.  
(Students: hap-py)

► Be sure that the students pause between syllables.

First syllable? (Students: hap-) Write *hap-*.

Second syllable? (Students: -py) The sound /ē/ at the end of a word with more than one syllable is spelled **y**. Write *-py*.

Let's check. Read the word. (Students: happy) Read and spell *happy* by syllables as I write it. You say *hap-*, **h-a-p**, *-py*, **p-y**.  
(Students: hap-, h-a-p, -py, p-y) Check your word.

4. quickly

Number 4: quickly. The class lined up quickly. Say *quickly*.

Say *quickly* by syllables. (Students: quick-ly)

► Be sure that the students pause between syllables.

First syllable? (Students: quick-) The first syllable is also a word. Write *quick*.

Second syllable? (Students: -ly) The sound /ē/ at the end of a word with more than one syllable is spelled **y**. Write *-ly*.

Let's check. Read the word. (Students: quickly) Read and spell *quickly* by syllables as I write it. You say *quick-*, **q-u-i-c-k**, *-ly*, **l-y**.  
(Students: quick-, q-u-i-c-k, -ly, l-y) Check your word.

#### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. gold

Number 5: gold. He told me I could hold a piece of gold. Say *gold*.  
(Memory steps) Underline the hard part: **o**.

6. push

Number 6: push. Push the desks to the side. Say *push*.  
(Memory steps) Underline the hard part: **u**.

7. floor

Number 7: floor. They cleaned the door and the floor. Say *floor*.  
(Memory steps) Underline the hard part: **o-o**.

8. break

Number 8: break. The plastic cup won't break. Say *break*.

HOMOPHONE *Break* is a homophone. It's not *brake*, as in *The brake stops the car*. It's *break*, *The plastic cup won't break*.

(Memory steps) Underline the hard part: **e-a**.

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## ▶ Introduce the Homework

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- ▶ Hand out the Week 8 homework.

## ▶ Record Words Missed

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- ▶ Return the students' spelling tests from Week 7.

Turn to page 37. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 37.

## ► Teacher Background

In the pre-spelling activity today, you will model the spelling of syllables that end with a long vowel sound. When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself, as in *gra-vy* or *ti-dy*.

## ► Pre-spelling: Spelling by Syllables

### TEKS 2.B.xvii

Student/Teacher Narrative  
Pre-spelling Activity

(Words: program, beyond)

program

I will show you how to spell most syllables that have a long vowel sound at the end.

*Program, pro-gram.* First syllable? (Students: pro-) What is the long vowel sound at the end? (Students: / $\bar{o}$ /)

► Point to **o** under the “bone” picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. In *program* the first syllable is spelled **p-r-o**.

► Write *pro*.

Next syllable? (Students: -gram)

► Add *gram*.

Program.

beyond — —

*Beyond, be-yond.* First syllable? (Students: be-) What is the long vowel sound at the end? (Students: / $\bar{e}$ /)

► Point to **e** under the “tree” picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. In *beyond* the first syllable is spelled **b-e**.

► Write *be*.

Next syllable? (Students: -yond)

► Add *yond*.

Beyond.

## ► Guided Spelling

Open your spelling books to page 45. Numbers 1–4 are new words for this week.

1. body

Number 1: body. The body of a whale is huge. Say *body*.

Say *body* by syllables. ■ When we say *body*, the syllables sound like *bō-dy*. However, in guided spelling I will say the syllables differently to help you spell: *bod-y*. Repeat the syllables. (Students: bod-y)

► Be sure that the students pause between syllables.

First syllable? (Students: bod-) Write *bod-*.

Second syllable? (Students: -y) The sound /ē/ at the end of a word with more than one syllable is spelled **y**. Write *-y*.

Let's check. Read the word. (Students: body) Read and spell *body* by syllables as I write it. You say *bod-*, **b-o-d**, *-y*, **y**. (Students: bod-, b-o-d, -y, y) Check your word.

2. empty

TEKS 2.A.ii

TEKS 2.B.i

Student/Teacher Narrative  
Guided Spelling section  
(Word: empty)

Number 2: empty. The bottle was empty. Say *empty*.

Say *empty* by syllables. (Students: emp-ty) First syllable? ■ Listen to the sounds: emp-. Write *emp-*.

Second syllable? ■ Remember how to spell the sound /ē/ at the end of a word with more than one syllable. Write *-ty*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. funny

Number 3: funny. Their uncle tells funny jokes. Say *funny*.

Say *funny* by syllables. ■ When we say *funny*, the syllables sound like *fū-ny*. However, in guided spelling I will say the syllables differently to help you spell: *fun-ny*. Repeat the syllables. (Students: fun-ny)

► Be sure that the students pause between syllables.

First syllable? (Students: fun-) Write *fun-*.

Second syllable? (Students: -ny) Remember how to spell the sound /ē/ at the end of a word with more than one syllable. Write *-ny*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. judge

Number 4: judge. The judge listened carefully to everyone. Say *judge*.

*Judge* is a think word. Does *judge* have a short vowel? ■ The sound /j/ after a short vowel is spelled **d-g-e**. Write *judge*. (Check.)

5. stretch

Number 5: stretch. (Use the word in a sentence.) Say *stretch*.

*Stretch* is a think word. Listen to the sounds: stretch. Write *stretch*. (Check.)

6. gravy

Number 6: gravy. (Use the word in a sentence.) Say *gravy*.

Say *gravy* by syllables. (Students: gra-vy) First syllable? (Students: gra-)

► Point to **a** under the “cake” picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *gra-*.

Second syllable? (Students: -vy) Remember how to spell the sound /ē / at the end of a word with more than one syllable. Write *-vy*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. swinging

Number 7: swinging. (Use the word in a sentence.) Say *swinging*.

*Swinging* is a think word.

Base word? ■ Write *swing*.

*Swinging*. What will you decide? (Students: Do we double?)

Everyone point to **i**. Is there one vowel? ■ Everyone point

to **n-g**. Is there one consonant after the vowel? (Students: no,

two) Will you double the last consonant? (Students: no) *Swinging*.

Add /ing/. (Check.)

NOW YOU’LL WRITE THREE SIGHT WORDS.

8. would

Number 8: would. Would you like to come? Say *would*.

HOMOPHONE *Would* is a homophone. It’s not the *wood* that comes from a tree. It’s *would*, *Would you like to come?*

(Memory steps) Underline the hard part: **o-u-l**.

9. head

Number 9: head. (Use the word in a sentence.) Say *head*.

(Memory steps) Underline the hard part: **e-a**.

10. you’re

Number 10: you’re. You’re listening carefully. Say *you’re*.

HOMOPHONE *You’re* is a homophone. It’s not *your*, as in *your hat*. It’s *you’re*, as in *You’re listening*.

CONTRACTION *You’re* is a contraction. What two words does *you’re* come from?

(Memory steps) Underline the hard part: **o-u-apostrophe-r-e**.

### ► Pre-spelling: Spelling by Syllables

I will show you how to spell one syllable at a time.

copy

*Copy.* First I say *copy* by syllables: *cop-y*. The first syllable is *cop-*.

► Write *cop* on the board.

The next syllable is *-y*. The sound /ē/ at the end of a word with more than one syllable is spelled **y**.

► Add **y**.

*Copy.*

unit

*Unit.* First I say *unit* by syllables: *u-nit*. The first syllable is *u-*. What is the long vowel sound? (Students: /ū/)

► Point to **u** under the “mule” picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself.

► Write **u** on the board.

The next syllable is *-nit*.

► Write *nit*.

*Unit.*

### ► Guided Spelling

Open your spelling books to page 46.

happy

Number 1: *happy*. (Use the word in a sentence.) Say *happy*.

Say *happy* by syllables. ■ I'll say the syllables to help you spell: *hap-py*. Repeat the syllables. (Students: *hap-py*)

► Be sure that the students pause between syllables.

First syllable? (Students: *hap-*) Write *hap-*.

Second syllable? (Students: *-py*) Remember how to spell the sound /ē/ at the end of a word with more than one syllable. Write *-py*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. lazy

Number 2: lazy. (Use the word in a sentence.) Say *lazy*.

Say *lazy* by syllables. (Students: la-zy) First syllable? (Students: la-)

► Point to **a** under the “cake” picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *la-*.

Second syllable? (Students: -zy) Remember how to spell the sound /ē/ at the end of a word with more than one syllable. Write *-zy*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. fifty

Number 3: fifty. (Use the word in a sentence.) Say *fifty*.

Say *fifty* by syllables. (Students: fif-ty) First syllable? (Students: fif-) Write *fif-*.

Second syllable? (Students: -ty) Remember how to spell the sound /ē/ at the end of a word with more than one syllable. Write *-ty*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. hedge

Number 4: hedge. (Use the word in a sentence.) Say *hedge*.

*Hedge* is a think word. Write *hedge*. (Check.)

5. body

Number 5: body. (Use the word in a sentence.) Say *body*.

Say *body* by syllables. ■ I’ll say the syllables to help you spell: *bod-y*. Repeat the syllables. (Students: bod-y)

► Be sure that the students pause between syllables.

First syllable? (Students: bod-) Write *bod-*.

Second syllable? (Students: -y) Remember how to spell the sound /ē/ at the end of a word with more than one syllable. Write *-y*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

6. branches

Number 6: branches. (Use the word in a sentence.) Say *branches*.

*Branches* is a think word. Listen to the sounds: *branches*. Write *branches*. (Check.)

7. funny

Number 7: funny. (Use the word in a sentence.) Say *funny*.

Say *funny* by syllables. ■ I’ll say the syllables to help you spell: *fun-ny*. Repeat the syllables. (Students: fun-ny) First syllable? (Students: fun-) Write *fun-*.

Second syllable? (Students: -ny) Remember how to spell the sound /ē / at the end of a word with more than one syllable. Write -ny.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. pushes

Number 8: pushes. (Use the word in a sentence.) Say *pushes*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **u**.

9. break

Number 9: break. The plastic cup won't break. Say *break*.

HOMOPHONE *Break* is a homophone. It's not the *brake* that stops a bicycle. It's *break*, *The plastic cup won't break*.

(Memory steps) Underline the hard part: **e-a**.

10. goldfish

Number 10: goldfish. (Use the word in a sentence.) Say *goldfish*.

COMPOUND WORD *Goldfish* is a compound word. What two smaller words make up *goldfish*?

(Memory steps) Underline the hard part: **o**.

### ► Pre-spelling: Spelling by Syllables

I will show you how to spell one syllable at a time.

twenty — —

*Twenty.* First I say *twenty* by syllables: *twen-ty*. The first syllable is *twen-*.

► Write *twen* on the board.

The next syllable is *-ty*. When we hear the sound /ē/ at the end of a word with more than one syllable, we spell it **y**.

► Add *ty*.

Twenty.

tidy — —

*Tidy.* First I say *tidy* by syllables: *ti-dy*. The first syllable is *ti-*. What is the long vowel sound? (Students: /ī/)

► Point to **i** under the “kite” picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself.

► Write *ti* on the board.

The next syllable is *-dy*. When we hear the sound /ē/ at the end of a word with more than one syllable, we spell it **y**.

► Add *dy*.

Tidy.

### ► Guided Spelling

Open your spelling books to page 47.

1. judge — —

Number 1: *judge*. (Use the word in a sentence.) Say *judge*.

*Judge* is a think word. Write *judge*. (Check.)

2. plenty — —

Number 2: *plenty*. (Use the word in a sentence.) Say *plenty*.

Say *plenty* by syllables. (Students: *plen-ty*)

► Be sure that the students pause between syllables.

First syllable? (Students: *plen-*) Write *plen-*.

Second syllable? (Students: -ty) Remember how to spell the sound /ē / at the end of a word with more than one syllable. Write -ty.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. patches

Number 3: patches. (Use the word in a sentence.) Say *patches*.

*Patches* is a think word. Write *patches*. (Check.)

4. quickly

Number 4: quickly. (Use the word in a sentence.) Say *quickly*.

Say *quickly* by syllables. (Students: quick-ly) First syllable? (Students: quick-) The first syllable is also a word. Write *quick*.

Second syllable? (Students: -ly) Remember how to spell the sound /ē / at the end of a word with more than one syllable. Write -ly.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. blinked

Number 5: blinked. (Use the word in a sentence.) Say *blinked*.

Base word? ■ Careful. The end of *blink* sounds like /ingk/, but it's spelled **i-n-k**. Write *blink*.

*Blink*ed. What will you decide? (Students: Do we double?) Everyone point to **i**. Is there one vowel? ■ Everyone point to **n-k**. Is there one consonant after the vowel? (Students: no, two) Will you double the last consonant? (Students: no) *Blink*ed. What's the spelling for the ending /t/? ■ Finish writing *blinked*. (Check.)

6. empty

Number 6: empty. (Use the word in a sentence.) Say *empty*.

Say *empty* by syllables. (Students: emp-ty) First syllable? ■ Listen to the sounds: emp-. Write *emp*-.

Second syllable? ■ Remember how to spell the sound /ē / at the end of a word with more than one syllable. Write -ty.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. jelly

Number 7: jelly. (Use the word in a sentence.) Say *jelly*.

Say *jelly* by syllables. ■ I'll say the syllables to help you spell: *jel-ly*. Repeat the syllables. (Students: jel-ly) First syllable? (Students: jel-) Write *jel*-.

Second syllable? (Students: -ly) Remember how to spell the sound /ē / at the end of a word with more than one syllable. Write -ly.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

8. floors

NOW YOU'LL WRITE THREE SIGHT WORDS.

Number 8: floors. (Use the word in a sentence.) Say *floors*.

(Memory steps) Underline the hard part: **o-o**.

9. gold

Number 9: gold. (Use the word in a sentence.) Say *gold*.

(Memory steps) Underline the hard part: **o**.

10. Ave.

Number 10: Avenue. The address on the envelope was "100 Park Ave." Say *Avenue*.

**TEKS 2.A.xi**

Student/Teacher Narrative

Guided Spelling section

(Word: Ave.)

ABBREVIATION Find the abbreviation for *Avenue* at the top of the page. When we read the abbreviation, we say *Avenue*. You may use this abbreviation when you are addressing a letter.

(Memory steps) Underline the whole abbreviation.

 **Student Study**

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► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 37. If you missed a word on the test in Week 7, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |            |   |
|------------|---|
| 1. catch   | I could catch the ball. (application word)          |
| 2. badge   | The forest ranger wears a badge. (application word) |
| 3. fifty   | I have fifty cents.                                 |
| 4. match   | Do your socks match?                                |
| 5. plenty  | There are plenty of pencils in the pencil cup.      |
| 6. cap     | He put his cap on his head.                         |
| 7. quickly | We finished our spelling test quickly.              |
| 8. happy   | I am happy to play with my friend.                  |
| 9. gold    | The flowers were yellow and gold.                   |
| 10. push   | Please help me push the cart.                       |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |            |   |
|------------|---|
| 11. bridge | I walked on the bridge over the river.      |
| 12. body   | The elephant has a large body.              |
| 13. floor  | A rug covers the floor.                     |
| 14. empty  | That box is empty.                          |
| 15. break  | If you drop a plate, it might break.        |
| 16. judge  | The judge of the contest said, "Well done!" |
| 17. should | The bus should be here soon.                |
| 18. funny  | We laughed when we saw the funny kitten.    |

### ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 19. industry | The paper industry recycles used paper.            |
| 20. hungry   | When we got hungry, we stopped to eat our lunches. |

## Vowel-consonant-e

### ► New Content

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In reading when we see a word with vowel-consonant-**e** at the end, the vowel before **e** is usually long, as in *name* and *compute*.

In spelling when we hear a long vowel sound and then a consonant at the end, we often spell it vowel-consonant-**e**. We call the **e** “silent **e**” because we do not hear it.

The sound /f/ is sometimes spelled **ph**, as in *phone*.

A mnemonic (nə-mŏn-ĭc) helps us remember how to spell a word. The sentence “Clothes are usually made of cloth” can remind us that the word *cloth* is in the word *clothes*.

### ► Teacher Background

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Make a copy of the Week 9 homework (*Blackline Masters* page 12) for each student.

This week’s new pattern is sometimes referred to as “final **e**,” “final silent **e**,” or “magic **e**.” The **e** at the end indicates that the preceding vowel is long. The exceptions are taught in this program as sight words, for example, *gone*, *move*, and *done*.

This week you will show the students how to use the mnemonic sentence in the *Student Spelling Book* to help them memorize the word *clothes*.

One additional guiding point is introduced this week: the sound /j/ after a long vowel is spelled **g**, as in *page*.

In the pre-spelling activities this week, you will model the spelling of long vowel-consonant-**e** words such as *time* and *mute*.

## ► Words Used This Week

NEW PATTERN AND THINK WORDS	*gave, *nine, *page, *phone, live (2), inside, change, strange
NEW SIGHT WORDS	*pretty, *chief, clothes, shoes
REVIEW PATTERN AND THINK WORDS	*plenty, *quickly, *happy, *fifty, empty, body, judge, funny
REVIEW SIGHT WORDS	*push, *gold, break, floor
CHALLENGE WORDS	perhaps, special, complete, paragraph
APPLICATION WORDS ON THE TEST	dusty, patch
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	photo, cage, budge, triumph, jolly, dresses, dolphin, write, bunches, weren't, wristwatch, St.

### ► Pre-spelling: Vowel-consonant-e

I will show you how to spell a vowel-consonant-**e** word. I'll write *time*.

time — — —

► Write on the board: **t**

The next sound is /ī/. Which picture reminds us how to spell the sound /ī/? ■ Yes, the “kite” picture.

► Point to **i\_e**.

I use the first spelling, **i-blank-e**. Say “**i-blank-e**.” ■ I write **i**.

► Point to **i\_e**.

The blank means that you need a letter in that spot. What letter goes in the blank for *time*? ■ Yes, **m**.

► Write **m**.

The spelling for /ī/ is **i-blank-e**. What part do I still have to write? (Students: **e**)

► Write **e**.

*Time*. The **e** is important. If we don't add **e**, the **i** will not be a long **i**. We don't hear **e**.

### ► Introduce This Week's Words

Open your spelling books to page 49. Read the words and sentences with me.

1. gave — — —

Number 1: gave. I gave my dog a biscuit.

► Point to **a\_e** under the “cake” picture.

The “cake” picture has the long **a** spellings under it. The sound /ā/ in *gave* is spelled **a-blank-e**. Underline **a** and **e**.

2. nine — — —

Number 2: nine. Her sister turned nine today.

► Point to **i\_e** under the “kite” picture.

The “kite” picture has the long **i** spellings under it. The sound /ī/ in *nine* is spelled **i-blank-e**. Underline **i** and **e**.

3. page

Number 3: page. The page had a beautiful illustration.  
Underline **a** and **e**.

4. phone

Number 4: phone. The ringing phone woke us up.  
The sound /f/ is sometimes spelled **p-h**, for example, in *phone*, *telephone*, and *phonics*. Underline **p-h**.

► Point to **o\_e** under the “bone” picture.

The “bone” picture has the long **o** spellings under it. The sound /ō/ in *phone* is spelled **o-blank-e**. Underline **o** and **e**.

5. live (2)

Number 5 has two pronunciations: *lī ve* and *lī ve*. Say *lī ve*. ■ Say *lī ve*. ■ *Lī ve* snails can *lī ve* in the tank.

The (2) after this word means that it can be said two ways. This word can be *lī ve*, *Lī ve snails are alive*. It can also be *lī ve*, *Snails live in the tank*. Let’s read the sentence together: *Lī ve snails can lī ve in the tank*. Underline **i** and **e**.

6. inside

TEKS 2.B.xviii  
Student/Teacher Narrative  
Guided Spelling section  
(Word: inside)

Number 6: inside. We stayed inside because of the rain.  
*Inside* has two syllables: *in-side*. Put a dot between the syllables. ■ The second syllable is *-side*. Underline **i** and **e** in the second syllable.

7. change

Number 7: change. They always change their clothes after school.  
Underline **a** and **e**.

8. strange

Number 8: strange. The sudden change in weather was strange.  
Underline **a** and **e**.

## NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. pretty

Number 9: pretty. The flowers by the road are pretty.  
Underline **e-t-t**.

10. chief

Number 10: chief. The chief is the leader.  
Underline **i-e**.

11. clothes

Number 11: clothes. Clothes are usually made of cloth.

► If your students pronounce *clothes* and *close* the same way, explain the homophone.

HOMOPHONE *Clothes* is a homophone. It’s not *close*, *Close the door*. It’s *clothes*, *the clothes you wear*.

**MNEMONIC** The sentence *Clothes are usually made of cloth* will help you spell *clothes*. The word *cloth* is in the word *clothes*. Something that helps you remember is called a *mnemonic* (nə-mŏn-ĭc).

Underline **t-h**.

12. shoes

Number 12: shoes. I tied my little brother's shoes.

Underline **o-e**.

### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

13. plenty      19. judge

14. quickly    20. funny

15. happy      21. push

16. fifty      22. gold

17. empty      23. break

18. body      24. floor

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. gave

Number 1: gave. I gave my dog a biscuit. Say *gave*.

What is the first sound? (Students: /g/) Write the first letter.

What is the next sound? (Students: /ā /) Which picture shows the ways to spell the sound /ā /? (Students: cake)

► Point to **a\_e**.

For *gave* we will use the first spelling. What is the first spelling? (Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

What letter will you put here for the word *gave*? (Students: v)

Write **v**. ■ The spelling is **a-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

2. nine

Number 2: nine. Her sister turned nine today. Say *nine*.

What is the first sound? (Students: /n/) Write /n/. ■ What is the

next sound? (Students: /ī /) Which picture shows the ways to spell the sound /ī /? (Students: kite)

► Point to **i\_e**.

For *nine* we will use the first spelling. What is the first spelling?  
(Students: i-blank-e)

► Point to **i**.

Write **i**.

► Point to the blank.

What is the next sound? (Students: /n/) Write /n/. ■ The spelling is **i-blank-e**. What part do you still have to write? (Students: e)  
Add **e**. (Check.)

3. page

Number 3: page. The page had a beautiful illustration. Say *page*.

What is the first sound? (Students: /p/) Write the first letter. ■  
What is the next sound? (Students: /ā /) Which picture shows the ways to spell the sound /ā /? (Students: cake)

► Point to **a\_e**.

For *page* we will use the first spelling. What is the first spelling?  
(Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

Careful. The sound /j/ after a long vowel is spelled **g**. Write **g**.  
The spelling is **a-blank-e**. What part do you still have to write?  
(Students: e) Add **e**. (Check.)

4. phone

Number 4: phone. The ringing phone woke us up. Say *phone*.

Careful. The sound /f/ in *phone* is spelled **p-h**. Write **p-h**. ■ What  
is the next sound? (Students: /ō /) Which picture shows the ways  
to spell the sound /ō /? (Students: bone)

► Point to **o\_e**.

For *phone* we will use the first spelling. What is the first spelling?  
(Students: o-blank-e)

► Point to **o**.

Write **o**.

► Point to the blank.

What is the next sound? (Students: /n/) Write /n/. ■ The spelling  
is **o-blank-e**. What part do you still have to write? (Students: e)  
Add **e**. (Check.)

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. pretty

Number 5: pretty. The flowers by the road are pretty. Say *pretty*.  
(Memory steps) Underline the hard part: **e-t-t**.

6. chief

Number 6: chief. The chief is the leader. Say *chief*.  
(Memory steps) Underline the hard part: **i-e**.

7. clothes

Number 7: clothes. Clothes are usually made of cloth. Say *clothes*.

▶ If your students pronounce *clothes* and *close* the same way, explain the homophone.

HOMOPHONE *Clothes* is a homophone. It's not *close*, as in *Close the window*. It's the *clothes* we wear.

MNEMONIC The sentence will help you spell *clothes*: *Clothes are usually made of cloth*. The word *cloth* is in the word *clothes*.

(Memory steps) Underline the hard part: **t-h**.

8. shoes

Number 8: shoes. I tied my little brother's shoes. Say *shoes*.  
(Memory steps) Underline the hard part: **o-e**.

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▶ **Introduce the Homework**

▶ Hand out the Week 9 homework.

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▶ **Record Words Missed**

▶ Return the students' spelling tests from Week 8.

Turn to page 43. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 43.

### ► Pre-spelling: Vowel-consonant-e

I will remind you how to spell a vowel-consonant-**e** word.

mute \_ \_ \_

I'll write *mute*.

► Write on the board: **m**

The next sound is /ū/. Which picture reminds us how to spell the sound /ū/? ■ Yes, the “mule” picture. I use the first spelling, **u-blank-e**. Say “**u-blank-e**.” ■ I write **u**.

► Point to **u\_e** under the “mule” picture.

The blank means that you need a letter in that spot. What letter goes in the blank for *mute*? ■ Yes, **t**.

► Write **t**.

The spelling for /ū/ is **u-blank-e**. What part do I still have to write? (Students: e)

► Write **e**.

Mute.

### ► Guided Spelling

Open your spelling books to page 51. Numbers 1–4 are new words for this week.

live \_ \_ \_

Number 1: lī ve. Lī ve snails can lī ve in the tank. Say *lī ve*.

What is the first sound? (Students: /l/) Write *ll*. ■ What is the next sound? (Students: /ī/) Which picture shows the ways to spell the sound /ī/? (Students: kite)

► Point to **i\_e**.

For *lī ve* we will use the first spelling. What is the first spelling? (Students: i-blank-e)

► Point to **i**.

Write **i**.

► Point to the blank.

What is the next sound? (Students: /v/) Write *lv*. ■ The spelling is **i-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

## 2. inside

Number 2: inside. We stayed inside because of the rain. Say *inside*.

Say *inside* by syllables. (Students: in-side) First syllable?

(Students: in-) Write *in-*.

Second syllable? (Students: -side) What's the first sound of the

second syllable? (Students: /s/) Write /s/. What is the next sound?

(Students: /i/) Which picture shows the ways to spell the sound

/i/? (Students: kite)

► Point to **i\_e**.

For *-side* we will use the first spelling. What is the first spelling?

(Students: i-blank-e)

► Point to **i**.

Write **i**.

► Point to the blank.

What is the next sound? (Students: /d/) Write /d/. The spelling is **i-blank-e**. What part do you still have to write? (Students: e)

Add **e**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

## 3. change

Number 3: change. They always change their clothes after school.

Say *change*.

What is the first sound? (Students: /ch/) Write /ch/. What is the

next sound? (Students: /ā/) Which picture shows the ways to spell

the sound /ā/? (Students: cake)

► Point to **a\_e**.

For *change* we will use the first spelling. What is the first spelling?

(Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

Careful. Listen to the sounds: *change*. Spell two sounds. ■

The spelling is **a-blank-e**. What part do you still have to write?

(Students: e) Add **e**. (Check.)

## 4. strange

Number 4: strange. The sudden change in weather was strange.

Say *strange*.

Listen to the sounds: *strange*. (Pronounce **str** distinctly.) Write

/str/. ■ What is the next sound? (Students: /ā/) Which picture

shows the ways to spell the sound /ā/? (Students: cake)

► Point to **a\_e**.

For *strange* we will use the first spelling. What is the first spelling?  
(Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

Careful. *Strange*. Spell two sounds. ■ The spelling is **a-blank-e**.  
What part do you still have to write? (Students: e) Add **e**.  
(Check.)

5. photo — —

Number 5: photo. (Use the word in a sentence.) Say *photo*.

Say *photo* by syllables. (Students: pho-to) First syllable?

(Students: pho-) Careful. The sound /f/ in *pho-* is spelling **p-h**.

Write **p-h**. ■ Careful again. When we hear a long vowel sound  
at the end of a syllable, it is usually spelled with the long vowel  
letter itself. Finish writing *pho-*.

Second syllable? (Students: -to) The second syllable is spelled **t-o**.  
Write **t-o**.

Let's check. Read the word. ■ Read and spell by syllables as I write  
the word. ■ Check your word.

6. cage — —

Number 6: cage. (Use the word in a sentence.) Say *cage*.

What is the first sound? (Students: /k/) If you aren't sure how to  
spell the first sound, raise your hand to ask me. Write the first  
letter. ■ What is the next sound? (Students: /ā/) Which picture  
shows the ways to spell the sound /ā/? (Students: cake)

► Point to **a\_e**.

For *cage* we will use the first spelling. What is the first spelling?  
(Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

Careful. The sound /j/ after a long vowel is spelled **g**. Write **g**. ■  
The spelling is **a-blank-e**. What part do you still have to write?  
(Students: e) Add **e**. (Check.)

7. budge — —

Number 7: budge. (Use the word in a sentence.) Say *budge*.

*Budge* is a think word. Write *budge*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. gold

Number 8: gold. (Use the word in a sentence.) Say *gold*.  
(Memory steps) Underline the hard part: **o**.

9. push

Number 9: push. (Use the word in a sentence.) Say *push*.  
(Memory steps) Underline the hard part: **u**.

10. weren't

Number 10: weren't. (Use the word in a sentence.) Say *weren't*.

CONTRACTION *Weren't* is a contraction. What two words does *weren't* come from?

(Memory steps) Underline the hard part: **e-r-e-n-apostrophe-t**.

### ► Pre-spelling: Vowel-consonant-e

fake — — —

I will remind you how to spell a vowel-consonant-**e** word.

I'll write *fake*.

► Write on the board: **f**

The next sound is /ā/. Which picture reminds us how to spell the sound /ā/? ■ Yes, the “cake” picture.

► Point to **a\_e**.

I use the first spelling, **a-blank-e**. I write **a**.

► Point to **a\_e**.

The blank means that you need a letter in that spot. The sound /k/ after a long vowel is spelled **k**.

► Write **k**.

The spelling for /ā/ is **a-blank-e**. What part do I still have to write? ■ Yes, **e**.

► Write **e**.

Fake.

### ► Guided Spelling

l.nine — — —

Open your spelling books to page 52.

Number 1: nine. (Use the word in a sentence.) Say *nine*.

What is the first sound? (Students: /n/) Write /n/. ■ What is the next sound? (Students: /ī/) Which picture shows the ways to spell the sound /ī/? (Students: kite)

► Point to **i\_e**.

For *nine* we will use the first spelling. What is the first spelling? (Students: i-blank-e)

► Point to **i**.

Write **i**.

► Point to the blank.

What is the next sound? (Students: /n/) Write /n/. ■ The spelling is **i-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

2. triumph

Number 2: triumph (Use the word in a sentence.) Say *triumph*.

Say *triumph* by syllables. ■ First syllable? (Students: tri-) Listen to the sounds: tri-. When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *tri*-.

Second syllable? (Students: -umph) Listen to the sounds: -umph. Careful. The sound /f/ in *-umph* is spelled **p-h**. Write *-umph*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. gave

Number 3: gave. (Use the word in a sentence.) Say *gave*.

First sound? (Students: /g/) Write the first letter. ■ Next sound? (Students: /ā /) Which picture shows the ways to spell the sound /ā /? (Students: cake)

► Point to **a\_e**.

For *gave* we will use the first spelling. What is the first spelling? (Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

What letter will you put here for the word *gave*? (Students: v) Write **v**. ■ The spelling is **a-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

4. jolly

Number 4: jolly. (Use the word in a sentence.) Say *jolly*.

Say *jolly* by syllables. ■ I'll say the syllables to help you spell: *jol-ly*. Repeat the syllables. ■ First syllable? ■ Write *jol*-.

Second syllable? (Students: -ly) Remember how to spell the sound /ē / at the end of a word with more than one syllable. Write *-ly*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. live

Number 5: live. They had two live turtles. Say *live*.

First sound? (Students: /l/) Write *l*. ■ Next sound? (Students: /ī /) Which picture shows the ways to spell the sound /ī /? (Students: kite)

► Point to **i\_e**.

For *live* we will use the first spelling. What is the first spelling? (Students: i-blank-e)

► Point to **i**.

Write **i**.

► Point to the blank.

What is the next sound? (Students: /v/) Write /v/. ■ The spelling is **i-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

6. dresses

Number 6: dresses. (Use the word in a sentence.) Say *dresses*. Listen to the sounds: dresses. Write *dresses*. (Check.)

7. inside

Number 7: inside. (Use the word in a sentence.) Say *inside*. Say *inside* by syllables. ■ First syllable? ■ Write *in-*.

TEKS 2.A.xx  
Student/Teacher Narrative  
Guided Spelling section  
(Word: inside)

Second syllable? (Students: -side) What's the first sound of the second syllable? (Students: /s/) Write /s/. What is the next sound? (Students: /ɪ/) Which picture shows the ways to spell the sound /ɪ/? (Students: kite)

► Point to **i\_e**.

For *-side* we will use the first spelling. What is the first spelling? (Students: i-blank-e)

► Point to **i**.

Write **i**.

► Point to the blank.

What is the next sound? (Students: /d/) Write /d/. The spelling is **i-blank-e**. What part do you still have to write? (Students: e) Add **e**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. chief

Number 8: chief. (Use the word in a sentence.) Say *chief*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **i-e**.

9. shoes

Number 9: shoes. (Use the word in a sentence.) Say *shoes*.

(Memory steps) Underline the hard part: **o-e**.

10. wristwatch

Number 10: wristwatch. (Use the word in a sentence.) Say *wristwatch*.

COMPOUND WORD *Wristwatch* is a compound word. What two smaller words make up *wristwatch*?

(Memory steps) Underline the hard parts: **w-r** at the beginning, and **a-t-c-h**.

### ► Pre-spelling: Vowel-consonant-e

I will remind you how to spell a vowel-consonant-**e** word.

cone \_ \_ \_

I'll write *cone*.

► Write on the board: **c**

The next sound is / $\bar{o}$ /. Which picture reminds us how to spell the sound / $\bar{o}$ /? ■ Yes, the “bone” picture.

► Point to **o\_e**.

I use the first spelling, **o-blank-e**. I write **o**.

► Point to **o\_e**.

The blank means that you need a letter in that spot. What letter goes in the blank for *cone*? ■ Yes, **n**.

► Write **n**.

The spelling for / $\bar{o}$ / is **o-blank-e**. What part do I still have to write? ■ Yes, **e**.

► Write **e**.

Cone.

### ► Guided Spelling

Open your spelling books to page 53.

I. strange \_ \_

Number 1: *strange*. (Use the word in a sentence.) Say *strange*.

Listen to the sounds: *strange*. Write /str/. ■ What is the next sound? (Students: / $\bar{a}$ /) Which picture shows the ways to spell the sound / $\bar{a}$ /? (Students: cake)

► Point to **a\_e**.

For *strange* we will use the first spelling. What is the first spelling? (Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

Careful. *Strange*. Spell two sounds. ■ The spelling is **a-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

2. page

Number 2: page. (Use the word in a sentence.) Say *page*.

First sound? (Students: /p/) Write the first letter. ■ Next sound? (Students: /ā /) Which picture shows the ways to spell the sound /ā /? (Students: cake)

► Point to **a\_e**.

For *page* we will use the first spelling. What is the first spelling? (Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

Careful. The sound /j/ after a long vowel is spelled **g**. Write **g**. ■ The spelling is **a-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

3. write

Number 3: write. (Use the word in a sentence.) Say *write*.

HOMOPHONE *Write* is a homophone. It's not *right*, as in *right and left*. It's *write*, as in *write your name*.

First sound? (Students: /r/) Careful. The sound /r/ in *write* is spelled **w-r**. Write **w-r**. ■ Next sound? (Students: /ī /) Which picture shows the ways to spell the sound /ī /? (Students: kite)

► Point to **i\_e**.

For *write* we will use the first spelling. What is the first spelling? (Students: i-blank-e)

► Point to **i**.

Write **i**.

► Point to the blank.

What is the next sound? (Students: /t/) Write /t/. ■ The spelling is **i-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

4. phone

Number 4: phone. (Use the word in a sentence.) Say *phone*.

Careful. The sound /f/ in *phone* is spelled **p-h**. Write **p-h**. ■ What is the next sound? (Students: /ō /) Which picture shows the ways to spell the sound /ō /? (Students: bone)

► Point to **o\_e**.

For *phone* we will use the first spelling. What is the first spelling? (Students: o-blank-e)

► Point to **o**.

Write **o**.

► Point to the blank.

What is the next sound? (Students: /n/) Write /n/. The spelling is **o-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

5. bunches

Number 5: bunches. (Use the word in a sentence.) Say *bunches*.

*Bunches* is a think word. Listen to the sounds: *bunches*. Write *bunches*. (Check.)

6. change

Number 6: change. (Use the word in a sentence.) Say *change*.

First sound? (Students: /ch/) Write /ch/. ■ Next sound? (Students: /ā /) Which picture shows the ways to spell the sound /ā /? (Students: cake)

► Point to **a\_e**.

For *change* we will use the first spelling. What is the first spelling? (Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

Careful. *Change*. Spell two sounds. ■ The spelling is **a-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

7. dolphin

Number 7: dolphin. (Use the word in a sentence.) Say *dolphin*.

Say *dolphin* by syllables. ■ First syllable? ■ Write *dol-*.

Second syllable? ■ Careful. The sound /f/ in *-phin* is spelled **p-h**. Write *-phin*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. pretty

Number 8: pretty. (Use the word in a sentence.) Say *pretty*.

(Memory steps) Underline the hard part: **e-t-t**.

9. clothes

Number 9: clothes. Clothes are usually made of cloth. Say *clothes*.

► If your students pronounce *clothes* and *close* the same way, explain the homophone.

HOMOPHONE *Clothes* is a homophone. It's not *close*, as in *Close the window*. It's the *clothes* we wear.

**MNEMONIC** The sentence will help you spell *clothes*: *Clothes are usually made of cloth*. The word *cloth* is in the word *clothes*.

(Memory steps) Underline the hard part: **t-h**.

10. St. — — —

**Number 10:** Street. The letter was addressed to Mrs. Brown at 100 Oak St. Say *Street*.

**ABBREVIATION** Find the abbreviation for *Street* at the top of the page. When we read the abbreviation we say *Street*. You may use this abbreviation when you are addressing a letter.

► You may wish to mention that **S-t**-period is also the abbreviation for *Saint*, as in *St. Louis, Missouri*.

(Memory steps) Underline the whole abbreviation.

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## ► **Student Study**

► **Note:** This is a brief activity of 1 or 2 minutes.

Now turn to page 43. If you missed a word on the test in Week 8, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. dusty  
The old books were very dusty. (application word)
2. patch  
When she hurt her eye, she wore a patch over it.  
(application word)
3. page  
There is a picture on this page.
4. chief  
A chief is a leader.
5. phone  
She called her mother on the phone.
6. quickly  
He ran quickly down the block.
7. gave  
He gave the cat its food.
8. push  
Push the can to the side.
9. pretty  
Her brother gave her a pretty scarf.
10. nine  
Nine plus nine equals eighteen.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. live  
They live on a farm.
12. empty  
The bottle is empty.
13. inside  
We played inside because of the rain.
14. strange  
There was a strange house in the story.
15. clothes  
Dad said to pick up our clothes.
16. break  
Don't let the plate break.
17. change  
She had to change the tire.
18. shoes  
They wore old shoes to play.

### ADVANCED SPELLERS CONTINUE

19. paragraph  
Indent the beginning of each paragraph.
20. special  
The teacher said it was a special day.

## Sound /s/ Spelled **c** Before **e, i, and y**

### ► New Content

If the sound *after* the sound /s/ is spelled **e, i, or y**, the sound /s/ is often spelled **c**, as in *cent, city, and fancy*.

### ► Teacher Background

Make a copy of the Week 10 homework (*Blackline Masters* page 13) for each student.

In this week’s lessons, the amount of guidance provided for writing vowel-consonant-**e** words is decreased. If your students need more support for writing vowel-consonant-**e** words, continue to provide the level of guidance shown in Week 9.

Two additional guiding points are introduced this week: the sound /k/ after a long vowel is spelled **k**, as in *wake*; the sound /s/ after a long vowel is spelled **c** or **s**, as in *place* and *base*.

In the pre-spelling activities this week, you will continue to model the spelling of the pattern “long vowel-consonant-**e**” as in *cave* and *provide*.

### ► Words Used This Week

NEW PATTERN AND  
THINK WORDS

\*cent, \*city, \*fancy, \*sixty, rocks, strong, thin, pencil

NEW SIGHT WORDS

\*chance, \*sign, since, few

REVIEW PATTERN AND  
THINK WORDS

\*gave, \*phone, \*page, \*nine, inside, live (2), strange, change

REVIEW SIGHT WORDS

\*chief, \*pretty, shoes, clothes

**CHALLENGE WORDS**

center, science, except, century

**APPLICATION WORDS  
ON THE TEST**

lifting, benches

**ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING**rice, spoke, penny, excite, base, switched, face, throne, skipping,  
what's, somebody, Rd.

► **Introduce This Week's Words**

Open your spelling books to page 55. Read the words and sentences with me.

1. cent

Number 1: cent. He didn't have a cent left.

**HOMOPHONE** *Cent* is a homophone. It's not *sent*, *I sent a letter*. It's *cent*, *a penny*. The sound /s/ in *cent* is spelled **c**. Underline **c**.

2. city

Number 2: city. The city of New York has many tall buildings.

*City* has two syllables: *cit-y*. Put a dot between the syllables. ■ The sound /s/ in *city* is spelled **c**. Underline **c**.

3. fancy

Number 3: fancy. They made fancy decorations for the party.

*Fancy* has two syllables: *fan-cy*. Put a dot between the syllables. ■ The sound /s/ in *fancy* is spelled **c**. Underline **c**.

4. sixty

Number 4: sixty. Sixty divided by two equals thirty.

*Sixty* has two syllables: *six-ty*. Put a dot between the syllables.

5. rocks

Number 5: rocks. There were many rocks in the geology display.

6. strong

Number 6: strong. A strong wind blew the tree over.

7. thin

Number 7: thin. We can use thin paper for tracing.

8. pencil

Number 8: pencil. This pencil has a new eraser.

*Pencil* has two syllables: *pen-cil*. Put a dot between the syllables. ■ The sound /s/ in *pencil* is spelled **c**. Underline **c**.

**NUMBERS 9–12 ARE THE NEW SIGHT WORDS.**

9. chance

Number 9: chance. There is a chance of rain.

Underline **c-e**.

10. sign

Number 10: sign. The sign told the name of the street.

Underline **g**.

11. since

Number 11: since. It was a long time since the prince had left.  
Underline **c-e**.

12. few

Number 12: few. She threw a few vegetables into the stew.  
Underline **e-w**.

### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |             |
|--------------|-------------|
| 13. gave     | 19. strange |
| 14. phone    | 20. change  |
| 15. page     | 21. chief   |
| 16. nine     | 22. pretty  |
| 17. inside   | 23. shoes   |
| 18. live (2) | 24. clothes |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words. Remember that guided spelling is not a test. I help you think about each word so that you write it correctly. When you aren't sure, raise your hand to ask me for help.

1. cent

Number 1: cent. He didn't have a cent left. Say *cent*.

**HOMOPHONE** *Cent* is a homophone. It's not *sent*, *I sent a message*. It's *cent* meaning a penny.

Careful. If the letter after the sound /s/ is **e**, **i**, or **y**, the sound /s/ might be spelled **c**. If you don't know how to spell /s/ in *cent*, raise your hand to ask me. Write *cent*. (Check.)

2. city

Number 2: city. The city of New York has many tall buildings. Say *city*.

Say *city* by syllables. ■ I'll say the syllables to help you spell: *cit-y*. Repeat the syllables. ■ First syllable? (Students: *cit-*) Careful. If the letter after the sound /s/ is **e**, **i**, or **y**, the sound /s/ might be spelled **c**. If you don't know how to spell /s/ in *cit-*, raise your hand to ask me. Write *cit-*.

Second syllable? ■ Write *-y*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

**TEKS 2.B.i**  
Student/Teacher Narrative  
Guided Spelling section  
(words: city, fancy, pencil)

3. fancy

Number 3: fancy. They made fancy decorations for the party. Say *fancy*.

Say *fancy* by syllables. ■ First syllable? ■ Write *fan-*.

Second syllable? (Students: -cy) Careful. If the letter after the sound /s/ is **e**, **i**, or **y**, the sound /s/ might be spelled **c**. If you aren't sure, raise your hand to ask me.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. sixty

Number 4: sixty. Sixty divided by two equals thirty. Say *sixty*.

Say *sixty* by syllables. ■ First syllable? ■ Write *six-*.

Second syllable? ■ Write *-ty*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. chance

Number 5: chance. There is a chance of rain. Say *chance*.

(Memory steps) Underline the hard part: **c-e**.

6. sign

Number 6: sign. The sign told the name of the street. Say *sign*.

(Memory steps) Underline the hard part: **g**.

7. since

Number 7: since. It was a long time since the prince had left. Say *since*.

(Memory steps) Underline the hard part: **c-e**.

8. few

Number 8: few. She threw a few vegetables into the stew. Say *few*.

(Memory steps) Underline the hard part: **e-w**.

---

### ► Introduce the Homework

- Hand out the Week 10 homework.

---

### ► Record Words Missed

- Return the students' spelling tests from Week 9.

Turn to page 49. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 49.

# Week 10 Day 2

## ▶ Teacher Background

In the pre-spelling activities this week, you will continue to model the spelling of the pattern “long vowel-consonant-e” as in *cave* and *provide*.

## ▶ Pre-spelling: Vowel-consonant-e

I will remind you how to spell a vowel-consonant-**e** word.

cave

I'll write *cave*.

▶ Write on the board: **c**

The next sound is /ā/. Which picture shows the ways to spell the sound /ā/? ■ Yes, the “cake” picture.

▶ Point to **a\_e**.

I use the first spelling, **a-blank-e**. I write **a**.

▶ Point to **a\_e**.

What letter goes in the blank for *cave*?

▶ Write **v**.

The spelling for /ā/ is **a-blank-e**. What part do I still have to write? ■ Yes, **e**.

▶ Write **e**.

Cave.

## ▶ Guided Spelling

Open your spelling books to page 57. Numbers 1–4 are new words for this week.

1. rocks

Number 1: rocks. There were many rocks in the geology display. Say *rocks*.

*Rocks* is a think word. Write *rocks*. (Check.)

2. strong

Number 2: strong. A strong wind blew the tree over. Say *strong*.

*Strong* is a think word. Listen to the sounds: strong. Write *strong*. (Check.)

3. thin

Number 3: thin. We can use thin paper for tracing. Say *thin*.  
*Thin* is a think word. Write *thin*. (Check.)

4. pencil

Number 4: pencil. This pencil has a new eraser. Say *pencil*.  
Say *pencil* by syllables. ■ First syllable? ■ Write *pen-*.  
Second syllable? ■ Careful. In *pencil* the second syllable is spelled **c-i-l**.  
Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. rice

Number 5: rice. (Use the word in a sentence.) Say *rice*.  
First sound? (Students: /r/) Write /r/. Next sound?  
(Students: /i/) Which picture shows the ways to spell the sound /i/? (Students: kite)  
▶ Point to **i\_e**.  
For *rice* we will use the first spelling. What is the first spelling?  
(Students: i-blank-e)  
▶ Point to **i**.  
Write **i**.  
▶ Point to the blank.  
What is the next sound? (Students: /s/) Careful. The sound /s/ in *rice* is spelled **c**. Write **c**. ■ The spelling is **i-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

6. penny

Number 6: penny. (Use the word in a sentence.) Say *penny*.  
Say *penny* by syllables. ■ I'll say the syllables to help you spell: *pen-ny*. Repeat the syllables. ■ First syllable? ■ Write *pen-*.  
Second syllable? ■ Write *-ny*.  
Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. spoke

Number 7: spoke. (Use the word in a sentence.) Say *spoke*.  
Which picture will we need for *spoke*? (Students: bone) Use the first spelling: **o-blank-e**. Careful. The sound /k/ after a long vowel is spelled **k**. Write *spoke*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. clothes

Number 8: clothes. Clothes are usually made of cloth. Say *clothes*.

► If your students pronounce *clothes* and *close* the same way, explain the homophone.

HOMOPHONE *Clothes* is a homophone. It's not *close*, as in *Close the window*. It's the *clothes* we wear.

MNEMONIC The sentence will help you spell *clothes*: Clothes are usually made of cloth. The word *cloth* is in the word *clothes*.

(Memory steps) Underline the hard part: **t-h**.

9. chief

Number 9: chief. (Use the word in a sentence.) Say *chief*.

(Memory steps) Underline the hard part: **i-e**.

10. what's

Number 10: what's. (Use the word in a sentence.) Say *what's*.

CONTRACTION *What's* is a contraction. What two words does *what's* come from?

(Memory steps) Underline the whole word.

### ► Pre-spelling: Vowel-consonant-e

I will show you how to spell a vowel-consonant-**e** word with two syllables.

provide — —

I'll write *provide*. I'll say it by syllables: *pro-vide*. First syllable? (Students: pro-)

► Write *pro*.

Next syllable? (Students: -vide)

► Write on the board: **v**

The next sound is / $\bar{v}$ /. Which picture shows the ways to spell the sound / $\bar{v}$ /? ■ Yes, the "kite" picture.

► Point to **i\_e**.

I use the first spelling, **i-blank-e**. I write **i**.

► Point to **i\_e**.

What letter goes in the blank for **-vide**?

► Write **d**.

The spelling for / $\bar{v}$ / is **i-blank-e**. What part do I still have to write? ■ Yes, **e**.

► Write **e**.

Provide.

### ► Guided Spelling

Open your spelling books to page 58.

1. rocks — —

Number 1: rocks. (Use the word in a sentence.) Say *rocks*.

*Rocks* is a think word. Write *rocks*. (Check.)

2. excite — —

Number 2: excite. (Use the word in a sentence.) Say *excite*.

Say *excite* by syllables. ■ I'll say the syllables to help you spell: *ex-cite*. Repeat the syllables. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Careful. If the letter after the sound /s/ is **e**, **i**, or **y**, the sound /s/ might be spelled **c**. If you aren't sure, raise your

hand to ask me. Which picture will we need for *-cite*?  
(Students: kite) Use the first spelling, **i-blank-e**. Write *-cite*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. thin — —

Number 3: thin. (Use the word in a sentence.) Say *thin*.

*Thin* is a think word. Write *thin*. (Check.)

4. fancy — —

Number 4: fancy. (Use the word in a sentence.) Say *fancy*.

Say *fancy* by syllables. ■ First syllable? ■ Write *fān-*.

Second syllable? ■ Careful. If the letter after the sound /s/ is **e**, **i**, or **y**, the sound /s/ might be spelled **c**. If you aren't sure, raise your hand to ask me. Write *-cy*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. base — —

Number 5: base. (Use the word in a sentence.) Say *base*.

Which picture will we need? (Students: cake) Use the first spelling: **a-blank-e**. Careful. The sound /s/ in *base* is spelled **s**. (Check.)

6. switched — —

Number 6: switched. (Use the word in a sentence.) Say *switched*.

*Switched* is a think word.

Base word? ■ Write *switch*.

*Switched*. What will you decide? (Students: Do we double?) Everyone point to **i**. Is there one vowel? ■ Everyone point to **t-c-h**. Is there one consonant after the vowel? (Students: no, three) Will you double the last consonant? (Students: no) *Switched*. What's the spelling for the ending /t/? ■ Add **e-d**. (Check.)

7. cent — —

Number 7: cent. (Use the word in a sentence.) Say *cent*.

HOMOPHONE *Cent* is a homophone. It's not *sent*, *He sent a letter*. It's *cent* meaning a penny.

Careful. If the letter after the sound /s/ is **e**, **i**, or **y**, the sound /s/ might be spelled **c**. If you aren't sure, raise your hand to ask me. Write *cent*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. since — —

Number 8: since. (Use the word in a sentence.) Say *since*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **c-e**.

9. chance

Number 9: chance. (Use the word in a sentence.) Say chance.  
(Memory steps) Underline the hard part: **c-e**.

10. somebody

Number 10: somebody. (Use the word in a sentence.)  
Say somebody.

COMPOUND WORD *Somebody* is a compound word. What  
two smaller words make up *somebody*?

(Memory steps) Underline the hard parts: the first **o** and **e**.

# Week 10 Day 4

## ► Pre-spelling: Vowel-consonant-e

I will remind you how to spell a vowel-consonant-**e** word.

quote

I'll write *quote*.

► Write on the board: **qu**

The next sound is / $\bar{o}$ /. Which picture shows the ways to spell the sound / $\bar{o}$ /? ■ Yes, the “bone” picture.

► Point to **o\_e**.

I use the first spelling, **o-blank-e**. I write **o**.

► Point to **o\_e**.

What letter goes in the blank for *qu $\bar{o}$ e*?

► Write **t**.

The spelling for / $\bar{o}$ / is **o-blank-e**. What part do I still have to write? ■ Yes, **e**.

► Write **e**.

Quote.

## ► Guided Spelling

Open your spelling books to page 59.

1. face

Number 1: face. (Use the word in a sentence.) Say *face*.

Which picture will we need? (Students: cake) Use the first spelling: **a-blank-e**. Careful. The sound /s/ in *face* is spelled **c**. (Check.)

2. city

Number 2: city. (Use the word in a sentence.) Say *city*.

Say *city* by syllables. ■ I'll say the syllables to help you spell: *cit-y*.

Repeat the syllables. ■ First syllable? (Students: cit-) Careful. If the letter after the sound /s/ is **e**, **i**, or **y**, the sound /s/ might be spelled **c**. If you don't know how to spell /s/ in *cit-*, raise your hand to ask me. Write *cit-*.

Second syllable? ■ Write *-y*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### TEKS 2.A.xviii

Student/Teacher Narrative  
Guided Spelling section  
(Words: city, pencil)

3. strong

Number 3: strong. (Use the word in a sentence.) Say *strong*.  
*Strong* is a think word. Listen to the sounds: strong. Write *strong*.  
(Check.)

4. throne

Number 4: throne. (Use the word in a sentence.) Say *throne*.  
Which picture will we need? (Students: bone) Use the first  
spelling: **o-blank-e**. (Check.)

5. sixty

Number 5: sixty. (Use the word in a sentence.) Say *sixty*.  
Say *sixty* by syllables. ■ First syllable? ■ Write *six-*.  
Second syllable? ■ Write *-ty*.  
Let's check. Read the word. ■ Read and spell by syllables as I write  
the word. ■ Check your word.

6. skipping

Number 6: skipping. (Use the word in a sentence.) Say *skipping*.  
*Skipping* is a think word.  
Base word? ■ The sounds /sk/ in *skip* are spelled **s-k**. Write *skip*.  
*Skipping*. What will you decide? (Students: Do we double?) Every-  
one point to **i**. Is there one vowel? ■ Everyone point to **p**. Is there  
one consonant after the vowel? (Students: yes) Will you double  
the last consonant? (Students: yes) *Skipping*. Add /ing/. (Check.)

7. pencil

Number 7: pencil. (Use the word in a sentence.) Say *pencil*.  
Say *pencil* by syllables. ■ First syllable? ■ Write *pen-*.  
Second syllable? ■ Careful. In *pencil* the second syllable is spelled  
**c-i-l**.  
Let's check. Read the word. ■ Read and spell by syllables as I write  
the word. ■ Check your word.

#### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. few

Number 8: few. (Use the word in a sentence.) Say *few*.  
(Memory steps) Underline the hard part: **e-w**. (Check.)

9. sign

Number 9: sign. (Use the word in a sentence.) Say *sign*.  
(Memory steps) Underline the hard part: **i-g**. (Check.)

10. Rd.

Number 10: Road. The address is "100 Roseville Rd." Say *Road*.  
ABBREVIATION Find the abbreviation for *Road* at the top of the  
page. When we read the abbreviation we say *Road*. You may use  
this abbreviation when you are addressing a letter.  
(Memory steps) Underline the whole abbreviation.

## ▶ **Student Study**

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▶ Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 49. If you missed a word on the test in Week 9, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |            |  |
|------------|--|
| 1. lifting | She was lifting the baby off the rug. (application word) |
| 2. benches | We sat on the benches. (application word)                |
| 3. sixty   | Two times thirty equals sixty.                           |
| 4. cent    | He needed one more cent to pay for the ice cream.        |
| 5. phone   | May I use your phone?                                    |
| 6. sign    | I could read the sign myself.                            |
| 7. city    | There were many busy streets in the city.                |
| 8. pretty  | I see a pretty bird on the branch.                       |
| 9. fancy   | There is a fancy design on the book cover.               |
| 10. chance | Did you have a chance to read that story?                |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |            |   |
|------------|---|
| 11. change | When will that traffic light change?            |
| 12. strong | Strong arms can lift a heavy load.              |
| 13. since  | I've been here since lunchtime.                 |
| 14. thin   | The paper is so thin that I can see through it. |
| 15. shoes  | Her new shoes are black.                        |
| 16. pencil | I like to write with a pencil.                  |
| 17. rocks  | He keeps interesting rocks.                     |
| 18. few    | There are a few paper clips on the desk.        |

### ADVANCED SPELLERS CONTINUE

- |             |                                     |
|-------------|-------------------------------------|
| 19. century | That house was built a century ago. |
| 20. science | Science is my favorite subject.     |

## Sound /ē / Spelled **ee** and **ea**

### ► New Content

The sound /ē/ is often spelled **ee** and often spelled **ea**, as in *see* and *heat*.

### ► Teacher Background

Make a copy of the Week 11 homework (*Blackline Masters* page 14) for each student.

This week you will introduce the students to a routine for spelling sounds with multiple spellings. For example, if you dictate the word *need*, some students may not know whether to spell *nede*, *need*, or *nead*. In the spelling routine, you say, “Question?” meaning, “Ask me a question if you don’t know which spelling of /ē/ to use for *need*.” The students ask, “Which /ē/?” You hold up two fingers to indicate that they should use the second spelling under the “tree” picture on the spelling-sound chart. Students who do know the correct spelling may write the word without asking “Which /ē/?” and without consulting the chart.

One additional guiding point is introduced this week: the sound /z/ after a long vowel is spelled **z** or **s**, as in *blaze* and *rise*.

In the pre-spelling activities this week, the students will practice the routine for asking for help when they spell a sound with multiple spellings.

### ► Words Used This Week

#### NEW PATTERN AND THINK WORDS

\*feet, \*mean, \*read (2), \*need, near, fifteen, three, sea

#### NEW SIGHT WORDS

\*country, \*half, health, breath

REVIEW PATTERN AND  
THINK WORDS

\*sixty, \*cent, \*fancy, \*city, pencil, strong, thin, rocks

REVIEW SIGHT WORDS

\*sign, \*chance, few, since

CHALLENGE WORDS

between, reason, easy, easily

APPLICATION WORDS  
ON THE TEST

quacks, pitch

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

dreamed, froze, wise, means, needed, nearby, queen, place,  
repeat, reads, seas, cheese, icy, pledge, I'm, lb.

► **Pre-spelling: Ask Which Spelling**

Today I'll show you how I can help you spell long vowel sounds.

Look at the “edge of the chair” picture for short **e**. How many ways can we spell the sound /ĕ/? (Students: one)

Look at the “tree” picture for long **e**. How many ways can we spell the sound /ē/? (Students: four)

When you spell long vowel sounds, you need to learn which spelling to use.

team — — —

Let's say you are writing the word *team*, but you aren't sure which spelling of the sound /ē/ to use. I will say, “Question?” That means, “Ask me a question if you aren't sure how to spell this sound.” You will ask, “Which /ē/?” That means, “Which spelling under the ‘tree’ picture is the right one for *team*?”

I will answer with my fingers, not my voice. For *team* I will hold up three fingers. That means, “Use the third spelling under the ‘tree’ picture.” Which is the third spelling under the “tree” picture? (Students: e-a)

► Write *team* on the board.

teeth — — —

Let's practice. I will say, “Teeth. Question?” You ask, “Which /ē/?” (Students: which /ē/?) I hold up two fingers. You look under the “tree” picture to find the second spelling and say, “e-e.” (Students: e-e)

gain — — —

*Gain*. Question? (Students: which /ā/?)

► Hold up two fingers. (Students: a-i-blank)

stone — — —

*Stone*. Question? (Students: which /ō/?)

► Hold up one finger. (Students: o-blank-e)

## ► Introduce This Week's Words

Open your spelling books to page 61. Read the words and sentences with me.

1. feet

Number 1: feet. Hippopotamuses' feet are good for walking in mud.

► Point to **ee** under the "tree" picture.

The sound /ē/ in *feet* is spelled **e-e**. Underline **e-e**.

2. mean

Number 2: mean. You mean you want us to clean?

► Point to **ea** under the "tree" picture.

The sound /ē/ in *mean* is spelled **e-a**. Underline **e-a**.

3. read (2)

Number 3 has two pronunciations: *rēad* and *rěad*. Say *rēad*. ■ Say *rěad*. ■ Now we'll *rēad* again what we *rěad* yesterday.

The (2) after this word means that it can be said two ways. This word can be *rēad*, *We'll rēad this book*. It can also be *rěad*, *We rěad this yesterday*. Let's read the sentence together: *Now we'll rēad again what we rěad yesterday*. Underline **e-a**.

4. need

Number 4: need. We need to feed seeds to our bird.

Underline **e-e**.

5. near

Number 5: near. He is near enough to hear you.

Underline **e-a**.

6. fifteen

Number 6: fifteen. Fifteen and thirty-five are fifty.

*Fifteen* has two syllables: *fif-teen*. Put a dot between the syllables. Underline **e-e**.

7. three

Number 7: three. Three bees buzzed around my knees.

Underline **e-e**.

8. sea

Number 8: sea. The seals swam in the sea.

**HOMOPHONE** *Sea* is a homophone. It's not *see*, *I see you*. It's *sea*, like *ocean*.

Underline **e-a**.

**NUMBERS 9–12 ARE THE NEW SIGHT WORDS.**

9. country

Number 9: country. They came from a country far away.

Underline **o-u**.

10. half

Number 10: half. The calf ate half the hay.

Underline **l**.

11. health

Number 11: health. After her broken leg healed, she was in good health.

Underline **e-a**.

12. breath

Number 12: breath. She took a big breath of fresh air.

Underline **e-a**.

### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |            |            |
|------------|------------|
| 13. sixty  | 19. thin   |
| 14. cent   | 20. rocks  |
| 15. fancy  | 21. sign   |
| 16. city   | 22. chance |
| 17. pencil | 23. few    |
| 18. strong | 24. since  |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. feet

Number 1: feet. Hippopotamuses' feet are good for walking in mud. Say *feet*.

*Feet*. Which picture shows the ways to spell the sound /ē/? ■  
If you aren't sure how to spell the word, raise your hand.  
Question? (Students with raised hands: which /ē/?)

► Hold up two fingers for **ee** under the "tree" picture.

Write *feet*. (Check.)

2. mean

Number 2: mean. You mean you want us to clean? Say *mean*.

*Mean*. Which picture shows the ways to spell the sound /ē/? ■  
If you aren't sure how to spell the word, raise your hand.  
Question? (Students with raised hands: which /ē/?)

► Hold up three fingers for **ea** under the "tree" picture.

Write *mean*. (Check.)

3. read

Number 3: rē ad. Now we'll rē ad again what we rēad yesterday. Say rē ad.

If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up three fingers for ea under the “tree” picture.

Write rē ad. (Check.)

4. need

Number 4: need. We need to feed seeds to our bird. Say need.

If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up two fingers for ee under the “tree” picture.

Write need. (Check.)

### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. country

Number 5: country. They came from a country far away. Say country.

(Memory steps) Underline the hard part: **o-u**.

6. half

Number 6: half. The calf ate half the hay. Say half.

(Memory steps) Underline the hard part: **l**.

7. health

Number 7: health. After her broken leg healed, she was in good health. Say health.

(Memory steps) Underline the hard part: **e-a**.

8. breath

Number 8: breath. She took a big breath of fresh air. Say breath.

(Memory steps) Underline the hard part: **e-a**.

### ► Introduce the Homework

---

► Hand out the Week 11 homework.

### ► Record Words Missed

---

► Return the students' spelling tests from Week 10.

Turn to page 55. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 55.

## ► Teacher Background

Students who *do* know the correct spelling of words such as *near* and *sea* may write the words without asking you which spelling to use.

## ► Pre-spelling: Ask Which Spelling

Remember, in guided spelling I want you to ask me questions when you aren't sure how to spell a word.

wait — — —

Let's practice. I will say, "Wait. Question?" You ask, "Which  $\bar{a}$  /?" (Students: which  $\bar{a}$  /?) I hold up two fingers. You look under the "cake" picture to find the second spelling and say, "a-i-blank." (Students: a-i-blank)

vase — — —

Vase. Question? (Students: which  $\bar{a}$  /?)

► Hold up one finger. (Students: a-blank-e)

float — — —

Float. Question? (Students: which  $\bar{o}$  /?)

► Hold up two fingers. (Students: o-a-blank)

poke — — —

Poke. Question? (Students: which  $\bar{o}$  /?)

► Hold up one finger. (Students: o-blank-e)

shy — — —

Shy. Question? (Students: which  $\bar{i}$  /?)

► Hold up three fingers. (Students: blank-y)

## ► Guided Spelling

Open your spelling books to page 63. Numbers 1–4 are new words for this week.

1. near — — —

Number 1: near. He is near enough to hear you. Say *near*.

*Near*. Which picture shows the ways to spell the sound  $\bar{e}$  /? ■ If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which  $\bar{e}$  /?)

► Hold up three fingers for **ea** under the "tree" picture.

Write *near*. (Check.)

2. fifteen

TEKS 2.A.v

Student/Teacher Narrative

Guided Spelling section

(Words: fifteen)

TEKS 2.B.iv

Student/Teacher Narrative

Guided Spelling section

(Words: fifteen)

Number 2: fifteen. Fifteen and thirty-five are fifty. Say *fifteen*.

Say *fifteen* by syllables. ■ First syllable? Write *fif*.

Second syllable? ■ If you aren't sure how to spell *-teen*, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up two fingers for **ee** under the "tree" picture.

Write *-teen*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. three

Number 3: three. Three bees buzzed around my knees. Say *three*.

If you know how to spell *three*, write *three* now. ■ If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up two fingers for **ee** under the "tree" picture.

Write *three*. (Check.)

4. sea

Number 4: sea. The seals swam in the sea. Say *sea*.

HOMOPHONE It's not *see*, *I see you*. It's *sea* that is like an ocean.

If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up three fingers for **ea** under the "tree" picture.

Write *sea*. (Check.)

5. froze

Number 5: froze. (Use the word in a sentence.) Say *froze*.

*Froze*. Which picture shows the ways to spell the sound /ō /? ■ If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ō /?)

► Hold up one finger for **o-blank-e** under the "bone" picture.

Careful. The sound /z/ in *froze* is spelled **z**. Write *froze*. (Check.)

6. dreamed

Number 6: dreamed. (Use the word in a sentence.) Say *dreamed*.

Base word? ■ *Dream*. Listen to the sounds: *dream*. Which picture shows the ways to spell the sound /ē /? ■ If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up three fingers for **ea** under the "tree" picture.

Write *dream*.

*Dreamed*. What will you decide? (Students: Do we double?)

Everyone point to **e-a**. Is there one vowel? (Students: no, two)

Will you double the last consonant? (Students: no) What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

7. wise

Number 7: wise. (Use the word in a sentence.) Say *wise*.

Which picture shows the ways to spell the sound /ī/? ■ If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ī/?)

► Hold up one finger for **i-blank-e** under the "kite" picture. Careful. The sound /z/ in *wise* is spelled **s**. Write *wise*. (Check.)

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. chance

Number 8: chance. (Use the word in a sentence.) Say *chance*.

(Memory steps) Underline the hard part: **c-e**.

9. since

Number 9: since. (Use the word in a sentence.) Say *since*.

(Memory steps) Underline the hard part: **c-e**.

10. I'm

Number 10: I'm. (Use the word in a sentence.) Say *I'm*.

CONTRACTION *I'm* is a contraction. What two words does *I'm* come from?

(Memory steps) Underline the whole word.

### ► Teacher Background

Students who *do* know the correct spelling of words such as *need* and *clean* may write the words without asking you which spelling to use.

When you pronounce the syllables of *repeat* for the students, stress /ē/ in the first syllable.

### ► Pre-spelling: Ask Which Spelling

Remember, in guided spelling I want you to ask me questions when you aren't sure how to spell a word.

knee — — —

Let's practice. I will say, "Knee. Question?" You ask, "Which /ē /?" (Students: which /ē /?) I hold up two fingers. You look under the "tree" picture to find the second spelling and say, "e-e." (Students: e-e)

blown — — —

*Blown. Question?* (Students: which /ō /?)

► Hold up three fingers. (Students: o-w)

drain — — —

*Drain. Question?* (Students: which /ā /?)

► Hold up two fingers. (Students: a-i-blank)

treat — — —

*Treat. Question?* (Students: which /ē /?)

► Hold up three fingers. (Students: e-a)

Pete — — —

*Pete. Question?* (Students: which /ē /?)

► Hold up one finger. (Students: e-blank-e)

### ► Guided Spelling

Open your spelling books to page 64.

I. three — —

Number 1: three. (Use the word in a sentence.) Say *three*.

If you aren't sure how to spell the word, raise your hand.

*Question?* (Students with raised hands: which /ě /?)

► Hold up two fingers for ee under the "tree" picture.

Write *three*. (Check.)

2. place

Number 2: place. (Use the word in a sentence.) Say *place*.

If you aren't sure how to spell the word, raise your hand.

Question? (Students with raised hands: which /ā /?)

► Hold up one finger for a-blank-e under the “cake” picture.

Careful. The sound /s/ in *place* is spelled **c**. Write *place*. (Check.)

3. repeat

Number 3: repeat. (Use the word in a sentence.) Say *repeat*.

Say *repeat* by syllables. ■ I'll say the syllables to help you spell:

*re-peat*. Repeat the syllables. ■ First syllable? ■ When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *re-*.

Second syllable? ■ If you aren't sure how to spell *-peat*, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up three fingers for **ea** under the “tree” picture.

Write *-peat*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. needed

Number 4: needed. (Use the word in a sentence.) Say *needed*.

Base word? ■ If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up two fingers for **ee** under the “tree” picture.

Write *need*.

*Needed*. What will you decide? (Students: Do we double?)

Everyone point to **e-e**. Is there one vowel? (Students: no, two)

Will you double the last consonant? (Students: no) *Needed*.

What's the spelling for the ending /əd/? ■ Add **e-d**. (Check.)

5. queen

Number 5: queen. (Use the word in a sentence.) Say *queen*.

If you know how to spell *queen*, write *queen* now. If you aren't

sure how to spell the beginning of *queen*, raise your hand to ask

me. If you aren't sure how to spell the sound /ē /, raise your hand.

Question? (Students with raised hands: which /ē /?)

► Hold up two fingers for **ee** under the “tree” picture.

Write *queen*. (Check.)

6. means

Number 6: means. (Use the word in a sentence.) Say *means*.

If you aren't sure how to spell the word, raise your hand.

Question? (Students with raised hands: which /ē /?)

► Hold up three fingers for **ea** under the “tree” picture.

Write *means*. (Check.)

7. nearby

Number 7: nearby. (Use the word in a sentence.) Say nearby.

COMPOUND WORD *Nearby* is a compound word. The two small words are syllables.

Say *nearby* by syllables. ■ First syllable? ■ If you aren't sure how to spell *near-*, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up three fingers for **ea** under the “tree” picture.

Write *near-*.

Second syllable? ■ If you aren't sure how to spell *-by*, raise your hand to ask me. Write *-by*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. half

Number 8: half. (Use the word in a sentence.) Say *half*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **l**.

9. health

Number 9: health. (Use the word in a sentence.) Say *health*.

(Memory steps) Underline the hard part: **e-a**.

10. chance

Number 10: chance. (Use the word in a sentence.) Say *chance*.

(Memory steps) Underline the hard part: **c-e**.

### ► Teacher Background

Students who *do* know the correct spelling of words such as *feet* and *reads* may write the words without asking you which spelling to use.

### ► Pre-spelling: Ask Which Spelling

Remember, in guided spelling I want you to ask me questions when you aren't sure how to spell a word.

grown — —

Let's practice. I will say, "Grown. They've grown up. Question?" You ask, "Which /ō /?" (Students: which /ō /?) I hold up three fingers. You look under the "bone" picture to find the third spelling and say, "o-w." (Students: o-w)

shame — —

Shame. Question? (Students: which /ā /?)

► Hold up one finger. (Students: a-blank-e)

toast — —

Toast. Question? (Students: which /ō /?)

► Hold up two fingers. (Students: o-a-blank)

globe — —

Globe. Question? (Students: which /ō /?)

► Hold up one finger. (Students: o-blank-e)

night — —

Night. Question? (Students: which /ī /?)

► Hold up two fingers. (Students: blank-i-g-h)

### ► Guided Spelling

Open your spelling books to page 65.

1. seas — —

Number 1: seas. (Use the word in a sentence.) Say seas.

HOMOPHONE Seas is a homophone. It's not sees, as in *He sees us*. It's seas like oceans. If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up three fingers for ea under the "tree" picture.

Write seas. (Check.)

2. icy

Number 2: icy. (Use the word in a sentence.) Say icy.

Say icy by syllables. ■ I'll say the syllables to help you spell: i-cy. Repeat the syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write i-.

Second syllable? ■ Careful. If the letter after the sound /s/ is **e**, **i**, or **y**, the sound /s/ might be spelled **c**. If you aren't sure, raise your hand to ask me. Write -cy.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. fifteen

Number 3: fifteen. (Use the word in a sentence.) Say fifteen.

Say fifteen by syllables. ■ First syllable? ■ Write fif-.

Second syllable? ■ If you aren't sure how to spell -teen, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up two fingers for **ee** under the "tree" picture.

Write -teen.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. cheese

Number 4: cheese. (Use the word in a sentence.) Say cheese.

If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up two fingers for **ee** under the "tree" picture.

Careful. The sound /z/ in cheese is spelled **s-e**. Write cheese. (Check.)

5. reads

Number 5: reads. (Use the word in a sentence.) Say reads.

If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up three fingers for **ea** under the "tree" picture.

Write reads. (Check.)

6. pledge

Number 6: pledge. (Use the word in a sentence.) Say pledge.

Pledge is a think word. Write pledge. (Check.)

7. feet

Number 7: feet. (Use the word in a sentence.) Say feet.

If you aren't sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ē /?)

► Hold up two fingers for **ee** under the "tree" picture.

Write feet. (Check.)

8. country

NOW YOU'LL WRITE THREE SIGHT WORDS.

Number 8: country. (Use the word in a sentence.) Say *country*.  
(Memory steps) Underline the hard part: **o-u**.

9. breath

Number 9: breath. (Use the word in a sentence.) Say *breath*.  
(Memory steps) Underline the hard part: **e-a**.

10. lb.

Number 10: pound. The label said "1 lb." Say *pound*.

ABBREVIATION Find the abbreviation for *pound* at the top of the page. It is spelled **l-b**-period. When we read the abbreviation we say *pound*. **L-b**-period is an abbreviation of the Latin word *libra*, which means *pound*.

(Memory steps) Underline the whole abbreviation.

## ► Student Study

► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 55. If you missed a word on the test in Week 10, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. quacks That duck quacks loudly. (application word)
2. pitch To pitch means to throw. (application word)
3. city San Francisco is a large city.
4. rēad We will rēad one chapter every day.
5. country They saw many farms in the country.
6. feet Her feet fit into the shoes easily.
7. chance There was a small chance of rain.
8. need We need to clean up.
9. half The sandwiches were divided in half.
10. mean What does the sentence mean?

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. three Three students will put on a skit.
12. near The slide is near the swings.
13. breath He can hold his breath under water.
14. fifteen Five times three equals fifteen.
15. health All the children were in good health.
16. sea Fish and other animals live in the sea.
17. pencil Use the pencil with the eraser.
18. since They have known each other since kindergarten.

### ADVANCED SPELLERS CONTINUE

19. between Put the bookmark between the pages.
20. easily The jar opened easily.

## Review of Weeks 5, 7, 8, 9, and 10

### ► Teacher Background

---

Make a copy of the three homework pages for Week 12 (*Blackline Masters* pages 15–17) for each student.

On Day 1, you will give a pretest to help the students see which words they need to study.

Day 2 is proofreading practice. The students will work with partners to find spelling errors in sentences.

On Day 3, the students will study for the review test with partners.

The Day 4 lesson includes a class discussion to help the students become more aware of how to spell correctly when writing.

On Day 5, you will give the review week test.

If you are differentiating instruction, have the below-grade-level spellers study just the starred words on *Student Spelling Book* page 67. Have the average spellers study all words on page 67 except the challenge words. Have the advanced spellers study all words on page 67, including the challenge words.

In the pre-spelling activities this week, the students will practice hearing and spelling endings.

In the optional spelling activity this week (*Student Spelling Book* page 70), the students alphabetize words. If your students do not know how to alphabetize using the second letter of a word, you may wish to practice this with them as described in “Introduce the Optional Spelling Activity” at the end of Day 1.

## ► Words Used This Week

REVIEW PATTERN AND THINK WORDS	*dishes, *planned, *sitting, *missing, grass, brings, lost, sent, *wrong, *cross, *edge, *match, sticks, bridge, scratch, felt, *plenty, *quickly, *happy, *fifty, empty, body, judge, funny, *gave, *phone, *page, *nine, inside, live (2), strange, change, *sixty, *cent, *fancy, *city, pencil, strong, thin, rocks
REVIEW SIGHT WORDS	*die, *dead, field, tie, *would, *head, school, should, *push, *gold, break, floor, *chief, *pretty, shoes, clothes, *sign, *chance, few, since
REVIEW CHALLENGE WORDS	forest, island, famous, picture, motion, kitchen, corner, broken, industry, hungry, sorry, angry, special, complete, perhaps, paragraph, except, center, science, century
APPLICATION WORDS ON THE TEST	slipped, swinging

# Week 12 Day 1

## Pretest

### ► Administer the Pretest

---

Open your spelling books to page 68. This week you will review your spelling words. You will take a pretest today.

#### ALL STUDENTS

- |              |   |
|--------------|---|
| 1. stretched | The cat got up and stretched. (application word)  |
| 2. slipping  | Cars were slipping on the ice. (application word) |
| 3. page      | Start reading on page 51.                         |
| 4. cent      | I don't have a cent of my money left!             |
| 5. die       | She hopes the flowers won't die soon.             |
| 6. quickly   | He did his jobs quickly.                          |
| 7. chief     | The fire chief gave instructions.                 |
| 8. cross     | Look both ways before you cross the street.       |

#### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |             |   |
|-------------|---|
| 9. body     | The body of a hummingbird is tiny.        |
| 10. should  | She should arrive at school on time.      |
| 11. sign    | The sign told the time of the open house. |
| 12. scratch | Don't scratch your mosquito bite.         |

### ► Correct the Pretest

---

I will read and spell each word. Point under each letter as I spell. If you did not spell the word correctly, draw a line through the word.

- Read and spell the 12 words out loud.

### ► Record Words Missed on the Pretest

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Turn back to page 67. Here are the words that we will review this week. If you missed any words on the pretest, find the words on this page and write **S** in front of each one. These are words that you especially need to study.

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## ▶ Introduce the Homework

- ▶ Hand out the homework for Week 12. There are three pages this week. The students will practice every review word.

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## ▶ Record Words Missed on Last Week's Test

- ▶ Return the students' spelling tests from Week 11.

Turn to page 61. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 61.

---

## ▶ Introduce the Optional Spelling Activity

In the optional spelling activity this week (*Student Spelling Book* page 70), the students alphabetize words. If your students do not know how to alphabetize using the second letter of a word, you may wish to practice this with them as described below.

- ▶ Write on the board: gold gave grass
- ▶ Have the class tell you the alphabetical order for these words as you rewrite them on the board.

## Proofreading

### ► Teacher Background

In the proofreading activities for this day's lesson, there are two, three, or no words misspelled in each sentence.

In the pre-spelling activities this week, you will say a word and have the students tell you the base word, the sound of the ending, and the spelling of the ending.

### ► Pre-spelling: Base Words and Endings

Let's practice hearing base words and endings.

smelling

*Smelling.* What is the base word? (Students: smell) What is the sound of the ending? (Students: /ing/) What is the spelling of the ending? (Students: i-n-g)

guesses

*Guesses.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

performed

*Performed.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

mittens

*Mittens.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

collecting

*Collecting.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

### ► Partner Proofreading

► Explain that the students will work with the person sitting next to them. Some students may have to work in a group of three.

Open your spelling books to page 69. On this page you will see many of the words that we have studied, but some of them are not spelled correctly. Today you will proofread these sentences with your partner. *Proofread* means *look for mistakes*. Read each sentence with your partner. Together you will look for misspelled

words. When you find a misspelled word, draw a line through it and write the correct word above it. You may find a sentence without any misspelled words.

## ► Correct Sentences Together

---

Let's read each sentence together. You tell me each misspelled word and how to spell it correctly. I will write the correct word on the board. If you made a mistake, draw a line through the word.

1. The dishes may fall off the edge and brake on the flore.  
Misspelled words? (Students: dishes, d-i-s-h-e-s, break, b-r-e-a-k, floor, f-l-o-o-r)

► Write *dishes*, *break*, and *floor* on the board.

2. They went to the city to buy new close and shoos for school.  
Misspelled words? (Students: clothes, c-l-o-t-h-e-s, shoes, s-h-o-e-s)

► Write *clothes* and *shoes* on the board.

3. We thought we had pletty of pincels but the box was emty.  
Misspelled words? (Students: plenty, p-l-e-n-t-y, pencils, p-e-n-c-i-l-s, empty, e-m-p-t-y)

► Write *plenty*, *pencils*, and *empty* on the board.

4. Change your answer if it is wrong. Misspelled words?  
(Students: no misspelled words)

5. Strage lizards liv among the rocks. Misspelled words?  
(Students: strange, s-t-r-a-n-g-e, live, l-i-v-e)

► Write *strange* and *live* on the board.

## ► Record Words Missed in Proofreading

---

If there is a misspelled word that you did not correct, turn back to page 67 and write **S** next to the word. If there is a word that you did not write correctly, find the word on page 67 and write **S** next to it. These are words that you especially need to study.

## Partner Study

### ► Pre-spelling: Base Words and Endings

Let's practice hearing base words and endings.

pockets

*Pockets.* What is the base word? (Students: pocket) What is the sound of the ending? (Students: /s/) What is the spelling of the ending? (Students: s)

returning

*Returning.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

dresses

*Dresses.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

wagging

*Wagging.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

predicted

*Predicted.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

### ► Partner Study

► Have your students open their spelling books to page 67. Remind them how to study their spelling words with a partner. In partner study the students take turns telling each other which word they choose to spell aloud. For example, one student says, "I will spell number 53, *pencil*. The hard part is **c**." She covers the word and spells it aloud as her partner checks. If she makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind her to study it.

► You may want to model the partner study before your students begin. Page 109 explains how to demonstrate partner study to the class.

## Spelling Discussion

### ► Teacher Background

The purpose of today's spelling discussion is to help your students use the strategies practiced and learned in guided spelling in their everyday writing. In the drafting stage of writing, the students' focus should be on recording their ideas without stopping to worry about spelling, but in the revision/proofreading stage the students should pay careful attention to spelling.

### ► Pre-spelling: Base Words and Endings

Let's practice hearing base words and endings.

connecting

*Connecting.* What is the base word? (Students: connect) What is the sound of the ending? (Students: /ing/) What is the spelling of the ending? (Students: i-n-g)

presses

*Presses.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

popped

*Popped.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

chapters

*Chapters.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

interrupted

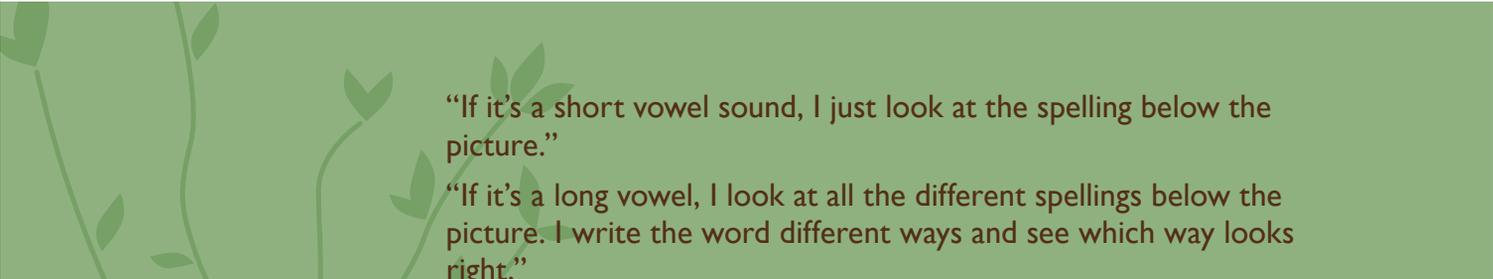
*Interrupted.* Base word? ■ Sound of the ending? ■ Spelling of the ending?

### ► Spelling Discussion

Let's talk about being a good speller in all your writing. When you are writing, how do you use the spelling-sound chart to help you spell correctly?

The students might say:

“When I don't remember how to spell a sound, I look for the picture that goes with that sound.”



“If it’s a short vowel sound, I just look at the spelling below the picture.”

“If it’s a long vowel, I look at all the different spellings below the picture. I write the word different ways and see which way looks right.”

▶ You might need to demonstrate how to write several spellings (for example, *sete*, *seet*, and *seat*) and see which one looks right.

---

▶ **Partner Study**

▶ Note: This is a brief activity of 1 or 2 minutes.

▶ If time permits, have the students study the review words on page 67 with their partners, as on Day 3 of this week.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. slipped She slipped on the wet floor. (application word)
2. swinging The gate was swinging shut. (application word)
3. missing The book is missing and no one can find it.
4. chance The class had a chance to visit a factory.
5. phone The phone rang.
6. pretty A pretty picture was on the wall.
7. match Use a match to light the candle.
8. fancy The dancers wore fancy dresses.
9. die Many flowers die in the fall.
10. quickly He thought of the answer quickly.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. change We had to change plans because of the weather.
12. brings The mail carrier brings the mail every day.
13. since It's been a long time since I've seen him.
14. judge The judge listens to each person.
15. shoes Those shoes are too small for my feet.
16. strong Strong people carried the heavy boxes.
17. scratch She got a scratch from the rose thorn.
18. break We saw the window break.

### ADVANCED SPELLERS CONTINUE

19. except He has finished all his homework except math.
20. angry His mom said not to be angry.

## ▶ Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many errors on numbers 1 and 2, the application words (the words the students did not study)? You may need to provide more support during daily guided spelling.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using phonics knowledge. Examples are the underlined letters in the following words: chance, phone, fancy. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Is there a gap between the students' test performance and their class writing beyond spelling lessons? Continue to encourage your students to use the spelling strategies they have learned when they are proofreading and revising their writing. You may wish to occasionally revisit the ideas generated during the spelling discussions (see pages 111 and 202).

**ELPS 5.C.ii**  
Week 13, Day 1 (all,  
beginning on page  
205 and continuing  
on to page 209)

## Endings **s**, **ed**, and **ing** on Consonant-**e** Words

### ► New Content

---

When we hear /s/ or /z/ added on to the end of a final-**e** word, we just add **s**, as in *takes* and *times*.

When a base word ends with consonant-**e**, we drop the last **e** before adding **ed** or **ing** (as in *named*, *taking*, *changed*, *serving*, *danced*, *moving*, and *loved*).

### ► Teacher Background

---

Make a copy of the Week 13 homework (*Blackline Masters* page 18) for each student.

There are two ways to teach adding **ed** to a final-**e** word. One approach is to say, “You already have **e**, so just add **d**.” Another approach is to have your students erase the final **e** and then add **ed**. This second approach reinforces that the students will also need to drop the **e** before they add **ing** to a final-**e** word. As the students become proficient, they will be able to spell the words without first writing and erasing the final **e**.

Reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.
- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in a choral response, tell the class the correct answer and repeat the question.

The pre-spelling activities this week provide practice adding endings to base words that end with consonant-**e**.

## Words Used This Week

### NEW PATTERN AND THINK WORDS

\*shapes, \*chased, \*writing, \*September, cares, used (2), racing,  
shared

### NEW SIGHT WORDS

\*lose, \*loose, living, across

### REVIEW PATTERN AND THINK WORDS

\*feet, \*read (2), \*need, \*mean, fifteen, sea, near, three

### REVIEW SIGHT WORDS

\*half, \*country, breath, health

### CHALLENGE WORDS

common, problem, written, suddenly

### APPLICATION WORDS ON THE TEST

rusty, dropped

### ADDITIONAL WORDS IN DAILY GUIDED SPELLING

skating, speed, price, confused, feast, brakes, prizes, leash, dizzy,  
he'll, somewhere, Sept.

► **Pre-spelling: Endings on Consonant-e Words**

This week you will add endings to base words that end with consonant-**e**. I will show you how.

waves

I will spell *waves*. *We jumped in the waves. Waves.*

Base word?

► Write *wave* on the board. Point to **ve**.

I see consonant-**e** at the end. I just add **s**. *Waves.*

danced

I will spell *danced*. *They danced to the music. Danced.*

Base word?

► Write *dance* on the board. Point to **ce**.

I see consonant-**e** at the end. *Danced*. The ending is **e-d**. I already have **e**, so I just add **d**. *Danced.*

voting

I will spell *voting*. *They were voting for president. Voting.*

Base word?

► Write *vote* on the board. Point to **te**.

I see consonant-**e** at the end. *Voting*. I need to erase the **e** and then add **i-n-g**. *Voting.*

► **Introduce This Week's Words**

Open your spelling books to page 71. Read the words and sentences with me.

1. shapes

Number 1: shapes. *We cut out five-sided shapes.*

Underline **a** and **e**.

2. chased

Number 2: chased. *The kitten chased the ball across the room.*

The base word is *chase*. There is already an **e** at the end of *chase*, so just **d** is added to make *chased*. Underline **a** and **e**.

3. writing

Number 3: writing. *She is writing a report about windmills.*

The sound /r/ at the beginning of *writing* is spelled **w-r**. The base word is *write*. The **e** is dropped, and the ending **i-n-g** is added. Underline **w-r**. Underline the first **i**.

4. September

TEKS 2.B.xvi

Student/Teacher Narrative

Guided Spelling section

(Word: September)

Number 4: September. The first day of fall is in September.

September has three syllables: *Sep-tem-ber*. Put a dot after the first syllable, *Sep-*. Put a dot after the second syllable, *-tem-*. Underline **e-r**.

5. cares

Number 5: cares. He cares for his brother so he shares with him. Underline **a** and **e**.

6. used (2)

Number 6 has two pronunciations: /ū zd/ and /ū st/. Say /ū zd/. ■ Say /ū st/. ■ He *used* the hammer that *used* to be his dad's.

The (2) after this word means that it can be said two ways. This word can be /ū zd/, *He used the hammer*. It can also be /ū st/, *The hammer used to belong to his dad*. Let's read the sentence together: *He used the hammer that used to be his dad's*.

The base word is **u-s-e**. There is already an **e** at the end, so just **d** is added. Underline **u** and **e**. Underline **s**.

7. racing

Number 7: racing. The runners were racing toward the finish line.

The base word is *race*. The **e** is dropped, and the ending **i-n-g** is added. Underline **a**. Underline **c**.

8. shared

TEKS 2.A.vii

Student/Teacher Narrative

Guided Spelling section

(Word: shared)

Number 8: shared. She shared the cherries with everyone.

The base word is *share*. There is already an **e**, so just **d** is added. Underline **a** and **e**.

NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. lose

Number 9: lose. I didn't want to lose my locket, but it's lost.

Underline **o-s-e**.

10. loose

Number 10: loose. The goose got loose.

**MNEMONIC** The sentence *The goose got loose* is a mnemonic. *Loose* and *goose* rhyme and they both have **o-o-s-e** at the end. Underline **o-o-s-e**.

11. living

Number 11: living. The family was living in Rhode Island.

Underline the first **i**.

12. across

Number 12: across. The store is across the street.

Underline **a** and **s-s**.

## NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |             |
|--------------|-------------|
| 13. feet     | 19. near    |
| 14. read (2) | 20. three   |
| 15. need     | 21. half    |
| 16. mean     | 22. country |
| 17. fifteen  | 23. breath  |
| 18. sea      | 24. health  |

### ► Guided Spelling

Turn the page. You will write eight of this week’s new words.

1. shapes

Number 1: shapes. We cut out five-sided shapes. Say *shapes*.

Base word? ■ If you aren’t sure how to spell *shape*, raise your hand. Question? (Students with raised hands: which /ā /?)

► Hold up one finger for a\_e under the “cake” picture.

Write *shape*.

*Shapes*. Add the ending. (Check.)

2. chased

Number 2: chased. The kitten chased the ball across the room. Say *chased*.

Base word? ■ Question? (Students: which /ā /?)

► Hold up one finger.

Careful. The sound /s/ in chase is spelled **s**. Write *chase*.

*Chased*. What is the spelling for the ending /t/? (Students: e-d)

*Chased*. You already have **e**, so just add **d**. (Check.)

3. writing

Number 3: writing. She is writing a report about windmills. Say *writing*.

Base word? ■ Careful. The sound /r/ in write is spelled **w-r**.

Question? (Students: Which /ī /?)

► Hold up one finger.

Write the word *write*.

*Writing*. What will you do before you add /ing/? You say “drop e.” (Students: drop e) Erase the **e**, and add **i-n-g**. (Check.)

## 4. September

Number 4: September. The first day of fall is in September. Say *September*.

Say *September* by syllables. ■ First syllable? ■ The name of a month starts with a capital letter. Write *Sep-*.

Second syllable? ■ Write *-tem-*.

The last syllable is spelled **b-e-r**. Write *-ber*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

## 5. lose

Number 5: lose. I didn't want to lose my locket, but it's lost. Say *lose*.

(Memory steps) Underline the hard part: **o-s-e**.

## 6. loose

Number 6: loose. The goose got loose. Say *loose*.

MNEMONIC The sentence is a mnemonic: *The goose got loose*. *Loose* and *goose* rhyme and they both have **o-o-s-e** at the end.

(Memory steps) Underline the hard part: **o-o-s-e**.

## 7. living

Number 7: living. The family was living in Rhode Island. Say *living*.

(Memory steps) Underline the hard part: the first **i**.

## 8. across

Number 8: across. The store is across the street. Say *across*.

(Memory steps) Underline the hard parts: **a** and **s-s**.

### ▶ Introduce the Homework

- ▶ Hand out the Week 13 homework.

### ▶ Record Words Missed

- ▶ Return the students' spelling tests from Week 12.

Turn to page 67. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 67.

### ► Pre-spelling: Endings on Consonant-e Words

Help me add endings to base words.

loved — — —

Loved. We loved our little dog. Loved.

Base word?

► Write *love* on the board. Point to **ve**.

Is there consonant-**e** at the end? (Students: yes) *Loved*. We already have **e**. What will we do now? (Students: just add d)

► Add **d**.

Loved.

giving — — —

Giving. She was giving us paper. Giving.

Base word?

► Write *give* on the board. Point to **ve**.

Is there consonant-**e** at the end? ■ *Giving*. What will we do now? (Students: erase e) And now? (Students: add i-n-g)

► Add **ing**.

Giving.

fumes — — —

Fumes. The fumes smelled bad. Fumes.

Base word?

► Write *fume* on the board.

*Fumes*. What will we do now? (Students: add s)

► Add **s**.

Fumes.

### ► Guided Spelling

Open your spelling books to page 73. Numbers 1–4 are new words for this week.

1. cares — — —

Number 1: cares. He cares for his brother so he shares with him. Say *cares*.

Base word? ■ If you aren't sure how to spell *care*, raise your hand.

Question? (Students with raised hands: which  $\bar{a}$  /?)

► Hold up one finger for **a\_e** under the “cake” picture.

Write *care*.

*Cares*. Add the ending. (Check.)

2. used

Number 2: used. (Pronounce it /ūzd/.) He *used* the hammer that used to be his dad’s. Say *used*.

Base word? ■ Question? (Students: Which  $\bar{u}$  /?)

► Hold up one finger.

Careful. The sound /z/ in *use* is spelled **s**. Write *use*.

*Used*. What is the spelling for the ending /d/? (Students: e-d)  
*Used*. You already have **e**, so just add **d**. (Check.)

3. racing

Number 3: racing. The runners were racing toward the finish line. Say *racing*.

Base word? ■ Question? (Students: Which  $\bar{a}$  /?)

► Hold up one finger.

Careful. The sound /s/ in *race* is spelled **c**. Write *race*.

*Racing*. What will you do before you add /ing/? You say “drop **e**.” (Students: drop e) Erase the **e**, and add **i-n-g**. (Check.)

4. shared

Number 4: shared. She shared the cherries with everyone. Say *shared*.

Base word? ■ Question? (Students: Which  $\bar{a}$  /?)

► Hold up one finger.

Write *share*.

*Shared*. What is the spelling for the ending /d/? (Students: e-d)  
*Shared*. You already have **e**, so just add **d**. (Check.)

5. price

Number 5: price. (Use the word in a sentence.) Say *price*.

Question? (Students: which  $\bar{i}$  /?)

► Hold up one finger.

Careful. The sound /s/ in *price* is spelled **c**. Write *price*. (Check.)

6. speed

Number 6: speed. (Use the word in a sentence.) Say *speed*.

Question? (Students: which  $\bar{e}$  /?)

► Hold up two fingers.

Write *speed*. (Check.)

7. skating

Number 7: skating. (Use the word in a sentence.) Say *skating*.

Base word? ■ Careful. The sounds /sk/ in *skate* are spelled **s-k**.

Question? (Students: Which /ā /?)

► Hold up one finger.

Write *skate*.

*Skating*. What will you do before you add /ing/? You say “drop **e**.” (Students: drop e) Erase the **e**, and add **i-n-g**. (Check.)

NOW YOU’LL WRITE THREE SIGHT WORDS.

8. country

Number 8: country. (Use the word in a sentence.) Say *country*.

(Memory steps) Underline the hard part: **o-u**.

9. half

Number 9: half. (Use the word in a sentence.) Say *half*.

(Memory steps) Underline the hard part: **l**.

10. he’ll

Number 10: he’ll. (Use the word in a sentence.) Say *he’ll*.

CONTRACTION *He’ll* is a contraction. What two words does *he’ll* come from?

(Memory steps) Underline the whole word.

► **Pre-spelling: Endings on Consonant-e Words**

Help me add endings to base words.

chances

Chances. What are the chances of rain? Chances.

Base word?

► Write *chance* on the board.

Chances. What will we do now? (Students: add s)

► Add s.

Chances.

closed

Closed. She closed the door. Closed.

Base word?

► Write *close* on the board. Point to **se**.

Is there consonant-**e** at the end? (Students: yes) *Closed*.

We already have **e**. What will we do now? (Students: add d)

► Add **d**.

Closed.

escaping

Escaping. The mouse was escaping from my hands. Escaping.

Base word? (Students: escape) *Es-cape*. *Es-*.

► Write *es* on the board.

*-Cape*.

► Add *cape*. Point to **pe**.

Is there consonant-**e** at the end? (Students: yes) *Escaping*. What will we do now? (Students: drop e) *And now?* (Students: add i-n-g)

► Add **ing**.

Escaping.

## ► Guided Spelling

Open your spelling books to page 74.

1. writing

Number 1: writing. (Use the word in a sentence.) Say *writing*.

Base word? ■ Careful. The sound /r/ in *write* is spelled **w-r**.

Question? (Students: which /ī /?)

► Hold up one finger.

Write the word *write*.

*Writing*. What will you do before you add /ing/? You say “drop **e**.” (Students: drop **e**) Erase the **e**, and add **i-n-g**. (Check.)

2. confused

Number 2: confused. (Use the word in a sentence.) Say *confused*.

Base word? ■ Say *confuse* by syllables. ■ I’ll say the syllables to help you spell: cōn-fuse. Repeat the syllables. ■ First syllable? ■ Write *con-*.

Second syllable? ■ Question? (Students: which /ū /?)

► Hold up one finger.

Careful. The sound /z/ in *-fuse* is spelled **s**. Write *-fuse*.

You’re writing *confused*. You already have **e**, so just add **d**.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. September

Number 3: September. (Use the word in a sentence.) Say *September*.

Say *September* by syllables. ■ First syllable? ■ The name of a month starts with a capital letter. Write *Sep-*.

Second syllable? ■ Write *-tem-*.

The last syllable is spelled **b-e-r**. Write *-ber*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. feast

Number 4: feast. (Use the word in a sentence.) Say *feast*.

Question? (Students: which /ē /?)

► Hold up three fingers.

Write *feast*. (Check.)

5. shapes

Number 5: shapes. (Use the word in a sentence.) Say *shapes*.

Question? (Students: which /ā /?)

► Hold up one finger.

Write *shapes*. (Check.)

6. brakes

Number 6: brakes. When the driver saw the stop sign, he stepped on the brakes. Say *brakes*.

**HOMOPHONE** It's not *breaks*, *Glass breaks easily*. It's *brakes* that make a car stop. Question? (Students: which /ā /?)

► Hold up one finger.

Careful. The sound /k/ after a long vowel is spelled **k**. Write *brakes*. (Check.)

7. used

Number 7: used. He used scissors to cut the paper. Say *used*.

Base word? ■ Question? (Students: which /ū /?)

► Hold up one finger.

Careful. The sound /z/ in *use* is spelled **s**. Write *use*.

*Used*. You already have **e**, so just add **d**. (Check.)

**NOW YOU'LL WRITE THREE SIGHT WORDS.**

8. lose

Number 8: lose. I didn't want to lose my locket, but it's lost. Say *lose*.

**VISUALIZING** At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **o-s-e**.

9. loose

Number 9: loose. The goose got loose. Say *loose*.

**MNEMONIC** The sentence is a mnemonic: *The goose got loose*. *Loose* and *goose* rhyme and they both have **o-o-s-e** at the end.

(Memory steps) Underline the hard part: **o-o-s-e**.

10. somewhere

Number 10: somewhere. (Use the word in a sentence.) Say *somewhere*.

**COMPOUND WORD** *Somewhere* is a compound word. What two smaller words make up *somewhere*?

(Memory steps) Underline the hard parts: **o** and all three **e**'s.

► **Pre-spelling: Endings on Consonant-e Words**

Help me add endings to base words.

comes

Comes. Her dog comes when she whistles. Comes.

Base word?

► Write *come* on the board.

*Comes*. What will we do now? (Students: add s)

► Add **s**.

Comes.

dived

Dived. He dived off the edge. Dived.

Base word?

► Write *dive* on the board. Point to **ve**.

Is there consonant-**e** at the end? *Dived*. We already have **e**.  
What will we do now? (Students: add d)

► Add **d**.

Dived.

exciting

Exciting. The end of the book was exciting. Exciting.

Base word? (Students: excite) *Ex-cite*. *Ex-*

► Write *ex* on the board.

*-cite*.

► Add *cite*. Point to **te**.

Is there consonant-**e** at the end? ■ *Exciting*. What will we do now?  
(Students: drop e) And now? (Students: add i-n-g)

► Add **ing**.

Exciting.

## ► Guided Spelling

Open your spelling books to page 75.

1. shared

Number 1: shared. (Use the word in a sentence.) Say *shared*.

Base word? ■ Question? (Students: Which /ā /?)

► Hold up one finger.

Write *share*.

*Shared*. You already have **e**, so just add **d**. (Check.)

2. prizes

Number 2: prizes. (Use the word in a sentence.) Say *prizes*.

Question? (Students: which /ī /?)

► Hold up one finger.

Careful. The sound /z/ in *prize* is spelled **z**. Write *prizes*. (Check.)

3. racing

Number 3: racing. (Use the word in a sentence.) Say *racing*.

Base word? ■ Question? (Students: Which /ā /?)

► Hold up one finger.

Careful. The sound /s/ in *race* is spelled **c**. Write *race*.

*Racing*. What will you do before you add /ing/? (Students: drop e)  
Erase the **e**, and add **i-n-g**. (Check.)

4. leash

Number 4: leash. (Use the word in a sentence.) Say *leash*.

Question? (Students: which /ē /?)

► Hold up three fingers.

Write *leash*. (Check.)

5. dizzy

Number 5: dizzy. (Use the word in a sentence.) Say *dizzy*.

Say *dizzy* by syllables. ■ I'll say the syllables to help you spell: *diz-zy*.  
Repeat the syllables. ■ First syllable? ■ Write *diz-*.

Second syllable? ■ Write *-zy*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

6. chased

Number 6: chased. (Use the word in a sentence.) Say *chased*.

Base word? ■ Question? (Students: which /ā /?)

► Hold up one finger.

Careful. The sound /s/ in *chase* is spelled **s**. Write *chase*.

*Chased*. You already have **e**, so just add **d**. (Check.)

7. cares

Number 7: *cares*. (Use the word in a sentence.) Say *cares*.

Question? (Students: which  $\bar{a}$  /?)

► Hold up one finger.

Write *cares*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. living

Number 8: *living*. (Use the word in a sentence.) Say *living*.

(Memory steps) Underline the hard part: the first **i**.

9. across

Number 9: *across*. (Use the word in a sentence.) Say *across*.

(Memory steps) Underline the hard parts: **a** and **s-s**.

10. Sept.

Number 10: September. They wrote the date on their papers: Sept. 22. Say *September*.

ABBREVIATION Find the abbreviation for *September* at the top of the page. When we read the abbreviation, we say *September*.

(Memory steps) Underline the whole abbreviation.

## ► Student Study

► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 61. If you missed a word on the test in Week 11, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |              |   |
|--------------|---|
| 1. rusty     | The bike got rusty after it was left outside.<br>(application word) |
| 2. dropped   | I dropped the ball. (application word)                              |
| 3. writing   | I am writing a letter.  |
| 4. mean      | What do you mean?   |
| 5. loose     | The button on his shirt is loose.                                   |
| 6. chased    | The dog chased the squirrel up a tree.                              |
| 7. lose      | Did you lose this eraser?   |
| 8. September | School starts in September.   |
| 9. shapes    | She cut the paper into different shapes.                            |
| 10. country  | Belgium is a small country.   |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |            |  |
|------------|--|
| 11. used   | I used the eraser and then gave it back.           |
| 12. cares  | The gardener cares for the flowers and vegetables. |
| 13. near   | Please stand near me.                              |
| 14. breath | When it's cold outside, you can see your breath.   |
| 15. racing | The squirrels went racing up the tree.             |
| 16. across | She walked across the street.                      |
| 17. shared | We shared our lunch.                               |
| 18. living | My friend is living with her grandmother.          |

### ADVANCED SPELLERS CONTINUE

- |             |   |
|-------------|---|
| 19. common  | Use your common sense.                          |
| 20. written | He has written his name at the top of the page. |

## Sound /er/ Spelled **er**, **ir**, and **ur**

### ► New Content

The sound /er/ is often spelled **er**, **ir**, or **ur**, as in *her*, *bird*, and *turn*.

### ► Teacher Background

Make a copy of the Week 14 homework (*Blackline Masters* page 19).

In this week's lessons, the amount of guidance provided for adding endings to vowel-consonant-**e** words is decreased. If your students need more support for this, continue to provide the level of guidance shown in Week 13.

In the *Guided Spelling* program, words with the sound /er/ spelled **or** are taught as sight words (for example, *worse* and *worst*).

In the pre-spelling activities this week, the students will practice adding endings to base words.

### ► Words Used This Week

NEW PATTERN AND  
THINK WORDS

\*under, \*bird, \*burn, \*third, first, during, feel, eat

NEW SIGHT WORDS

\*wear, \*worse, worst, search

REVIEW PATTERN AND  
THINK WORDS

\*chased, \*September, \*shapes, \*writing, cares, racing, used (2), shared

REVIEW SIGHT WORDS

\*loose, \*lose, across, living

CHALLENGE WORDS

surface, return, modern, interest

APPLICATION WORDS  
ON THE TEST

pages, phoning

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

serving, voted, peek, sunburn, eating, birth, using, center, feeling, germs, hoped, suppose, wears, we're, searches, USA

# Week 14 Day 1

## ► Introduce This Week's Words

Open your spelling books to page 77. Read the words and sentences with me.

1. under

Number 1: under. The bug lived under the rock.

*Under* has two syllables: *un-der*. Put a dot between the syllables.

► Point to the “racing robot” picture on the spelling-sound chart.

The picture shows a racing robot for the sound /er/.

► Point to **er**.

The sound /er/ in *under* is spelled **e-r**. Underline **e-r**.

2. bird

Number 2: bird. The bird flew hundreds of miles.

► Point to **ir** under the “robot” picture.

Look at the racing robot. The sound /er/ in *bird* is spelled **i-r**. Underline **i-r**.

3. burn

Number 3: burn. They watched the candle burn.

► Point to **ur** under the “robot” picture.

The sound /er/ in *burn* is spelled **u-r**. Underline **u-r**.

4. third

Number 4: third. The third chapter is about wheels.

Underline **i-r**.

5. first

Number 5: first. We hung up our jackets first.

Underline **i-r**.

6. during

Number 6: during. He hurt his foot during recess.

*During* has two syllables: *dur-ing*. Put a dot between the syllables. Underline **u-r**.

7. feel

Number 7: feel. Does your sister feel better today?

Underline **e-e**.

8. eat

Number 8: eat. Their mother told them to be neat when they eat.

Underline **e-a**.

9. wear

NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

Number 9: wear. She wants to wear this shirt, but it has a tear.  
Underline **e-a**.

10. worse

Number 10: worse. The weather was bad yesterday but is worse today.

Underline **o** and **e**.

11. worst

Number 11: worst. It was the worst weather they had ever seen.  
Underline **o**.

12. search

Number 12: search. Let's search for the lost toy.  
Underline **e-a**.

NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |               |              |
|---------------|--------------|
| 13. chased    | 19. used (2) |
| 14. September | 20. shared   |
| 15. shapes    | 21. loose    |
| 16. writing   | 22. lose     |
| 17. cares     | 23. across   |
| 18. racing    | 24. living   |

► **Guided Spelling**

Turn the page. You will write eight of this week's new words.

1. under

Number 1: under. The bug lived under the rock. Say *under*.  
Say *under* by syllables. ■ First syllable? ■ Write *un-*.

Second syllable? ■ Look at the racing robot. If you aren't sure how to spell *-der*, raise your hand. Question? (Students with raised hands: which /er/?)

► Hold up one finger for **er** under the "robot" picture.

Write *-der*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

TEKS 2.B.xxi  
Student/Teacher Narrative  
Guided Spelling section  
(Word: under)

2. bird

Number 2: bird. The bird flew hundreds of miles. Say *bird*.  
Look at the racing robot. Question? (Students: which /er/?)

► Hold up two fingers.

Write *bird*. (Check.)

3. burn

Number 3: burn. They watched the candle burn. Say *burn*.

Question? (Students: which /er/?)

► Hold up three fingers.

Write *burn*. (Check.)

4. third

Number 4: third. The third chapter is about wheels. Say *third*.

Question? (Students: which /er/?)

► Hold up two fingers.

Write *third*. (Check.)

### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. wear

Number 5: wear. She wants to wear this shirt, but it has a tear. Say *wear*.

(Memory steps) Underline the hard part: **e-a**.

6. worse

Number 6: worse. The weather was bad yesterday but is worse today. Say *worse*.

(Memory steps) Underline the hard parts: **o** and **e**.

7. worst

Number 7: worst. It was the worst weather they had ever seen. Say *worst*.

(Memory steps) Underline the hard part: **o**.

8. search

Number 8: search. Let's search for the lost toy. Say *search*.

(Memory steps) Underline the hard part: **e-a**.

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## ► Introduce the Homework

► Hand out the Week 14 homework.

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## ► Record Words Missed

► Return the students' spelling tests from Week 13.

Turn to page 71. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 71.

## ► Teacher Background

In the pre-spelling activities this week, you will guide the students in adding endings to base words.

## ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

skating

Skating. They were skating on the ice. Skating.

Base word?

► Write *skate* on the board. Point to **te**.

Is there consonant-**e** at the end? ■ *Skating*. What will we do now? (Students: erase e) And now? (Students: add i-n-g) *Skating*.

exploded

Exploded. The water balloon exploded. Exploded.

Base word? (Students: explode) *Ex-plode*. *Ex-*.

► Write *ex* on the board.

*-Plode*.

► Add *plode*. Point to **de**.

Is there consonant-**e** at the end? ■ *Exploded*. We already have **e**. What will we do now? (Students: add d) *Exploded*.

## ► Guided Spelling

Open your spelling books to page 79. Numbers 1–4 are new words for this week.

1. first

Number 1: first. We hung up our jackets first. Say *first*.

Look at the racing robot. Question? (Students: which /er/?)

► Hold up two fingers.

Write *first*. (Check.)

2. during

Number 2: during. He hurt his foot during recess. Say *during*.  
Say *during* by syllables. ■ I'll say the syllables to help you spell:  
*dur-ing*. Repeat the syllables. ■ First syllable? ■ Question?  
(Students: which /er/?)

▶ Hold up three fingers.

Write *dur-*.

Second syllable? ■ Write *-ing*.

Let's check. Read the word. ■ Read and spell by syllables as I write  
the word. ■ Check your word.

3. feel

Number 3: feel. Does your sister feel better today? Say *feel*.

Question? (Students: which /ē /?)

▶ Hold up two fingers.

Write *feel*. (Check.)

4. eat

Number 4: eat. Their mother told them to be neat when they eat.  
Say *eat*.

Question? (Students: which /ē /?)

▶ Hold up three fingers.

Write *eat*. (Check.)

5. voted

Number 5: voted. (Use the word in a sentence.) Say *voted*.

Base word? ■ Question? (Students: which /ō /?)

▶ Hold up one finger.

Write *vote*.

*Voted*. You already have **e**, so just add **d**. (Check.)

6. serving

Number 6: serving. (Use the word in a sentence.) Say *serving*.

Base word? ■ Question? (Students: which /er/?)

▶ Hold up one finger.

Careful. The sound /v/ in *serve* is spelled **v-e**. Write *serve*.

*Serv*ing. What will you do before you add /ing/? (Students: drop e)

Erase the **e**, and add **i-n-g**. (Check.)

7. peek

Number 7: peek. (Use the word in a sentence.) Say *peek*.

Question? (Students: which /ē /?)

▶ Hold up two fingers.

Careful. The sound /k/ after two vowels is spelled **k**. Write *peek*.  
(Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. across

Number 8: across. (Use the word in a sentence.) Say *across*.  
(Memory steps) Underline the hard parts: **a** and **s-s**.

9. loose

Number 9: loose. The goose got loose. Say *loose*.

MNEMONIC The sentence is a mnemonic: *The goose got loose*.  
*Loose* and *goose* rhyme and they both have **o-o-s-e** at the end.  
(Memory steps) Underline the hard part: **o-o-s-e**.

10. we're

Number 10: we're. (Use the word in a sentence.) Say *we're*.

CONTRACTION This is a contraction. What two words does *we're* come from?

(Memory steps) Underline the whole word.

# Week 14 Day 3

## ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

completed

Completed. We completed our assignment. Completed.

Base word? (Students: complete) *Com-plete. Com-*.

► Write *com* on the board.

*-Plete.*

► Add *plete*. Point to **te**.

Is there consonant-**e** at the end? ■ *Completed. We already have e.*  
What will we do now? (Students: add d) *Completed.*

splitting

Splitting. She was splitting the sandwich in two. Splitting.

Base word?

► Write *split* on the board. Point to **i**.

Is there one vowel?

► Point to **t**.

Is there one consonant after the vowel? ■ *Will we double the t?*  
(Students: yes)

► Add **ting**.

Splitting.

## ► Guided Spelling

Open your spelling books to page 80.

eating

Number 1: eating. (Use the word in a sentence.) Say *eating*.

Base word? ■ Question? (Students: which */ē /?*)

► Hold up three fingers.

Write *eat*.

*Eating*. What will you decide? (Students: Do we double?)

Everyone point to **e-a**. Is there one vowel? (Students: no, two)

Will you double the last consonant? (Students: no) *Eating*.

Add */ing/*. (Check.)

TEKS 2.A.xii

TEKS 2.B.xiii

Student/Teacher Narrative  
Guided Spelling section  
(Words: eating, under,  
center, using, sunburn,  
living)

2. under

Number 2: under. (Use the word in a sentence.) Say *under*.

Say *under* by syllables. ■ First syllable? ■ Write *un-*.

Second syllable? ■ Look at the racing robot. Question?  
(Students: which /er/?)

► Hold up one finger.

Write *-der*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. birth

Number 3: birth. (Use the word in a sentence.) Say *birth*.

Question? (Students: which /er/?)

► Hold up two fingers.

Write *birth*. (Check.)

4. center

Number 4: center. (Use the word in a sentence.) Say *center*.

Say *center* by syllables. ■ First syllable? ■ Careful. If the letter after the sound /s/ is **e**, **i**, or **y**, the sound /s/ might be spelled **c**. If you aren't sure, raise your hand to ask me. Write *cen-*.

Second syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write *-ter*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. first

Number 5: first. (Use the word in a sentence.) Say *first*.

Question? (Students: which /er/?)

Hold up two fingers.

Write *first*. (Check.)

6. using

Number 6: using. (Use the word in a sentence.) Say *using*.

Base word? ■ Question? (Students: which /ū/?)

► Hold up one finger.

Careful. The sound /z/ in *use* is spelled **s**. Write *use*.

*Using*. What will you do before you add /ing/? (Students: drop e)  
Erase the **e**, and add **i-n-g**. (Check.)

7. sunburn

Number 7: sunburn. (Use the word in a sentence.) Say *sunburn*.

COMPOUND WORD *Sunburn* is a compound word. The two small words are syllables.

Say *sunburn* by syllables. ■ First syllable? ■ Write *sun-*.

Second syllable? ■ Question? (Students: which /er/?)

► Hold up three fingers.

Write *-burn*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. wears

Number 8: wears. (Use the word in a sentence.) Say *wears*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **e-a**.

9. searches

Number 9: searches. (Use the word in a sentence.) Say *searches*.

(Memory steps) Underline the hard part: **e-a**.

10. living

Number 10: living. (Use the word in a sentence.) Say *living*.

(Memory steps) Underline the hard part: the first **i**.

## ► Teacher Background

During guided spelling today, the students will write *USA* as the abbreviation for United States of America (see number 10 on page 233). *U.S.A.* is also a correct form of this abbreviation.

## ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

soaking

Soaking. The towel was soaking wet. Soaking.

Base word?

► Write *soak* on the board. Point to **oa**.

Is there one vowel? (Students: no, two) Will we double the **k**? (Students: no)

► Add **ing**.

Soaking.

preparing

Preparing. They were preparing for their game. Preparing.

Base word? (Students: prepare) *Pre-prepare. Pre-*

► Write *pre* on the board.

*-Prepare.*

► Add *pare*. Point to **re**.

Is there consonant-**e** at the end? *Preparing*. What will we do now? (Students: drop e) And now? (Students: add i-n-g) *Preparing*.

## ► Guided Spelling

Open your spelling books to page 81.

bird

Number 1: bird. (Use the word in a sentence.) Say *bird*.

Question? (Students: which /er/?)

► Hold up two fingers.

Write *bird*. (Check.)

**TEKS 2.A.xxiii**  
Student/Teacher Narrative  
Pre-spelling and Guided  
Spelling sections (Words:  
preparing, during)

2. germs

Number 2: germs. (Use the word in a sentence.) Say *germs*. Careful. The sound /j/ in *germs* is spelled **g**. Question? (Students: which /er/?)

► Hold up one finger.

Write *germs*. (Check.)

3. feeling

Number 3: feeling. (Use the word in a sentence.) Say *feeling*. Base word? ■ Question? (Students: which /ē /?)

► Hold up two fingers.

Write *feel*.

*Feeling*. What will you decide? (Students: Do we double?) Everyone point to **e-e**. Is there one vowel? (Students: no, two) Will you double the last consonant? (Students: no) *Feeling*. Add /ing/. (Check.)

4. hoped

Number 4: hoped. (Use the word in a sentence.) Say *hoped*. Base word? ■ Question? (Students: which /ō /?)

► Hold up one finger.

Write *hope*.

*Hoped*. You already have **e**, so just add **d**. (Check.)

5. third

Number 5: third. (Use the word in a sentence.) Say *third*. Question? (Students: which /er/?)

► Hold up two fingers.

Write *third*. (Check.)

6. during

Number 6: during. (Use the word in a sentence.) Say *during*. Say *during* by syllables. ■ I'll say the syllables to help you spell: *dur-ing*. Repeat the syllables. ■ First syllable? ■ Question? (Students: which /er/?)

► Hold up three fingers.

Write *dur-*.

Second syllable? ■ Write *-ing*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. suppose

Number 7: suppose. (Use the word in a sentence.) Say *suppose*.

Say *suppose* by syllables. ■ I'll say the syllables to help you spell: *sup-pose*. Repeat the syllables. ■ First syllable? ■ Write *sup-*.

Second syllable? ■ Question? (Students: which /ō /?)

► Hold up one finger.

Careful. The sound /z/ is spelled **s**. Write *-pose*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. worse

Number 8: worse. (Use the word in a sentence.) Say *worse*.  
(Memory steps) Underline the hard parts: **o** and **e**.

9. worst

Number 9: worst. (Use the word in a sentence.) Say *worst*.  
(Memory steps) Underline the hard part: **o**.

10. USA

Number 10: USA. There are 50 states in the USA. Say *USA*.

ABBREVIATION What is *USA* an abbreviation for? ■ When we read this abbreviation, we say **U-S-A**. *USA* does not need to have periods. Sometimes it does have periods, and that is also correct.

► Write *U.S.A.* on the board.

(Memory steps) Underline the whole abbreviation.

## ► Student Study

► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 71. If you missed a word on the test in Week 13, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |            |   |
|------------|---|
| 1. pages   | He reads and his little sister turns the pages.<br>(application word) |
| 2. phoning | My mom is phoning the doctor. (application word)                      |
| 3. lose    | Did you lose a book?  |
| 4. third   | This the third pencil I've found.                                     |
| 5. under   | The kitten is under the chair.  |
| 6. writing | I'm writing a story.  |
| 7. burn    | We watched the candles burn.  |
| 8. wear    | Wear a hat when the sun is bright.                                    |
| 9. bird    | The bird hopped on the ground.  |
| 10. worse  | Her cold is worse today.  |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |            |  |
|------------|--|
| 11. feel   | I feel good when I run.                  |
| 12. shared | We shared the bicycle by taking turns.   |
| 13. first  | The first kitten had yellow stripes.     |
| 14. search | Will you help me search for my scarf?    |
| 15. during | During story time they sit on the floor. |
| 16. living | They are living in California.           |
| 17. worst  | That was the worst storm they ever saw.  |
| 18. eat    | Did the cat eat its food?                |

### ADVANCED SPELLERS CONTINUE

- |              |                                       |
|--------------|---------------------------------------|
| 19. surface  | The surface of the desk is scratched. |
| 20. interest | He has an interest in old planes.     |

## Sound /ar/ Spelled **ar**; Sound /or/ Spelled **or** and **ore**

### ► New Content

The sound /ar/ as in *far* is spelled **ar**.

The sound /or/ at the beginning or middle of a word is usually spelled **or**, as in *fork*.

The sound /or/ at the end of a word is usually spelled **or** or **ore**, as in *for* and *store*.

### ► Teacher Background

Make a copy of the Week 15 homework (*Blackline Masters* page 20).

As is the case with many other English spelling-sound relationships, **or** and **ore** are complicated by varying regional pronunciations. For example, for some speakers *for* and *shore* rhyme; **or** and **ore** can be taught as two spellings of a single sound. If, however, your students do not pronounce *for* and *shore* as rhyming words, teach the particular spelling for each sound.

The spelling-sound chart shows the second spelling of the sound /or/ as **\_ore**. The blank shows that other letters usually appear before **ore**; the spelling **ore** does not usually occur at the beginning of a word.

One additional guiding point is introduced this week: at the end of a word, the sound /k/ after **r** is usually spelled **k**, as in *shark*.

In the pre-spelling activities this week, the students will practice adding endings to base words.

### ► Words Used This Week

#### NEW PATTERN AND THINK WORDS

\*March, \*horse, \*store, \*large, October, forty, before, north

#### NEW SIGHT WORDS

\*fourteen, \*climb, prove, fourth

REVIEW PATTERN AND  
THINK WORDS

\*third, \*burn, \*bird, \*under, during, eat, first, feel

REVIEW SIGHT WORDS

\*worse, \*wear, search, worst

CHALLENGE WORDS

dollar, similar, doctor, information

APPLICATION WORDS  
ON THE TEST

changing, bridges

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

spark, nursing, sliding, shirts, teaching, storing, shores, choking,  
slice, torn, climbed, she'll, something, proves, Mar.

► **Introduce This Week's Words**

Open your spelling books to page 83. Read the words and sentences with me.

1. March

Number 1: March. The first day of spring is in March.

► Point to **ar** under the “art car” picture on the spelling-sound chart.

The picture shows an art car for the sound /ar/. The sound /ar/ is spelled **a-r**.

2. horse

Number 2: horse. She wished she had her own horse.

► Point to **or** under the “fork” picture.

The picture shows a fork for the sound /or/. The sound /or/ at the beginning or middle of a word is spelled **o-r**. Underline **o-r**. Underline **e**.

3. store

Number 3: store. The hardware store sells many kinds of tools.

► Point to **\_ore**.

The sound /or/ in *store* is spelled **o-r-e**.

► Point to the blank in **\_ore**.

The blank means there is at least one letter here. We don't usually use **o-r-e** at the beginning of a one-syllable word. Underline **o-r-e**.

4. large

Number 4: large. Large clouds filled the sky.

► Point to **ar** under the “art car” picture.

The “art car” picture shows the spellings for the sound /ar/. Underline **e**.

5. October

Number 5: October. The weather was cool in October.

*October* has three syllables: Oc-tō-ber. Put a dot after the first syllable, Oc-. ■ Put a dot after the second syllable, -tō-. ■ Underline **e-r**.

6. forty

Number 6: forty. Bring forty forks for the picnic.

**MNEMONIC** The sentence *Bring forty forks for the picnic* is a mnemonic. It reminds you that *forty* begins the same letters as *forks*: **f-o-r**.

7. before

Number 7: before. Wash your hands before you eat.

*Before* has two syllables: *be-fore*. Put a dot between the syllables. ■  
Underline **o-r-e**.

8. north

Number 8: north. The compass needle always points north.

The sound /or/ at the beginning or middle of a word is spelled **o-r**.

NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. fourteen

Number 9: fourteen. *Fourteen* begins like *four* and *fourth*.

Underline **o-u** and **e-e**.

10. climb

Number 10: climb. She likes to climb the bars to the top.

Underline **i** and **b**.

11. prove

Number 11: prove. They wanted to prove that they were right.

Underline **o** and **e**.

12. fourth

Number 12: fourth. He was fourth in line.

**HOMOPHONE** *Fourth* is a homophone. It's not *forth*, *They walked back and forth*. It's *fourth* that comes after *third*. Underline **o-u**.

NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |            |            |
|------------|------------|
| 13. third  | 19. first  |
| 14. burn   | 20. feel   |
| 15. bird   | 21. worse  |
| 16. under  | 22. wear   |
| 17. during | 23. search |
| 18. eat    | 24. worst  |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. March

Number 1: March. The first day of spring is in March. Say *March*.

*March* is a think word. Careful. The name of a month begins with a capital letter. If you aren't sure how to spell the sound /ar/, look for the "art car" picture. Write *March*. (Check.)

2. horse

Number 2: horse. She wished she had her own horse. Say *horse*.

Look for the "fork" picture. The sound /or/ in the middle of a word is spelled **o-r**. Careful. The sound /s/ in *horse* is spelled **s-e**. Write *horse*. (Check.)

3. store

Number 3: store. The hardware store sells many kinds of tools. Say *store*.

Look for the “fork” picture. Question? (Students: which /or/?)

► Hold up two fingers.

Write *store*. (Check.)

4. large

Number 4: large. Large clouds filled the sky. Say *large*.

If you aren’t sure how to spell the sound /ar/, look for the “art car” picture. Careful. The sound /j/ in *large* is spelled **g-e**.

Write *large*. (Check.)

### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. fourteen

Number 5: fourteen. *Fourteen* begins like *four* and *fourth*. Say *fourteen*.

(Memory steps) Underline the hard parts: **o-u** and **e-e**.

6. climb

Number 6: climb. She likes to climb the bars to the top. Say *climb*.

(Memory steps) Underline the hard parts: **i** and **b**.

7. prove

Number 7: prove. They wanted to prove that they were right. Say *prove*.

(Memory steps) Underline the hard parts: **o** and **e**.

8. fourth

Number 8: fourth. He was the fourth in line. Say *fourth*.

HOMOPHONE *Fourth* is a homophone. It’s not *forth*, as in *She was swinging back and forth*. It’s *fourth*, as in *first, second, third, fourth*.

(Memory steps) Underline the hard part: **o-u**.

## ► Introduce the Homework

---

► Hand out the Week 15 homework.

## ► Record Words Missed

---

► Return the students’ spelling tests from Week 14.

Turn to page 77. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 77.

# Week 15 Day 2

## ▶ Teacher Background

In the pre-spelling activities this week, you will guide the students in adding endings to base words.

## ▶ Pre-spelling: Base Words and Endings

Help me add endings to base words.

stirred — —

**TEKS 2.B.xvii**  
Student/Teacher Narrative  
Pre-spelling and Guided  
Spelling sections (Words:  
exploring, stirred, October,  
forty, before, sliding,  
nursing)

Stirred. I stirred the paint. Stirred.

Base word?

▶ Write *stir* on the board. Point to **i**.

Is there one vowel?

▶ Point to **r**.

Is there one consonant after the vowel? ■ Will we double the **r**?  
(Students: yes)

▶ Add **red**.

Stirred.

exploring — —

Exploring. The hamsters are exploring their new cage. Exploring.

Base word? (Students: explore) *Ex-plore. Ex-*

▶ Write *ex* on the board.

*-Plore.*

▶ Add *plore*. Point to **re**.

Is there consonant-**e** at the end? ■ *Exploring*. What will we do now? (Students: drop e) And now? (Students: add i-n-g) *Exploring*.

## ▶ Guided Spelling

Open your spelling books to page 85. Numbers 1–4 are new words for this week.

1. October — —

Number 1: October. The weather was cool in October. Say *October*.

Say *October* by syllables. ■ First syllable? (Students: Oc-) Careful.

When you hear the sound /k/ at the end of a syllable in a polysyllabic word, it is usually spelled **c**. Write *Oc-*.

Second syllable? (Students: -tō -)

► Point to **o** on the “bone” picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write -tō -.

Last syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write -ber.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. forty

Number 2: forty. Bring forty forks for the picnic. Say *forty*.

MNEMONIC The sentence is a mnemonic: *Bring forty forks for the picnic*. It reminds you that *forty* begins the same way *forks* begins: **f-o-r**.

Say *forty* by syllables. ■ First syllable? ■ Write *for-*.

Second syllable? ■ Write *-ty*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. before

Number 3: before. Wash your hands before you eat. Say *before*.

Say *before* by syllables. ■ I’ll say the syllables to help you spell: *bē -fore*. Repeat the syllables. ■ First syllable?

► Point to **e** under the “tree” picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *be-*.

Second syllable? ■ Look for the “fork” picture. Question? (Students: which /or/?)

► Hold up two fingers.

Write *-fore*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. north

Number 4: north. The compass needle always points north. Say *north*.

*North* is a think word. The sound /or/ in the middle of a word is spelled **o-r**. Write *north*. (Check.)

5. spark

Number 5: spark. (Use the word in a sentence.) Say *spark*.

If you aren’t sure how to spell the sound /ar/, look for the “art car” picture. Careful. At the end of a word, the sound /k/ after **r** is spelled **k**. Write *spark*. (Check.)

TEKS 2.A.xix  
Student/Teacher Narrative  
Guided Spelling section  
(Word: before)

6. sliding

Number 6: sliding. (Use the word in a sentence.) Say *sliding*.

Base word? ■ Question? (Students: which /ī /?)

► Hold up one finger.

Write *slide*.

*Sliding*. What will you do before you add /ing/? (Students: drop e)

Erase the **e**, and add **i-n-g**. (Check.)

7. nursing

Number 7: nursing. (Use the word in a sentence.) Say *nursing*.

Base word? ■ Question? (Students: which /er /?)

► Hold up three fingers.

Careful. The sound /s/ in *nurse* is spelled **s-e**. Write *nurse*.

*Nursing*. What will you do before you add /ing/? (Students: drop e)

Erase the **e**, and add **i-n-g**. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. search

Number 8: search. (Use the word in a sentence.) Say *search*.

(Memory steps) Underline the hard part: **e-a**.

9. worse

Number 9: worse. (Use the word in a sentence.) Say *worse*.

(Memory steps) Underline the hard parts: **o** and **e**.

10. she'll

Number 10: she'll. (Use the word in a sentence.) Say *she'll*.

CONTRACTION *She'll* is a contraction. What two words does *she'll* come from?

(Memory steps) Underline the hard part: **e-apostrophe-l-l**.

### ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

flakes

Flakes. Flakes of snow came down. Flakes.

Base word?

► Write *flake* on the board.

What will we do now? (Students: add s)

► Add s.

*Flakes.*

supposed

Supposed. We were supposed to go, but we couldn't. Supposed.

Base word? (Students: suppose) *Sup-~~pose~~*. *Sup-*.

► Write *sup* on the board.

*-Pose.*

► Add *pose*. Point to **se**.

Is there consonant-**e** at the end? ■ *Supposed*. We already have **e**.

What will we do now? (Students: add d)

► Add **d**.

*Supposed.*

### ► Guided Spelling

Open your spelling books to page 86.

1. torn

Number 1: torn. (Use the word in a sentence.) Say *torn*.

*Torn* is a think word. Look for the “fork” picture. The sound /or/ in the middle of a word is spelled **o-r**. Write *torn*. (Check.)

2. teaching

Number 2: teaching. (Use the word in a sentence.) Say *teaching*.

Base word? ■ Question? (Students: which /ē /?)

► Hold up three fingers.

Write *teach*.

3. large — —

*Teaching.* What will you decide? (Students: Do we double?)  
Everyone point to **e-a**. Is there one vowel? (Students: no, two)  
Will you double the last consonant? (Students: no) *Teaching.*  
Add /ing/. (Check.)

Number 3: large. (Use the word in a sentence.) Say large.

If you aren't sure how to spell the sound /ar/, look for the "art car" picture. Careful. The sound /j/ in large is spelled **g-e**. Write large. (Check.)

4. before — —

Number 4: before. (Use the word in a sentence.) Say before.

Say before by syllables. ■ I'll say the syllables to help you spell: be-fore. Repeat the syllables. ■ First syllable?

► Point to e under the "tree" picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write be-

Second syllable? ■ Question? (Students: which /or/?)

► Hold up two fingers.

Write -fore.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. horse — —

Number 5: horse. (Use the word in a sentence.) Say horse.

The sound /or/ in the middle of a word is spelled **o-r**. Careful. The sound /s/ in horse is spelled **s-e**. Write horse. (Check.)

6. shirts — —

Number 6: shirts. (Use the word in a sentence.) Say shirts.

Question? (Students: which /er/?)

► Hold up two fingers.

Write shirts. (Check.)

7. October — —

Number 7: October. (Use the word in a sentence.) Say October.

Say October by syllables. ■ First syllable? (Students: Oc-) Careful. When you hear the sound /k/ at the end of a syllable, it is usually spelled **c**. Write Oc-

Second syllable? (Students: -tō-) When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write -tō-

Last syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write -ber.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. climbed

**Number 8:** climbed. (Use the word in a sentence.) *Say climbed.*

**VISUALIZING** At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) **Underline the hard parts: i and b.**

9. fourteen

**Number 9:** fourteen. (Use the word in a sentence.) *Say fourteen.*

(Memory steps) **Underline the hard parts: o-u and e-e.**

10. something

**Number 10:** something. (Use the word in a sentence.)  
*Say something.*

**COMPOUND WORD** *Something* is a compound word. What two smaller words make up *something*?

(Memory steps) **Underline the hard parts: o and e.**

# Week 15 Day 4

## ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

braiding — —

Braiding. She was braiding her hair. Braiding.

Base word?

► Write *braid* on the board. Point to **ai**.

Is there one vowel? (Students: no, two) Will we double the **d**? (Students: no)

► Add **ing**.

Braiding.

ignored — —

Ignored. Her sister ignored her. Ignored.

Base word? (Students: ignore) *lg-nore*. *lg-*.

► Write *ig* on the board.

*-Nore*.

► Add *nore*. Point to **re**.

Is there consonant-**e** at the end? ■ *Ignored*. We already have **e**. What will we do now? (Students: add d) *Ignored*.

## ► Guided Spelling

Open your spelling books to page 87.

forty — —

Number 1: forty. Bring forty forks for the picnic. Say *forty*.

**MNEMONIC** The sentence is a mnemonic: *Bring forty forks for the picnic*. It reminds you that *forty* begins with the same letters as *forks*: **f-o-r**.

Say *forty* by syllables. ■ First syllable? ■ Write *for-*.

Second syllable? ■ Write *-ty*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

TEKS 2.A.vii

TEKS 2.B.vi

Student/Teacher Narrative

Guided Spelling section

(Word: forty)

2. shores

Number 2: shores. (Use the word in a sentence.) Say *shores*.

Question? (Students: which /ō /?)

► Hold up two fingers.

Write *shores*. (Check.)

3. storing

Number 3: storing. (Use the word in a sentence.) Say *storing*.

Base word? ■ Question? (Students: which /or /?)

► Hold up two fingers.

Write *store*.

*Storing*. What will you do before you add /ing/? (Students: drop e)

Erase the **e**, and add **i-n-g**. (Check.)

4. choking

Number 4: choking. (Use the word in a sentence.) Say *choking*.

Base word? ■ Question? (Students: which /ō /?)

► Hold up one finger.

Careful. The sound /k/ after a long vowel is spelled **k**. Write *choke*.

*Choking*. What will you do before you add /ing/? (Students: drop e)

Erase the **e**, and add **i-n-g**. (Check.)

5. March

Number 5: March. (Use the word in a sentence.) Say *March*.

*March* is a think word. If you aren't sure how to spell the sound /ar/, look for the "art car" picture. Write *March*. (Check.)

6. slice

Number 6: slice. (Use the word in a sentence.) Say *slice*.

Question? (Students: which /ī /?)

► Hold up one finger.

Careful. The sound /s/ in *slice* is spelled **c**. Write *slice*. (Check.)

7. north

Number 7: north. (Use the word in a sentence.) Say *north*.

*North* is a think word. The sound /or/ in the middle of a word is spelled **o-r**. Write *north*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. proves

Number 8: proves. (Use the word in a sentence.) Say *proves*.

(Memory steps) Underline the hard parts: **o** and **e**.

9. fourth

Number 9: fourth. She was the fourth one to finish. Say *fourth*.

HOMOPHONE It's not *forth*, *back and forth*. It's *fourth*, from the number *four*.

(Memory steps) Underline the hard part: **o-u**.

To Mar. — —

Number 10: March. The date on the paper was “Mar. 5.”  
Say *March*.

**ABBREVIATION** Find the abbreviation for *March* at the top of the page. When we read the abbreviation, we say *March*.

(Memory steps) Underline the whole abbreviation.

## ▶ Student Study

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▶ Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 77. If you missed a word on the test in Week 14, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

# Week 15 Day 5

TEKS 2.B.iii  
TEKS 2.B.xvii  
Student/Teacher Activity  
Spelling Test  
(Word: before)  
TEKS 2.B.vi  
Student/Teacher Activity  
Spelling Test  
(Word: forty)

TEKS 2.B.ix  
Student/Teacher  
Activity  
Spelling Test (Word:  
fourteen)  
TEKS 2.B.xxvii  
Student/Teacher  
Activity  
Spelling Test  
(Words:  
fourteen, forty,  
October,  
before, information)

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. changing
2. bridges
3. March
4. store
5. climb
6. third
7. wear
8. large
9. fourteen
10. horse

The leaves were changing color in the fall. (application word)  
They drove over four bridges on their trip. (application word)  
The weather was cold in March.  
We went to the store for bread and apples.  
She likes to climb up the slide.  
He was the third person to read her story.  
They wear heavy jackets in cold weather.  
Large dark clouds filled the sky.  
Two times seven equals fourteen.  
The horse pulled the buggy.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. forty
12. prove
13. October
14. worst
15. before
16. first
17. fourth
18. north

Four times ten equals forty.  
Columbus wanted to prove that the earth was round.  
The month of October has 31 days.  
It was the worst rain of the year.  
Wash your hands before supper.  
The first part of the story was exciting.  
The third and fourth pages were torn.  
The birds fly north in the spring.

### ADVANCED SPELLERS CONTINUE

19. information
20. dollar

He looked for information on bones.  
Ten dimes equal one dollar.

## Sound /ā / Spelled **ai** and **ay**

### ► New Content

The sound /ā/ at the beginning or middle of a word is often spelled **ai**, as in *aim* and *wait*.

The sound /ā/ at the end of a word is usually spelled **ay**, as in *play*.

### ► Teacher Background

Make a copy of the Week 16 homework (*Blackline Masters* page 21).

One additional guiding point is introduced this week: *-ly* and *-ful* are common suffixes, as in *slowly* and *hopeful*.

In the pre-spelling activities this week, the students will practice hearing and orally spelling the suffixes *-ly* and *-ful*.

### ► Words Used This Week

NEW PATTERN AND  
THINK WORDS

\*wait, \*May, \*Thursday, \*Saturday, main, hair, over, those

NEW SIGHT WORDS

\*Monday, \*none, eighteen, straight

REVIEW PATTERN AND  
THINK WORDS

\*horse, \*large, \*store, \*March, north, forty, before, October

REVIEW SIGHT WORDS

\*climb, \*fourteen, fourth, prove

CHALLENGE WORDS

explain, afraid, always, maybe

APPLICATION WORDS  
ON THE TEST

sparks, yard

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

fainted, cart, circus, waiting, stray, thunderstorm, curved, mainly, grains, exploring, herd, let's, proved, Oct.

► **Introduce This Week's Words**

Open your spelling books to page 89. Read the words and sentences with me.

1. wait

Number 1: wait. Please wait in a straight line.

► Point to **ai** under the “cake” picture.

This is the “cake” picture. The sound /ā / in *wait* is spelled **a-i**. We don't use **a-i** at the end of a word. Underline **a-i**.

2. May

Number 2: May. April showers bring May flowers.

► Point to **\_ay** under the “cake” picture.

The sound /ā / in *May* is spelled **a-y**. When we hear the sound /ā / at the end of a word, we spell it **a-y**.

3. Thursday

Number 3: Thursday. He has a dentist appointment on Thursday.

*Thursday* has two syllables: *Thurs-dāy*. Put a dot between the syllables. When we hear the sound /ā / at the end of a word, we spell it **a-y**. Underline **u-r**. Underline **s**.

4. Saturday

Number 4: Saturday. We went to the game on Saturday.

*Saturday* has three syllables: *Sat-ur-dāy*. Put a dot after the first syllable, *Sat-*. Put a dot after the second syllable, *-ur-*. When we hear the sound /ā / at the end of a word, we spell it **a-y**. Underline **u-r**.

5. main

Number 5: main. The brain is the main part of the head.

Underline **a-i**.

6. hair

Number 6: hair. Feel the air blow through your hair.

Underline **a-i**.

7. over

Number 7: over. She taught her dog to roll over.

*Over* has two syllables: *o-ver*. Put a dot between the syllables. Underline **e-r**.

8. those

Number 8: those. I chose those roses.

Underline **o-s-e**.

9. Monday

## NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

Number 9: Monday. We're presenting our play on Monday.  
Underline **o** and **a-y**.

10. none

Number 10: none. Three, two, one, none!

MNEMONIC The sentence is a mnemonic: *Three, two, one, none!*  
*One* and *none* rhyme and both end with **o-n-e**.

Underline **o** and **e**.

11. eighteen

Number 11: eighteen. Its weight is eighteen pounds.

Underline **e-i-g-h** and **e-e**.

12. straight

Number 12: straight. Use the ruler to draw a straight line.

Underline **a-i-g-h**.

## NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |           |              |
|-----------|--------------|
| 13. horse | 19. before   |
| 14. large | 20. October  |
| 15. store | 21. climb    |
| 16. March | 22. fourteen |
| 17. north | 23. fourth   |
| 18. forty | 24. prove    |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words. Remember that guided spelling is not a test. I help you think about each word so that you write it correctly. When you aren't sure, raise your hand to ask me for help.

1. wait

Number 1: wait. Please wait in a straight line. Say *wait*.

Question? (Students: which /ā /?)

► Hold up two fingers.

Write *wait*. (Check.)

2. May

Number 2: May. April showers bring May flowers. Say *May*.

*May* is a think word. When we hear the sound /ā / at the end of a word, we spell it **a-y**. Write *May*. (Check.)

### 3. Thursday

Number 3: Thursday. He has a dentist appointment on Thursday. Say *Thursday*.

Say *Thursday* by syllables. ■ I'll say the syllables to help you spell: *Thurs-dāy*. Repeat the syllables. ■ First syllable? ■ Question? (Students: which /er/?)

► Hold up three fingers.

Careful. The sound /z/ in *Thurs-* is spelled **s**.

Second syllable? ■ When we hear the sound /ā / at the end of a word, we spell it **a-y**. Write *-day*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### 4. Saturday

Number 4: Saturday. We went to the game on Saturday. Say *Saturday*.

Say *Saturday* by syllables. ■ I'll say the syllables to help you spell: *Sat-ur-dāy*. Repeat the syllables. ■ First syllable? ■ Write *Sat-*.

Second syllable? ■ Question? (Students: which /er/?)

► Hold up three fingers.

Last syllable? ■ When we hear the sound /ā / at the end of a word, we spell it **a-y**. Write *-day*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

### 5. Monday

Number 5: Monday. We're presenting our play on Monday. Say *Monday*.

(Memory steps) Underline the hard parts: **o** and **a-y**.

### 6. none

Number 6: none. Three, two, one, none! Say *none*.

MNEMONIC This sentence is a mnemonic: *Three, two, one, none!* *One* and *none* rhyme and both end with **o-n-e**.

(Memory steps) Underline the hard parts: **o** and **e**.

### 7. eighteen

Number 7: eighteen. Its weight is eighteen pounds. Say *eighteen*.

(Memory steps) Underline the hard parts: **e-i-g-h** and **e-e**.

### 8. straight

Number 8: straight. Use the ruler to draw a straight line. Say *straight*.

(Memory steps) Underline the hard part: **a-i-g-h**.

TEKS 2.A.xxi  
Student/Teacher Narrative  
Guided Spelling section  
(Words: Monday, eighteen)

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▶ **Introduce the Homework**

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- ▶ Hand out the Week 16 homework.

▶ **Record Words Missed**

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- ▶ Return the students' spelling tests from Week 15.

Turn to page 83. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 83.

## ► Teacher Background

In the pre-spelling activities this week, the students will practice hearing and orally spelling the suffixes *-ly* and *-ful*.

## ► Pre-spelling: Suffixes *-ly* and *-ful*

A suffix is a syllable that we add to the end of a base word.

► Write on the board: quickly helpful

quickly — —

► Point to *quickly*.

*Quickly*. The suffix *-ly* was added to the base word *quick*.

helpful — —

► Point to *helpful*.

*Helpful*. The suffix *-ful* was added to the base word *help*.

I will tell you a word and ask you the base word, the suffix, and how the to spell the suffix.

gladly — —

*Gladly*. Base word? (Students: glad) What is the suffix? (Students: *-ly*) How do we spell the suffix? (Students: *l-y*)

thankful — —

*Thankful*. Base word? ■ Suffix? ■ Spelling of the suffix?

## ► Guided Spelling

Open your spelling books to page 91. Numbers 1–4 are new words for this week.

1. main — —

Number 1: main. The brain is the main part of the head. Say *main*.

Question? (Students: which /ā /?)

► Hold up two fingers.

Write *main*. (Check.)

2. hair — —

Number 2: hair. Feel the air blow through your hair. Say *hair*.

Question? (Students: which /ā /?)

► Hold up two fingers.

Write *hair*. (Check.)

3. over

Number 3: over. She taught her dog to roll over. Say *over*.

Say *over* by syllables. ■ First syllable?

► Point to **o** under the “bone” picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *o-*.

Second syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write *-ver*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. those

Number 4: those. I chose those roses. Say *those*.

Question? (Students: which /ō /?)

► Hold up one finger.

Careful. The sound /z/ in *those* is spelled **s**. Write *those*. (Check.)

5. cart

Number 5: cart. (Use the word in a sentence.) Say *cart*.

If you aren’t sure how to spell the first sound, raise your hand to ask me. Write *cart*. (Check.)

6. fainted

Number 6: fainted. (Use the word in a sentence.) Say *fainted*.

Base word? ■ Listen to the sounds: *faint*. Question? (Students: which /ā /?)

► Hold up two fingers.

Write *faint*.

*Fainted*. What will you decide? (Students: Do we double?)

Everyone point to **a-i**. Is there one vowel? (Students: no, two)

Will you double the last consonant? (Students: no) *Fainted*.

What’s the spelling for the ending /əd/? ■ Add **e-d**. (Check.)

7. circus

Number 7: circus. (Use the word in a sentence.) Say *circus*.

Say *circus* by syllables. ■ I’ll say the syllables to help you spell:

*cir-cūs*. Repeat the syllables. ■ First syllable? ■ Careful. If the letter after the sound /s/ is **e**, **i**, or **y**, the sound /s/ might be spelled **c**.

If you aren’t sure, raise your hand to ask me. ■ Write *cir-*.

Second syllable? ■ It’s spelled **c-u-s**. Write *-cus*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. fourth

Number 8: fourth. He was fourth in line. Say *fourth*.

HOMOPHONE It's not *forth*, as in *She was swinging back and forth*. It's *fourth*, as in *first, second, third, fourth*.

(Memory steps) Underline the hard part: **o-u**.

9. proved

Number 9: proved. (Use the word in a sentence.) Say *proved*.

(Memory steps) Underline the hard parts: **o** and **e**.

10. let's

Number 10: let's. (Use the word in a sentence.) Say *let's*.

CONTRACTION *Let's* is a contraction. What two words does *let's* come from? (Students: let us)

(Memory steps) Underline the hard part: apostrophe-**s**.

► **Pre-spelling: Suffixes *-ly* and *-ful***

I will tell you a word and ask you the base word, the suffix, and how the to spell the suffix.

joyful — —

*Joyful.* Base word? ■ Suffix? ■ Spelling of the suffix?

loudly — —

*Loudly.* Base word? ■ Suffix? ■ Spelling of the suffix?

safely — —

*Safely.* Base word? ■ Suffix? ■ Spelling of the suffix?

powerful — —

*Powerful.* Base word? ■ Suffix? ■ Spelling of the suffix?

hopeful — —

*Hopeful.* Base word? ■ Suffix? ■ Spelling of the suffix?

► **Guided Spelling**

Open your spelling books to page 92.

1. Saturday

Number 1: Saturday. (Use the word in a sentence.) Say *Saturday*.

Say *Saturday* by syllables. ■ I'll say the syllables to help you spell: *Sat-ur-dāy*. Repeat the syllables. ■ First syllable? ■ Write *Sat-*.

Second syllable? ■ Question? (Students: which /er/?)

► Hold up three fingers.

Last syllable? ■ When we hear the sound /ā / at the end of a word, we spell it **a-y**. Write *-day*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. waiting

Number 2: waiting. (Use the word in a sentence.) Say *waiting*.

Base word? ■ Question? (Students: which /ā /?)

► Hold up two fingers.

Write *wait*.

*Waiting.* What will you decide? (Students: Do we double?)

Everyone point to **a-i**. Is there one vowel? (Students: no, two)

Will you double the last consonant? (Students: no) *Waiting*.

Add /ing/. (Check.)

3. stray

Number 3: stray. (Use the word in a sentence.) Say *stray*.

*Stray* is a think word. Listen to the sounds: stray. When we hear the sound /ā / at the end of a word, we spell it **a-y**. Write *stray*. (Check.)

4. hair

Number 4: hair. (Use the word in a sentence.) Say *hair*.

Question? (Students: which /ā /?)

► Hold up two fingers.

Write *hair*. (Check.)

5. curved

Number 5: curved. (Use the word in a sentence.) Say *curved*.

Base word? ■ Careful. If you aren't sure how to spell the first sound, ask me. Question? (Students: which /er /?)

► Hold up three fingers.

Careful. The sound /v/ in *curve* is spelled **v-e**. Write *curve*.

*Curved*. You already have **e**, so just add **d**. (Check.)

6. over

Number 6: over. (Use the word in a sentence.) Say *over*.

Say *over* by syllables. ■ First syllable?

► Point to **o** under the “bone” picture.

When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *o-*.

Second syllable? ■ Question? (Students: which /er /?)

► Hold up one finger.

Write *-ver*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. thunderstorm

Number 7: thunderstorm. (Use the word in a sentence.)

Say *thunderstorm*.

COMPOUND WORD *Thunderstorm* is a compound word.

Say *thunderstorm* by syllables. ■ First syllable? ■ Write *thun-*.

Next syllable? ■ Question? (Students: which /er /?)

► Hold up one finger.

Write *-der-*.

Next syllable? ■ Write *-storm*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. straight

Number 8: straight. (Use the word in a sentence.) Say *straight*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **a-i-g-h**.

9. eighteen

Number 9: eighteen. (Use the word in a sentence.) Say *eighteen*.

(Memory steps) Underline the hard parts: **e-i-g-h** and **e-e**.

10. climb

Number 10: climb. (Use the word in a sentence.) Say *climb*.

(Memory steps) Underline the hard parts: **i** and **b**.

### ► Pre-spelling: Suffixes *-ly* and *-ful*

I will tell you a word and ask you the base word, the suffix, and how to spell the suffix.

kindly — —

*Kindly*. Base word? ■ Suffix? ■ Spelling of the suffix?

painful — —

*Painful*. Base word? ■ Suffix? ■ Spelling of the suffix?

useful — —

*Useful*. Base word? ■ Suffix? ■ Spelling of the suffix?

sadly — —

*Sadly*. Base word? ■ Suffix? ■ Spelling of the suffix?

wonderful — —

*Wonderful*. Base word? ■ Suffix? ■ Spelling of the suffix?

### ► Guided Spelling

Open your spelling books to page 93.

1. May — —

Number 1: *May*. (Use the word in a sentence.) Say *May*.

*May* is a think word. When we hear the sound /ā / at the end of a word, we spell it **a-y**. Write *May*. (Check.)

2. Thursday — —

Number 2: *Thursday*. (Use the word in a sentence.) Say *Thursday*.

Say *Thursday* by syllables. ■ I'll say the syllables to help you spell: *Thurs-dāy*. Repeat the syllables. ■ First syllable? ■ Question? (Students: which /er/?)

► Hold up three fingers.

Careful. The sound /z/ in *Thurs-* is spelled **s**.

Second syllable? ■ When we hear the sound /ā / at the end of a word, we spell it **a-y**. Write *-day*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. grains — —

Number 3: *grains*. (Use the word in a sentence.) Say *grains*.

Question? (Students: which /ā /?)

► Hold up two fingers.

Write *grains*. (Check.)

4. those

Number 4: those. (Use the word in a sentence.) Say *those*.

Question? (Students: which /ō /?)

► Hold up one finger.

Careful. The sound /z/ in *those* is spelled **s**. (Check.)

5. mainly

Number 5: mainly. (Use the word in a sentence.) Say *mainly*.

*Mainly* is a base word with a suffix. Base word? ■ Question? (Students: which /ā /?)

► Hold up two fingers.

Write *main*.

*Mainly*. What is the suffix? (Students: -ly) Add the suffix. Don't leave space between the base word and the suffix.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

6. exploring

Number 6: exploring. (Use the word in a sentence.) Say *exploring*.

Base word? ■ Say *explore* by syllables. ■ First syllable? ■ Write ex-  
Second syllable? ■ Question? (Students: which /or /?)

► Hold up two fingers.

Write *-plore*.

*Exploring*. What will you do before you add /ing/? (Students: drop e)  
Erase the **e**, and add **i-n-g**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. herd

Number 7: herd. The herd of deer suddenly ran away from us.  
Say *herd*.

HOMOPHONE It's not *heard*, *I heard you speak*. It's *herd*, *a herd of animals*. Question? (Students: which /er /?)

► Hold up one finger.

Write *herd*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. Monday

Number 8: Monday. (Use the word in a sentence.) Say *Monday*.  
(Memory steps) Underline the hard parts: **o** and **a-y**.

9. none

Number 9: none. Three, two, one, none! Say *none*.

MNEMONIC This sentence is a mnemonic: *Three, two, one, none!*  
*One* and *none* rhyme and both end with **o-n-e**.

(Memory steps) Underline the hard parts: **o** and **e**.

10. Oct. — —

Number 10: October. The date “Oct. 16” was written at the top. Say *October*.

ABBREVIATION Find the abbreviation for *October* at the top of the page. When we read the abbreviation we say *October*.

(Memory steps) Underline the whole abbreviation.

---

▶ **Student Study**

▶ Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 83. If you missed a word on the test in Week 15, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |             |  |
|-------------|--|
| 1. sparks   | Be careful of sparks from the fire. (application word)     |
| 2. yard     | There were flowers planted in the yard. (application word) |
| 3. large    | They drew a large map of their school.                     |
| 4. Saturday | Last Saturday they took their dog for a long walk.         |
| 5. wait     | Please wait until I finish.                                |
| 6. Monday   | We started a new lesson on Monday.                         |
| 7. May      | Her favorite flowers bloom in May.                         |
| 8. fourteen | Twenty-eight divided by two equals fourteen.               |
| 9. Thursday | They will read to the kindergartners on Thursday.          |
| 10. none    | None of us had time to finish.                             |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |              |   |
|--------------|---|
| 11. main     | The main character was a brave girl.            |
| 12. those    | Let's take those balls out for recess.          |
| 13. eighteen | Nine times two equals eighteen.                 |
| 14. hair     | His hair was cut short.                         |
| 15. prove    | I will prove that this is true.                 |
| 16. over     | The bottle tipped over.                         |
| 17. straight | Draw a straight line with your ruler.           |
| 18. before   | She likes to read the end before the beginning. |

**TEKS 2.B.xix**  
Student/Teacher Activity  
Guided Spelling section  
(Words: eighteen,  
straight)

### ADVANCED SPELLERS CONTINUE

- |             |   |
|-------------|---|
| 19. explain | This chapter will explain how planes fly. |
| 20. afraid  | His little brother is afraid of thunder.  |

## Sound /ō/ / Spelled **oa** and **ow**

### ► New Content

The sound /ō/ at the beginning or middle of a word is often spelled **oa** or **ow**, as in *boat* and *own*.

The sound /ō/ at the end of a word is usually spelled **ow**, as in *grow*.

### ► Teacher Background

Make a copy of the Week 17 homework (*Blackline Masters* page 22) for each student.

Two additional guiding points are introduced this week: the sound /n/ at the beginning of a word is sometimes spelled **kn**, as in *know*; the common final syllable /shŭn/ is usually spelled **tion**, as in *nation*.

The students will write several *-tion* words in guided spelling in the coming weeks.

In the pre-spelling activities this week, the students will practice hearing and orally spelling the syllable *-tion*.

### ► Words Used This Week

NEW PATTERN AND  
THINK WORDS

\*boat, \*low, \*grow, \*November, throat, snow, board, note

NEW SIGHT WORDS

\*due, \*truth, toe, along

REVIEW PATTERN AND  
THINK WORDS

\*Thursday, \*wait, \*Saturday, \*May, those, main, over, hair

REVIEW SIGHT WORDS

\*none, \*Monday, straight, eighteen

CHALLENGE WORDS

below, follow, window, machine

APPLICATION WORDS  
ON THE TEST

gray, army

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

know, explain, tore, boats, snowboard, floated, blow, sway, nerve, notes, shadow, praised, operation, can't, toenail, Nov.

# Week 17 Day 1

## ► Introduce This Week's Words

Open your spelling books to page 95. Read the words and sentences with me.

1. boat — —

Number 1: boat. I hope my paper boat will float.

► Point to **oa** under the “bone” picture on the spelling-sound chart.

This is the “bone” picture. The sound /ō/ in *boat* is spelled **o-a**. We don't use **o-a** at the end of a word. Underline **o-a**.

2. low — —

Number 2: low. We searched high and low for the missing book.

► Point to **ow** under the “bone” picture.

The sound /ō/ in *low* is spelled **o-w**. When you hear the sound /ō/ at the end of a word, it is usually spelled **o-w**.

3. grow — —

Number 3: grow. Some trees grow very slowly.

When you hear the sound /ō/ at the end of a word, it is usually spelled **o-w**.

4. November — —

Number 4: November. The month of November has 30 days.

*November* has three syllables: *No-ven-ber*. Put a dot after the first syllable, *No-*. Put a dot after the second syllable, *-ven-*. Underline **e-r**.

5. throat — —

Number 5: throat. The doctor looked at my sore throat.

Underline **o-a**.

6. snow — —

Number 6: snow. The wind may blow the snow away.

When you hear the sound /ō/ at the end of a word, it is usually spelled **o-w**.

7. board — —

Number 7: board. He sawed the board into four pieces.

Underline **o-a-r**.

8. note — —

Number 8: note. My mother wrote a note to the teacher.

Underline **o** and **e**.

9. due

## NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

Number 9: due. The library book is due on Tuesday.

**HOMOPHONE** *Due* is a homophone. It's not *do*, *Do you like this?* It's *due*, *The library book is due*. Underline **u-e**.

10. truth

Number 10: truth. She always tells the truth.

Underline **u**.

11. toe

Number 11: toe. My dog stepped on my toe.

Underline **o-e**.

12. along

Number 12: along. Sing the song along with me.

Underline **a**.

## NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |              |
|--------------|--------------|
| 13. Thursday | 19. over     |
| 14. wait     | 20. hair     |
| 15. Saturday | 21. none     |
| 16. May      | 22. Monday   |
| 17. those    | 23. straight |
| 18. main     | 24. eighteen |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. boat

Number 1: boat. I hope my paper boat will float. Say *boat*.

**Question?** (Students: which / $\bar{o}$ /?)

► Hold up two fingers.

Write *boat*. (Check.)

2. low

Number 2: low. We searched high and low for the missing book. Say *low*.

*Low* is a think word. When we hear the sound / $\bar{o}$ / at the end of a word, it is usually spelled **o-w**. Write *low*. (Check.)

3. grow

Number 3: grow. Some trees grow very slowly. Say *grow*.

*Grow* is a think word. When we hear the sound / $\bar{o}$ / at the end of a word, it is usually spelled **o-w**. Write *grow*. (Check.)

## 4. November

Number 4: November. The month of November has 30 days. Say *November*.

Say *November* by syllables. ■ I'll say the syllables to help you spell: *No-vem-ber*. Repeat the syllables. ■ First syllable? ■ When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself. Write *No-*.

Second syllable? ■ Write *-vem-*.

Last syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write *-ber*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

## 5. due

Number 5: due. The library book is due on Tuesday. Say *due*.

HOMOPHONE *Due* is a homophone. It's not *do*, as in *Yes, I do*. It's *due*, as in *The library book is due*.

(Memory steps) Underline the hard part: **u-e**.

## 6. truth

Number 6: truth. She always tells the truth. Say *truth*.

(Memory steps) Underline the hard part: **u**.

## 7. toe

Number 7: toe. My dog stepped on my toe. Say *toe*.

(Memory steps) Underline the hard part: **o-e**.

## 8. along

Number 8: along. Sing the song along with me. Say *along*.

(Memory steps) Underline the hard part: **a**.

### ► Introduce the Homework

► Hand out the Week 17 homework.

### ► Record Words Missed

► Return the students' spelling tests from Week 16.

Turn to page 89. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 89.

## ► Teacher Background

In the pre-spelling activities this week, the students will practice hearing and orally spelling the syllable *-tion*.

## ► Pre-spelling: Syllable *-tion*

Today you'll practice hearing the syllable *-tion*.

nation — —

► Write *nation* on the board. Point to *tion*.

*Nation.*

A syllable we often hear at the end of a word is /shŭn/. It is usually spelled **t-i-o-n**. I will say a word and ask you to say and spell the last syllable.

fiction — —

*Fiction.* What is the last syllable? (Students: *-tion*) How do we spell the last syllable? (Students: *t-i-o-n*)

education — —

*Education.* Last syllable? ■ Spelling of the last syllable?

population — —

*Population.* Last syllable? ■ Spelling of the last syllable?

## ► Guided Spelling

Open your spelling books to page 97. Numbers 1–4 are new words for this week.

1. throat — —

Number 1: throat. The doctor looked at my sore throat.

Say *throat*.

Question? (Students: which /ō /?)

► Hold up two fingers.

Write *throat*. (Check.)

2. snow — —

Number 2: snow. The wind may blow the snow away. Say *snow*.

*Snow* is a think word. When we hear the sound /ō / at the end of a word, it is usually spelled **o-w**. Write *snow*. (Check.)

3. board — —

Number 3: board. He sawed the board into four pieces. Say *board*.

Careful. The sound /or/ in *board* is spelled **o-a-r**. Write *board*. (Check.)

4. note

Number 4: note. My mother wrote a note to the teacher. Say *note*.

Question? (Students: which /ō /?)

► Hold up one finger.

Write *note*. (Check.)

5. explain

Number 5: explain. (Use the word in a sentence.) Say *explain*.

Say *explain* by syllables. ■ I'll say the syllables to help you spell: *ex-plain*. Repeat the syllables. ■ First syllable? ■ Write *ex-*.

Second syllable? ■ Question? (Students: which /ā /?)

► Hold up two fingers.

Write *-plain*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

6. know

Number 6: know. (Use the word in a sentence.) Say *know*.

Careful. The sound /n/ in *know* is spelled **k-n**. When we hear the sound /ō/ at the end of a word, it is usually spelled **o-w**. Write *know*. (Check.)

7. tore

Number 7: tore. (Use the word in a sentence.) Say *tore*.

Question? (Students: which /or /?)

► Hold up two fingers.

Write *tore*. (Check.)

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. straight

Number 8: straight. (Use the word in a sentence.) Say *straight*.

(Memory steps) Underline the hard part: **a-i-g-h**.

9. Monday

Number 9: Monday. (Use the word in a sentence.) Say *Monday*.

(Memory steps) Underline the hard parts: **o** and **a-y**.

10. can't

Number 10: can't. (Use the word in a sentence.) Say *can't*.

CONTRACTION *Can't* is a contraction. What two words does *can't* come from?

(Memory steps) Underline the whole word.

### ► Pre-spelling: Syllable *-tion*

Today you'll practice hearing the syllable *-tion*. I will say a word and ask you to say and spell the last syllable.

imitation

*Imitation*. Last syllable? ■ Spelling of the last syllable?

prescription

*Prescription*. Last syllable? ■ Spelling of the last syllable?

lotion

*Lotion*. Last syllable? ■ Spelling of the last syllable?

invitation

*Invitation*. Last syllable? ■ Spelling of the last syllable?

### ► Guided Spelling

Open your spelling books to page 98.

1. blow

Number 1: blow. (Use the word in a sentence.) Say *blow*.

*Blow* is a think word. When we hear the sound /ō/ at the end of a word, it is usually spelled **o-w**. Write *blow*. (Check.)

2. November

Number 2: November. (Use the word in a sentence.) Say *November*.

Say *November* by syllables. ■ I'll say the syllables to help you spell: *No-vem-ber*. Repeat the syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *No-*.

Second syllable? ■ Write *-vem-*.

Last syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write *-ber*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. nerve

Number 3: nerve. (Use the word in a sentence.) Say *nerve*.

Question? (Students: which /er/?)

► Hold up one finger.

Careful. The sound /v/ in *nerve* is spelled **v-e**. Write *nerve*. (Check.)

4. boats

Number 4: boats. (Use the word in a sentence.) Say *boats*.

Question? (Students: which /ō /?)

► Hold up two fingers.

Write *boats*. (Check.)

5. sway

Number 5: sway. (Use the word in a sentence.) Say *sway*.

*Sway* is a think word. Write *sway*. (Check.)

6. floated

Number 6: floated. (Use the word in a sentence.) Say *floated*.

Base word? ■ Question? (Students: which /ō /?)

► Hold up two fingers.

Write *float*.

*Floated*. What will you decide? (Students: Do we double?)

Everyone point to **o-a**. Is there one vowel? (Students: no, two)

Will you double the last consonant? (Students: no) *Floated*. What's the spelling for the ending /əd/? ■ Add the ending. (Check.)

7. snowboard

Number 7: snowboard. (Use the word in a sentence.) Say *snowboard*.

COMPOUND WORD *Snowboard* is a compound word. The two small words are syllables.

Say *snowboard* by syllables. ■ First syllable? ■ *Snow* is a think word. When we hear the sound /ō / at the end of a word, it is usually spelled **o-w**. Write *snow-*.

Second syllable? ■ Careful. The sound /or/ in *board* is spelled **o-a-r**. Write *-board*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. along

Number 8: along. (Use the word in a sentence.) Say *along*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **a**.

9. eighteen

Number 9: eighteen. (Use the word in a sentence.) Say *eighteen*.

(Memory steps) Underline the hard parts: **e-i-g-h** and **e-e**.

10. toenail

Number 10: toenail. (Use the word in a sentence.) Say *toenail*.

COMPOUND WORD *Toenail* is a compound word. What two smaller words make up *toenail*?

(Memory steps) Underline the hard parts: **o-e** and **a-i**.

## ► Pre-spelling: Syllable *-tion*

Today you'll practice hearing the syllable *-tion*. I will say a word and ask you to say and spell the last syllable.

information

*Information*. Last syllable? ■ Spelling of the last syllable?

punctuation

*Punctuation*. Last syllable? ■ Spelling of the last syllable?

definition

*Definition*. Last syllable? ■ Spelling of the last syllable?

operation

*Operation*. Last syllable? ■ Spelling of the last syllable?

## ► Guided Spelling

Open your spelling books to page 99.

1. shadow

Number 1: shadow. (Use the word in a sentence.) Say *shadow*.

Say *shadow* by syllables. ■ I'll say the syllables to help you spell: *shad-ow*. Repeat the syllables. ■ First syllable? ■ Write *shad-*.

Second syllable? ■ When we hear the sound / $\bar{o}$ / at the end of a word, it is usually spelled **o-w**. Write *-ow*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. notes

Number 2: notes. (Use the word in a sentence.) Say *notes*.

Question? (Students: which / $\bar{o}$ /?)

► Hold up one finger.

Write *notes*. (Check.)

3. throat

Number 3: throat. (Use the word in a sentence.) Say *throat*.

Question? (Students: which / $\bar{o}$ /?)

► Hold up two fingers.

Write *throat*. (Check.)

4. operation

Number 4: operation. (Use the word in a sentence.) Say *operation*.

Say *operation* by syllables. ■ I'll say the syllables to help you spell: *op-er-a-tion*. Repeat the syllables. ■ First syllable? ■ Write *op-*.

Second syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write *-er-*.

Third syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *-a-*.

Last syllable? ■ If you aren't sure how to spell *-tion*, ask me. Write *-tion*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. grow

Number 5: grow. (Use the word in a sentence.) Say *grow*.

*Grow* is a think word. When we hear the sound /ō/ at the end of a word, it is usually spelled **o-w**. Write *grow*. (Check.)

6. praised

Number 6: praised. (Use the word in a sentence.) Say *praised*.

Base word? ■ Question? (Students: which /ā /?)

► Hold up two fingers.

Careful. The sound /z/ in *praise* is spelled **s-e**. Write *praise*.

*Praised*. You already have **e**, so just add **d**. (Check.)

7. low

Number 7: low. (Use the word in a sentence.) Say *low*.

*Low* is a think word. When we hear the sound /ō/ at the end of a word, it is usually spelled **o-w**. Write *low*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. due

Number 8: due. Our permission slips were due on Friday. Say *due*.

HOMOPHONE It's not *do*, *Do you like this book?* It's *due*, *The permission slips were due*.

(Memory steps) Underline the hard part: **u-e**.

9. truth

Number 9: truth. (Use the word in a sentence.) Say *truth*.

(Memory steps) Underline the hard part: **u**.

10. Nov.

Number 10: November. He wrote the date as "Nov. 29." Say *November*.

ABBREVIATION Find the abbreviation for *November* at the top of the page. When we read the abbreviation, we say *November*.

(Memory steps) Underline the whole abbreviation.

## ► Student Study

---

► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 89. If you missed a word on the test in Week 16, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |             |   |
|-------------|---|
| 1. gray     | The sky is gray. (application word)                     |
| 2. army     | The army was protecting the country. (application word) |
| 3. grow     | Did you grow 2 inches over the summer?                  |
| 4. truth    | I will tell the truth.                                  |
| 5. November | The first snow was in November.                         |
| 6. Monday   | Monday is usually a school day.                         |
| 7. low      | The bird flew low.                                      |
| 8. Thursday | We'll have music on Thursday.                           |
| 9. due      | When are the book reports due?                          |
| 10. boat    | They went out on the lake in a boat.                    |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 11. board    | He is nailing the board back on to the gate. |
| 12. throat   | That bird has a yellow throat.               |
| 13. toe      | Can you touch your big toe?                  |
| 14. note     | My mother wrote a note.                      |
| 15. snow     | Snow fell all night long.                    |
| 16. along    | The dog came along with me.                  |
| 17. over     | The test was almost over.                    |
| 18. straight | He used a ruler to make straight lines.      |

### ADVANCED SPELLERS CONTINUE

- |             |                                |
|-------------|--------------------------------|
| 19. machine | How does that machine work?    |
| 20. below   | The hooks are below the shelf. |

## Review of Weeks 11, 13, 14, 15, and 16

### ► Teacher Background

Make a copy of the Week 18 homework (*Blackline Masters* pages 23–25) for each student.

The structure of the review weeks is as follows:

Day 1: Pretest

Day 2: Proofreading with a partner

Day 3: Study for the review test with a partner

Day 4: Class discussion on spelling

Day 5: Review week test

See Week 6, page 101, for more details about the structure of the review weeks.

For information on differentiating instruction based on your students' needs, see Week 2, pages 28–29.

In the pre-spelling activities this week, the students will practice adding endings to base words.

In the optional spelling activity this week (*Student Spelling Book* page 104), the students alphabetize words. If your students do not know how to alphabetize using the second and third letters of words, you may wish to practice this with them as described in “Introduce the Optional Spelling Activity” at the end of Day 1.

### ► Words Used This Week

REVIEW PATTERN AND  
THINK WORDS

\*feet, \*read (2), \*need, \*mean, fifteen, sea, near, three, \*chased, \*September, \*shapes, \*writing, cares, racing, used (2), shared, \*third, \*burn, \*bird, \*under, during, eat, first, feel, \*horse, \*large, \*store, \*March, north, forty, before, October, \*Thursday, \*wait, \*Saturday, \*May, those, main, over, hair

REVIEW SIGHT WORDS

\*half, \*country, breath, health, \*loose, \*lose, across, living,  
\*worse, \*wear, search, worst, \*climb, \*fourteen, fourth, prove,  
\*none, \*Monday, straight, eighteen

REVIEW CHALLENGE WORDS

easily, between, easy, reason, problem, common, suddenly,  
written, surface, modern, interest, return, dollar, doctor,  
information, similar, maybe, always, afraid, explain

APPLICATION WORDS ON THE TEST

cared, needed

## Pretest

### ► Administer the Pretest

---

Open your spelling books to page 102. This week you will review your spelling words. You will take a pretest today.

#### ALL STUDENTS

1. chasing
2. edges
3. worse
4. shapes
5. mean
6. horse
7. lose
8. burn

That dog is always chasing squirrels. (application word)

Trim the edges carefully. (application word)

Her ankle hurts worse than before.

They cut out triangle shapes.

What does this paragraph mean?

The horse was pulling the wagon of hay.

Don't lose your homework!

Forest fires can burn many trees.

#### AVERAGE AND ADVANCED SPELLERS CONTINUE

9. sea
10. fourth
11. forty
12. first

Starfish live in the sea.

He found the answer on the fourth page.

The story was forty pages long.

Their first dog was a black labrador.

### ► Correct the Pretest

---

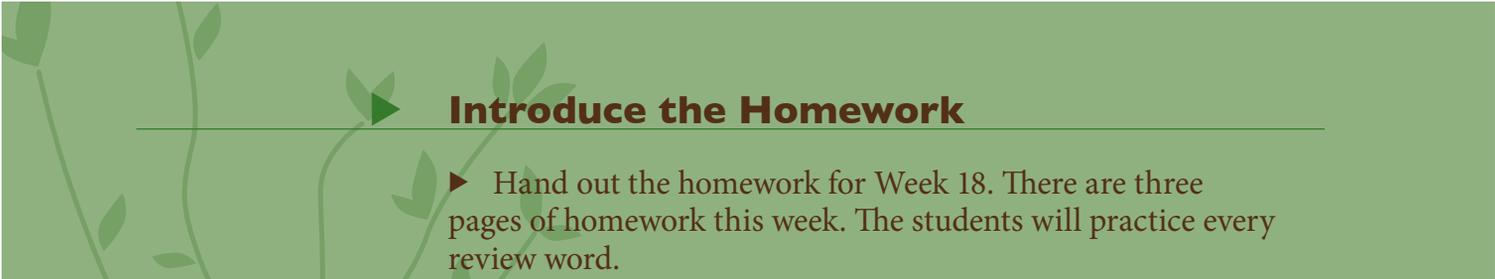
I will read and spell each word. Point under each letter as I spell. If you did not spell the word correctly, draw a line through the word.

- Read and spell the 12 words out loud.

### ► Record Words Missed on the Pretest

---

Turn back to page 101. These are the words that we will review this week. If you missed any words on the pretest, find the words on this page and write **S** in front of each one. These are words that you especially need to study.



## ▶ Introduce the Homework

---

- ▶ Hand out the homework for Week 18. There are three pages of homework this week. The students will practice every review word.

## ▶ Record Words Missed on Last Week's Test

---

- ▶ Return the students' spelling tests from Week 17.

Turn to page 95. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 95.

## ▶ Introduce the Optional Spelling Activity

---

In the optional spelling activity this week (*Student Spelling Book* page 104), the students alphabetize words. If your students do not know how to alphabetize using the second and third letters of words, you may wish to practice this with them as described below.

- ▶ Write on the board: five first fifteen
- ▶ Have the class tell you the alphabetical order for these words as you rewrite them on the board.

## Proofreading

### ▶ Teacher Background

In the pre-spelling activities this week, the students will practice adding endings to base words.

### ▶ Pre-spelling: Base Words and Endings

When we add endings to base words that end with **w** or **y**, we do not double the letters **w** or **y**.

stayed

I will spell *stayed*. The base word is *stay*.

▶ Write *stay* on the board.

I see **a-y** at the end. I never double **y**. I add **e-d**. *Stayed*.

snowing

I will spell *snowing*. The base word is *snow*.

▶ Write *snow* on the board.

I see **o-w** at the end. I never double the letter **w**. I add **i-n-g**. *Snowing*.

### ▶ Partner Proofreading

▶ Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three. There are one, two, or three words misspelled in each sentence.

Open your spelling books to page 103. On this page you will see many of the words that we have studied, but some of them are not spelled correctly. Today you will proofread these sentences with your partner. Read each sentence with your partner. Together you will look for misspelled words. When you find a misspelled word, draw a line through it and write the correct word above it. You may find a sentence without any misspelled words.

▶ As the students work, monitor and assist those who need extra support in proofreading.

## Correct Sentences Together

Let's read each sentence together. You tell me each misspelled word and how to spell it correctly. I will write the correct word on the board. If you made a mistake, draw a line through the word.

1. Last thirsday we saw a large bird near the store. Misspelled words? (Students: Thursday, T-h-u-r-s-d-a-y, near, n-e-a-r)

▶ Write *Thursday* and *near* on the board.

2. We used a ruler to draw fourteen straiht lines. Misspelled words? (Students: fourteen, f-o-u-r-t-e-e-n, straight, s-t-r-a-i-g-h-t)

▶ Write *fourteen* and *straight* on the board.

3. Their goose got loose, so they had to serch far and nere. Misspelled words? (Students: search, s-e-a-r-c-h, near, n-e-a-r)

▶ Write *search* and *near* on the board.

4. They were driving accross the cuntry from Munday until Saturday. Misspelled words? (Students: across, a-c-r-o-s-s, country, c-o-u-n-t-r-y, Monday, M-o-n-d-a-y)

▶ Write *across*, *country*, and *Monday* on the board.

5. We nead to read our writing carefully. Misspelled words? (Students: need, n-e-e-d)

▶ Write *need* on the board.

## Record Words Missed in Proofreading

If there is a misspelled word that you did not correct, turn back to page 101 and write **S** next to the word. If there is a word that you did not write correctly, find the word on page 101 and write **S** next to it. These are words that you especially need to study.

## Partner Study

### ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

flopped — —

Flopped. The bunny's ears flopped. Flopped.

Base word?

► Write *flop* on the board.

Is there one vowel? ■ Is there one consonant after the vowel? ■

Will we double the **p**? (Students: yes)

► Add **ped**.

Flopped.

glowed — —

Glowed. The candle glowed. Glowed.

Base word?

► Write *glow* on the board.

*Glow* ends with **o-w**. Do we double the letter **w**? (Students: no)

We just add **e-d**.

► Add **ed**.

Glowed.

### ► Partner Study

► Have your students open their spelling books to page 101. Remind them how to study their spelling words with a partner. In partner study the students take turns telling each other which word they choose to spell aloud. The students also say which parts of the word are hard to spell. For example, one student says, "I will spell number 9, *half*. The hard part is **l**." He covers the word and spells it aloud as his partner checks. If he makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind him to study it.

► You may want to model the partner study before your students begin.

## Spelling Discussion

### ► Teacher Background

The purpose of today's spelling discussion is to help your students use the strategies practiced and learned in guided spelling in their everyday writing. In the drafting stage of writing, the students' focus should be on recording their ideas without stopping to worry about spelling, but in the revision/proofreading stage the students should pay careful attention to spelling.

### ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

swaying

Swaying. The tree was swaying in the wind. Swaying.

Base word?

► Write *sway* on the board.

Sway ends with **a-y**. Do we double **y**? (Students: no) We just add **i-n-g**.

► Add **ing**.

Swaying.

flaming

Flaming. The flaming fire warmed us. Flaming.

Base word?

► Write *flame* on the board. Point to **me**.

Is there consonant-**e** at the end? ■ What will we do now? (Students: drop e) And now? (Students: add i-n-g)

Flaming.

### ► Spelling Discussion

When you proofread your writing, you look for mistakes you may have made in punctuation, capital letters, and spelling. Today we'll talk about proofreading for spelling. When you are proofreading, how do you check your spelling?

The students might say:

“I ask myself whether each word looks right.”

“I know that some words are hard to spell, so I check those especially.”

“There are some words I’ve misspelled before, so I check those.”

“If I know that a sound in the word has more than one spelling, I make sure I used the right spelling.”

“I check words that I know I don’t know.”

“I check words I’m not sure of.”

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## **Partner Study**

- ▶ Note: This is a brief activity of 1 or 2 minutes.
- ▶ If time permits, have the students study the review words on page 101 with their partners, as on Day 3 of this week.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |           |  |
|-----------|--|
| 1. cared  | Our class cared for the hamster. (application word)          |
| 2. needed | It needed fresh food and water every day. (application word) |
| 3. chased | The dog chased the ball.                                     |
| 4. climb  | Can you climb this tree?                                     |
| 5. wait   | Please wait for me.  |
| 6. mean   | What does that word mean?                                    |
| 7. loose  | My shoelaces are loose.                                      |
| 8. none   | None of the erasers are there.                               |
| 9. third  | He is in the third group.                                    |
| 10. store | She is going to the grocery store.                           |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 11. main     | The main street goes through the center of the town. |
| 12. shared   | My sister and I shared a bedroom.                    |
| 13. eighteen | When he is eighteen, he will graduate.               |
| 14. during   | Owls sleep during the day.                           |
| 15. search   | Help her search for the lost book.                   |
| 16. before   | Look both ways before crossing the street.           |
| 17. across   | I can throw the ball across the playground.          |
| 18. forty    | Ten times four is forty.                             |

### ADVANCED SPELLERS CONTINUE

- |            |   |
|------------|---|
| 19. doctor | The doctor examined my ankle.           |
| 20. modern | She prefers old stories to modern ones. |

## ► Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many errors on numbers 1 and 2, the application words (the words the students did not study)? You may need to provide more support during daily guided spelling. See pages 85–86.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using phonics knowledge. Examples are the underlined letters in the following words: needed, chased, climb. If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Is there a gap between the students' test performance and their class writing beyond spelling lessons? Continue to encourage your students to use the spelling strategies they have learned when they are proofreading and revising their writing. You may wish to occasionally revisit the ideas generated during the spelling discussions (see pages 111, 202, and 285).

## Endings on Single-syllable Words

### ► Review Content

---

This week you will review the following content from previous weeks:

- When adding the ending /s/ or /z/, do not change the base word. Add **s**. Examples: *hats*, *lines*. (Weeks 3 and 4)
- The ending /əz/ is spelled **es**. Example: *presses*. (Week 4)
- When adding **ed** or **ing** to a word that has *one* syllable with *one* vowel and *one* consonant after the vowel, double the final consonant of the base word. Examples: *clipped*, *shopping*. (Week 5)
- When adding **ed** or **ing** to a final-**e** word, first drop the **e**. Examples: *closed*, *servng*. (Week 13)

### ► Teacher Background

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Make a copy of the Week 19 homework (*Blackline Masters* page 26) for each student.

Exceptions to the doubling generalization include base words that end in **x**, such as *tax* (*taxed*), and base words that end with the vowel spellings **ay**, **ey**, **oy**, **uy**, **aw**, **ew**, **ow**, such as in *stay* (*stayed*) and *buy* (*buying*).

In conversation *Friday* is often pronounced as /frī-dē/. When you pronounce the syllables for the students to help them spell, pronounce the second syllable as /dā/.

Reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.

- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in the choral response, tell the class the correct answer and repeat the question.

In the pre-spelling activities this week, the students will practice adding endings to base words.

## ► Words Used This Week

NEW PATTERN AND THINK WORDS	*starring, *stayed, *closing, *Friday, marked, states, raised, tail
NEW SIGHT WORDS	*instead, *sold, fold, worth
REVIEW PATTERN AND THINK WORDS	*boat, *November, *grow, *low, note, throat, board, snow
REVIEW SIGHT WORDS	*truth, *due, along, toe
CHALLENGE WORDS	either, moment, product, present (2)
APPLICATION WORDS ON THE TEST	throw, spray
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	snowed, elbow, clay, fixed, roadblock, sport, paving, coach, thirsty, it'll, folding, Fri.

► **Introduce This Week's Words**

Open your spelling books to page 105. Read the words and sentences with me.

1. starring

Number 1: starring. Our favorite actor is starring in the movie.

The base word is *star*. The **r** was doubled, and the ending **i-n-g** was added.

2. stayed

Number 2: stayed. The cat stayed indoors.

The base word is *stay*. We don't double **y**. The ending **e-d** was added.

3. closing

Number 3: closing. We're closing the door now.

The base word is *close*. The **e** was dropped before the ending **i-n-g** was added. Underline **o**. Underline **s**.

4. Friday

Number 4: Friday. Friday was the last day of our science unit.

*Friday* has two syllables: *Fri-dāy*. Put a dot between the syllables. When we hear the sound /ā/ at the end of a word, we spell it **a-y**.

5. marked

Number 5: marked. The teacher's assistant marked the papers.

The base word is *mark*. The ending **e-d** was added.

6. states

Number 6: states. They saw license plates from 50 states.

Underline **a** and **e**.

7. raised

Number 7: raised. The flags were raised each morning.

The base word is *raise*. There was already an **e**, so just **d** was added. Underline **a-i** and **e**. Underline **s**.

8. tail

Number 8: tail. The monkey was hanging by its tail.

**HOMOPHONE** *Tail* is a homophone. It's not *tale*, a story. It's the *tail* of an animal. Underline **a-i**.

## NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. instead

Number 9: instead. We read one long book instead of two short ones.

Underline **e-a**.

10. sold

Number 10: sold. The store sold clothes and shoes.

Underline **o**.

11. fold

Number 11: fold. Fold your paper from bottom to top.

Underline **o**.

12. worth

Number 12: worth. He thought the old jar was worth nothing.

Underline **o**.

## NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |           |
|--------------|-----------|
| 13. boat     | 19. board |
| 14. November | 20. snow  |
| 15. grow     | 21. truth |
| 16. low      | 22. due   |
| 17. note     | 23. along |
| 18. throat   | 24. toe   |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. starring

Number 1: starring. Our favorite actor is starring in the movie. Say *starring*.

*Starring* is a think word.

Base word? ■ Write *star*.

*Starring*. What will you decide? (Students: Do we double?) Everyone point to **a**. Is there one vowel? ■ Everyone point to **r**. Is there one consonant after the vowel? (Students: yes) Will you double the last consonant? (Students: yes) ■ *Starring*. Add /ing/. (Check.)

2. stayed

Number 2: stayed. The cat stayed indoors. Say *stayed*.

*Stayed* is a think word.

Base word? ■ Write *stay*.

3. closing

TEKS 2.A.iii

TEKS 2.B.ii

Student/Teacher Narrative  
Guided Spelling section  
(Word: closing)

*Stayed.* What will you decide? (Students: Do we double?) When a word ends with a vowel and then **y**, such as **a-y**, we do not double. We never double the letters **w**, **x**, or **y**. *Stayed.* What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

Number 3: closing. We're closing the door now. Say *closing*.

Base word? ■ Question? (Students: which /ō /?)

► Hold up one finger.

Careful. The sound /z/ in *close* is spelled **s**. Write *close*.

*Closing.* What will you do before you add /ing/? (Students: drop e) Erase the **e**, and add **i-n-g**. (Check.)

4. Friday

Number 4: Friday. Friday was the last day of our science unit. Say *Friday*.

Say *Friday* by syllables. ■ I'll say the syllables to help you spell: *Fri-dā y*. Repeat the syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *Fri-*.

Second syllable? ■ Write *-day*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

#### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. instead

Number 5: instead. We read one long book instead of two short ones. Say *instead*.

(Memory steps) Underline the hard part: **e-a**.

6. sold

Number 6: sold. The store sold clothes and shoes. Say *sold*.

(Memory steps) Underline the hard part: **o**.

7. fold

Number 7: fold. Fold your paper from bottom to top. Say *fold*.

(Memory steps) Underline the hard part: **o**.

8. worth

Number 8: worth. He thought the old jar was worth nothing. Say *worth*.

(Memory steps) Underline the hard part: **o**.

### ► Introduce the Homework

► Hand out the Week 19 homework.

## ► Record Words Missed

---

- Return the students' spelling tests from Week 18.

Turn to page 101.

Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 101.

## ▶ Teacher Background

In the pre-spelling activities this week, the students will practice adding endings to base words.

## ▶ Pre-spelling: Base Words and Endings

Help me add endings to base words.

sprayed

Sprayed. They sprayed water on the garden. Sprayed.

Base word?

▶ Write *spray* on the board.

*Spray* ends with **a-y**. Do we double **y**? (Students: no) We just add **e-d**.

▶ Add **ed**.

Sprayed.

grinned

Grinned. He grinned and laughed. Grinned.

Base word?

▶ Write *grin* on the board. Point to **i**.

Is there one vowel?

▶ Point to **n**.

Is there one consonant after the vowel? ■ Will we double the **n**? (Students: yes)

▶ Add **ned**.

Grinned.

## ▶ Guided Spelling

Open your spelling books to page 107. Numbers 1–4 are new words for this week.

marked

Number 1: marked. The teacher's assistant marked the papers. Say *marked*.

*Marked* is a think word.

Base word? ■ Careful. The sound /k/ after **r** is spelled **k**.  
Write *mark*.

*Marked*. What will you decide? (Students: Do we double?)  
Everyone point to **a**. Is there one vowel? ■ Everyone point to **r-k**. Is there one consonant after the vowel? (Students: no, two)  
Will you double the last consonant? (Students: no) *Marked*.  
What's the spelling for the ending /t/? ■ Add **e-d**. (Check.)

2. states

Number 2: states. They saw license plates from 50 states.  
Say *states*.

Base word? ■ Question? (Students: which /ā /?)

► Hold up one finger.

Write *state*. ■ *States*. Add the ending. (Check.)

3. raised

Number 3: raised. The flags were raised each morning. Say *raised*.

Base word? ■ Question? (Students: which /ā /?)

► Hold up two fingers.

Careful. The end of the base word is spelled **s-e**. Write *raise*.

*Raised*. You already have **e**, so just add **d**. (Check.)

**TEKS 2.A.v**

Student/Teacher Narrative

Guided Spelling section

(Words: raised, snowed, elbow)

4. tail

Number 4: tail. The monkey was hanging by its tail. Say *tail*.

**HOMOPHONE** *Tail* is a homophone. It's not *tale*, a story. It's *tail*, as in *The elephant has a short tail*. Question? (Students: which /ā /?)

► Hold up two fingers.

Write *tail*. (Check.)

5. snowed

Number 5: snowed. (Use the word in a sentence.) Say *snowed*.

*Snowed* is a think word.

Base word? ■ Write *snow*.

*Snowed*. What will you decide? (Students: Do we double?)

When a word ends with a vowel and then **w**, such as **o-w**, we do not double. We never double the letters **w**, **x**, or **y**. *Snowed*.

What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

6. clay

Number 6: clay. (Use the word in a sentence.) Say *clay*.

*Clay* is a think word. Write *clay*. (Check.)

7. elbow

Number 7: elbow. (Use the word in a sentence.) Say *elbow*.

Say *elbow* by syllables. ■ First syllable? ■ Write *el-*.

Second syllable? ■ When we hear the sound /ō / at the end of a word, it is usually spelled **o-w**. Write *-bow*.

Let's check. Read the word ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. truth — —

Number 8: truth. (Use the word in a sentence.) Say *truth*.  
(Memory steps) Underline the hard part: **u**.

9. along — —

Number 9: along. (Use the word in a sentence.) Say *along*.  
(Memory steps) Underline the hard part: **a**.

10. it'll — —

Number 10: it'll. (Use the word in a sentence.) Say *it'll*.

CONTRACTION *It'll* is a contraction. What two words does *it'll* come from?

(Memory steps) Underline the hard part: apostrophe-**I-I**.

### ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

growing

Growing. My mother said, "You're growing up!" Growing.

Base word?

► Write *grow* on the board.

*Grow* ends with **o-w**. Do we double the letter **w**? (Students: no)

We just add **i-n-g**.

► Add **ing**.

Growing.

inviting

Inviting. He was inviting us to his class. Inviting.

Base word? (Students: invite) *In-vite. In-*

► Write *in* on the board.

*-Vite.*

► Add *vite*. Point to **te**.

Is there consonant-**e** at the end? ■ *Inviting*. What will we do now? (Students: drop e) And now? (Students: add i-n-g) *Inviting*.

### ► Guided Spelling

Open your spelling books to page 108.

1. stayed

Number 1: stayed. (Use the word in a sentence.) Say *stayed*.

*Stayed* is a think word.

Base word? ■ Write *stay*.

*Stayed*. What will you decide? (Students: Do we double?) When a word ends with a vowel and then **y**, such as **a-y**, we do not double. We never double the letters **w**, **x**, or **y**. *Stayed*. What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

2. sport

Number 2: sport. (Use the word in a sentence.) Say *sport*.

*Sport* is a think word. Write *sport*. (Check.)

3. closing

Number 3: closing. (Use the word in a sentence.) Say *closing*.

Base word? ■ Question? (Students: which /ō /?)

► Hold up one finger.

Careful. The sound /z/ in *close* is spelled **s**. Write *close*.

*Closing*. What will you do before you add /ing/? (Students: drop e)  
Erase the **e**, and add **i-n-g**. (Check.)

4. fixed

Number 4: fixed. (Use the word in a sentence.) Say *fixed*.

Base word? ■ Write *fix*.

*Fixed*. What will you decide? (Students: Do we double?) When a word ends with **x**, we do *not* double. *Fixed*. What's the spelling for the ending /t/? ■ Add **e-d**. (Check.)

5. starrng

Number 5: starrng. (Use the word in a sentence.) Say *starring*.

*Starring* is a think word.

Base word? ■ Write *star*.

*Starring*. What will you decide? (Students: Do we double?) Everyone point to **a**. Is there one vowel? ■ Everyone point to **r**. Is there one consonant after the vowel? (Students: yes) Will you double the last consonant? (Students: yes) *Starring*. Add /ing/. (Check.)

6. Friday

Number 6: Friday. (Use the word in a sentence.) Say *Friday*.

Say *Friday* by syllables. ■ I'll say the syllables to help you spell: *Fri-dā y*. Repeat the syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *Fri-*.

Second syllable? ■ Write *-day*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. roadblock

Number 7: roadblock. (Use the word in a sentence.) Say *roadblock*.

COMPOUND WORD *Roadblock* is a compound word. The two small words are syllables.

Say *roadblock* by syllables. ■ First syllable? ■ Question? (Students: which /ō /?)

► Hold up two fingers.

Write *road-*.

Second syllable? ■ Write *-block*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. worth

**Number 8:** worth. (Use the word in a sentence.) *Say worth.*

**VISUALIZING** At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) **Underline the hard part: o.**

9. instead

**Number 9:** instead. (Use the word in a sentence.) *Say instead.*

(Memory steps) **Underline the hard part: e-a.**

10. toe

**Number 10:** toe. (Use the word in a sentence.) *Say toe.*

(Memory steps) **Underline the hard part: o-e.**

### ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

desired — —

Desired. She desired a beautiful costume. Desired.

Base word? (Students: desire) *De-sire. De-*

► Write *de* on the board.

*-Sire.*

► Add *sire*. Point to **re**.

Is there consonant-**e** at the end? ■ *Desired*. We already have **e**.

What will we do now? (Students: add d)

► Add **d**.

Desired.

taxed — —

Taxed. The colonists were taxed by the king. Taxed.

Base word?

► Write *tax* on the board.

*Tax* ends with **x**. Do we double **x**? (Students: no) We just add **e-d**.

► Add **ed**.

Taxed.

### ► Guided Spelling

Open your spelling books to page 109.

tail — —

Number 1: tail. (Use the word in a sentence.) Say *tail*.

HOMOPHONE It's not *tale*, a story. It's the *tail*, as in *The dog wagged its tail*. Question? (Students: which *tā* /?)

► Hold up two fingers.

Write *tail*. (Check.)

2. paving

Number 2: paving. (Use the word in a sentence.) Say *paving*.

Base word? ■ Question? (Students: which /ā /?)

► Hold up one finger.

Write *pave*.

*Paving*. What will you do before you add /ing/? (Students: drop e)

Erase the **e**, and add **i-n-g**. (Check.)

3. raised

Number 3: raised. (Use the word in a sentence.) Say *raised*.

Base word? ■ Question? (Students: which /ā /?)

► Hold up two fingers.

Careful. The sound /z/ is spelled **s-e**. Write *raise*.

*Raised*. You already have **e**, so just add **d**. (Check.)

4. coach

Number 4: coach. (Use the word in a sentence.) Say *coach*.

If you don't know how to spell the sound /k/ in *coach*, ask me.

Question? (Students: which /ō /?)

► Hold up two fingers.

Write *coach*. (Check.)

5. marked

Number 5: marked. (Use the word in a sentence.) Say *marked*.

*Marked* is a think word.

Base word? ■ Careful. At the end of a word, the sound /k/ after **r** is spelled **k**. Write *mark*.

*Marked*. What will you decide? (Students: Do we double?) Everyone point to **a**. Is there one vowel? ■ Everyone point to **r-k**. Is there one consonant after the vowel? (Students: no, two) Will you double the last consonant? (Students: no) *Marked*. What's the spelling for the ending /t/? ■ Add **e-d**. (Check.)

6. thirsty

Number 6: thirsty. If you are thirsty, you feel thirst. Say *thirsty*.

*Thirsty* is a base word with a suffix.

Base word? (Students: thirst) Question? (Students: which /er/?)

► Hold up two fingers.

Write *thirst*.

What is the suffix? (Students: -y) Add the suffix. Don't leave space between the base word and the suffix. (Check.)

7. states

Number 7: states. (Use the word in a sentence.) Say *states*.

Question? (Students: which  $\bar{a}$  /?)

► Hold up one finger.

Write *states*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. folding

Number 8: folding. (Use the word in a sentence.) Say *folding*.

(Memory steps) Underline the hard part: **o**.

9. sold

Number 9: sold. (Use the word in a sentence.) Say *sold*.

(Memory steps) Underline the hard part: **o**.

10. Fri.

Number 10: Friday. She wrote "Fri., January 31." Say *Friday*.

ABBREVIATION Find the abbreviation for *Friday* at the top of the page. When we read the abbreviation, we say *Friday*.

(Memory steps) Underline the whole abbreviation.

---

► **Student Study**

► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 95. If you missed a word on the test in Week 17, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |             |  |
|-------------|--|
| 1. throw    | How far can you throw a baseball? (application word) |
| 2. spray    | I'll use the hose to spray water. (application word) |
| 3. closing  | I'm closing the door.                                |
| 4. instead  | I'll open the window instead of the door.            |
| 5. Friday   | Friday is the last day of the school week.           |
| 6. stayed   | Her sister stayed home today.                        |
| 7. grow     | How tall will that plant grow?                       |
| 8. sold     | He sold his old toys and games.                      |
| 9. starring | This movie is starring my favorite actor.            |
| 10. truth   | She wants her children to tell the truth.            |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |            |   |
|------------|---|
| 11. marked | I marked my backpack with a red pen.          |
| 12. throat | Do you have a sore throat?                    |
| 13. states | There were projects about all 50 states.      |
| 14. along  | My dog came along with me.                    |
| 15. worth  | My father's pictures are worth a lot to him.  |
| 16. tail   | This cat has a long tail.                     |
| 17. fold   | He helped his sister fold the blanket.        |
| 18. raised | She raised her test score by studying harder. |

### ADVANCED SPELLERS CONTINUE

- |             |   |
|-------------|---|
| 19. either  | Some people can write with either hand. |
| 20. present | He bought a present for his friend.     |

## Sound / $\bar{o}$ o/ Spelled **oo**, **ew**, and **u-consonant-e**

### ► New Content

The sound / $\bar{o}$  o/ is often spelled **oo**, as in *moon*.

The sound / $\bar{o}$  o/ is often spelled **ew**, as in *blew*.

The sound / $\bar{o}$  o/ is often spelled **u-consonant-e**, as in *flute*.

### ► Teacher Background

Make a copy of the Week 20 homework (*Blackline Masters* page 27) for each student.

Remember that the exact relationships between spellings and sounds often vary across regional dialects. The generalizations above may not reflect the way some of your students pronounce words with these spellings.

In the *Guided Spelling* program, words with the spelling **ue**, as in *due*, and **ui**, as in *fruit* and *suit*, are taught as sight words. If you are using a phonics program that teaches **ue** and **ui** for the sound / $\bar{o}$  o/, add these spellings to the chart below the “hoot owl” picture.

In the pre-spelling activities this week, the students will practice adding endings to base words.

### ► Words Used This Week

#### NEW PATTERN AND THINK WORDS

\*soon, \*grew, \*June, \*Sunday, moon, choose, team, knew

#### NEW SIGHT WORDS

\*Tuesday, \*fruit, suit, whose

#### REVIEW PATTERN AND THINK WORDS

\*closing, \*starring, \*Friday, \*stayed, marked, tail, states, raised

REVIEW SIGHT WORDS

\*sold, \*instead, worth, fold

CHALLENGE WORDS

history, human, object, subject

APPLICATION WORDS  
ON THE TEST

glow, snowing

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

nephew, smiling, foamed, choosing, newspaper, followed, trails,  
teams, flute, dripping, shark, suits, doesn't, folded, Mon.

# Week 20 Day 1

## ▶ Introduce This Week's Words

Open your spelling books to page III. Read the words and sentences with me.

1. soon

Number 1: soon. Spring would soon arrive.

▶ Point to the “hoot owl” picture on the spelling-sound chart.

The picture shows a hoot owl for the sound /oo/.

▶ Point to **oo**.

The sound /oo/ in *soon* is spelled **o-o**. Underline **o-o**.

2. grew

Number 2: grew. The bird grew strong and flew away.

▶ Point to **ew** under the “hoot owl” picture.

Look at the hoot owl. The sound /oo/ in *grew* is spelled **e-w**. Underline **e-w**.

3. June

Number 3: June. The longest day of the year is in June.

▶ Point to **ue** under the “hoot owl” picture.

The sound /oo/ in *June* is spelled **u-blank-e**. Underline **u** and **e**.

4. Sunday

Number 4: Sunday. Sunday afternoon they went for a run.

*Sunday* has two syllables: *Sun-dāy*. Put a dot between the syllables.

5. moon

Number 5: moon. The moon was in the sky at noon.

Underline **oo**.

6. choose

Number 6: choose. Which color of paint shall we choose?

Underline **oo** and **se**.

7. team

Number 7: team. The team practiced long and hard.

Underline **ea**.

8. knew

Number 8: knew. She knew all the presidents in order.

**HOMOPHONE** *Knew* is a homophone. It's not *new*, *He's wearing a new shirt*. It's *knew*, *She knew all the presidents in order*.

The sound /n/ in *knew* is spelled **k-n**. Underline **k** and **e-w**.

9. Tuesday

## NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

Number 9: Tuesday. On Tuesday they began studying machines.  
Underline **u-e-s** and **a-y**.

10. fruit

Number 10: fruit. Oranges and lemons are citrus fruit.  
Underline **u-i**.

11. suit

Number 11: suit. He likes his new suit.  
Underline **u-i**.

12. whose

Number 12: whose. Whose team will win, and whose team will lose?

**HOMOPHONE** *Whose* is a homophone. It's not the contraction *who's*, that stands for *who is*. It's *whose*, *They wondered whose hat it was*.

Underline **w-h** and **o-s-e**.

## NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |             |
|--------------|-------------|
| 13. closing  | 19. states  |
| 14. starring | 20. raised  |
| 15. Friday   | 21. sold    |
| 16. stayed   | 22. instead |
| 17. marked   | 23. worth   |
| 18. tail     | 24. fold    |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. soon

Number 1: soon. Spring would soon arrive. Say *soon*.

Look at the hoot owl. Question? (Students: which /o o/?)

► Hold up one finger.

Write *soon*. (Check.)

2. grew

Number 2: grew. The bird grew strong and flew away. Say *grew*.

Question? (Students: which /o o/?)

► Hold up three fingers.

Write *grew*. (Check.)

3. June

Number 3: June. The longest day of the year is in June. Say *June*.

Question? (Students: which / $\overline{o}$  o/?)

► Hold up two fingers.

Write *June*. (Check.)

4. Sunday

Number 4: Sunday. Sunday afternoon they went for a run.

Say *Sunday*.

Say *Sunday* by syllables. ■ I'll say the syllables to help you spell: *Sun-da $\overline{y}$* . Repeat the syllables. ■ First syllable? ■ Write *Sun-*.

Second syllable? ■ Write *-day*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. Tuesday

Number 5: Tuesday. On Tuesday they began studying machines.

Say *Tuesday*.

(Memory steps) Underline the hard parts: **u-e-s** and **a-y**.

6. fruit

Number 6: fruit. Oranges and lemons are citrus fruit. Say *fruit*.

(Memory steps) Underline the hard part: **u-i**.

7. suit

Number 7: suit. He likes his new suit. Say *suit*.

(Memory steps) Underline the hard part: **u-i**.

8. whose

Number 8: whose. Whose team will win, and whose team will lose? Say *whose*.

HOMOPHONE *Whose* is a homophone. It's not the contraction *who's*, as in *Who's going?* It's *whose*, as in *Whose lunch is this?*

(Memory steps) Underline the whole word.

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## ► Introduce the Homework

► Hand out the Week 20 homework.

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## ► Record Words Missed

► Return the students' spelling tests from Week 19.

Turn to page 105. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 105.

### ► Teacher Background

In the pre-spelling activities this week, the students will practice adding endings to base words.

### ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

confusing

Confusing. One problem was confusing. Confusing.

Base word? (Students: confuse) *Con-fuse. Con-*

► Write *con* on the board.

*-Fuse.*

► Add *fuse*. Point to *se*.

Is there consonant-**e** at the end? ■ *Confusing*. What will we do now? (Students: drop e) *And now?* (Students: add i-n-g)

► Add **ing**.

Confusing.

playing

Playing. The children were playing together. Playing.

Base word?

► Write *play* on the board.

*Play* ends with **a-y**. Do we double **y**? (Students: no) We just add **i-n-g**.

► Add **ing**.

Playing.

### ► Guided Spelling

Open your spelling books to page 113. Numbers 1–4 are new words for this week.

1. moon

Number 1: moon. The moon was in the sky at noon. Say *moon*.

Look at the hoot owl. Question? (Students: which /o/o/?)

► Hold up one finger.

Write *moon*. (Check.)

2. choose

Number 2: choose. Which color of paint shall we choose?  
Say *choose*.

Question? (Students: which / $\overline{o}$ /?)

► Hold up one finger.

Careful. The sound /z/ in *choose* is spelled **s-e**. Write *choose*.  
(Check.)

3. team

Number 3: team. The team practiced long and hard. Say *team*.

Question? (Students: which / $\overline{e}$ /?)

► Hold up three fingers.

Write *team*. (Check.)

4. knew

Number 4: knew. She knew all the presidents in order. Say *knew*.

HOMOPHONE *Knew* is a homophone. It's not *new*, as in *a new pencil*.  
It's *knew*, as in *I knew the answer*.

Careful. The sound /n/ in *knew* is spelled **k-n**. Question?  
(Students: which / $\overline{o}$ /?)

► Hold up three fingers.

Write *knew*. (Check.)

5. nephew

Number 5: nephew. (Use the word in a sentence.) Say *nephew*.

Say *nephew* by syllables. ■ I'll say the syllables to help you spell:  
*neph-ew*. Repeat the syllables. ■ First syllable? ■ Careful. The  
sound /f/ in *neph-* is spelled **p-h**. Write *neph-*.

Second syllable? ■ Careful. It's spelled **e-w**. Write *-ew*.

Let's check. Read the word. ■ Read and spell by syllables as I write  
the word. ■ Check your word.

6. foamed

Number 6: foamed. (Use the word in a sentence.) Say *foamed*.

Base word? ■ Question? (Students: which / $\overline{o}$ /?)

► Hold up two fingers.

Write *foam*.

*Foamed*. What will you decide? (Students: Do we double?)  
Everyone point to **o-a**. Is there one vowel? (Students: no, two)  
Will you double the last consonant? (Students: no) *Foamed*.  
What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

7. smiling

Number 7: smiling. (Use the word in a sentence.) Say *smiling*.

Base word? ■ Question? (Students: which /ī /?)

► Hold up one finger.

Write *smile*.

*Smiling*. What will you do before you add /ing/? (Students: drop e)  
Erase the **e**, and add **i-n-g**. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. folded

Number 8: folded. (Use the word in a sentence.) Say *folded*.

(Memory steps) Underline the hard part: **o**.

9. instead

Number 9: instead. (Use the word in a sentence.) Say *instead*.

(Memory steps) Underline the hard part: **e-a**.

10. doesn't

Number 10: doesn't. (Use the word in a sentence.) Say *doesn't*.

CONTRACTION *Doesn't* is a contraction. What two words does *doesn't* come from?

(Memory steps) Underline the hard part: **o-e-s**.

# Week 20 Day 3

## ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

excused

Excused. The note said she was excused. Excused.

Base word? (Students: excuse) *Ex-cuse. Ex-*

► Write *ex* on the board.

*-Cuse.*

► Add *cuse*. Point to *se*.

Is there consonant-**e** at the end? ■ *Excused*. We already have **e**.

What will we do now? (Students: add d)

► Add **d**.

Excused.

chewed

Chewed. The squirrel chewed on a nut. Chewed.

Base word?

► Write *chew* on the board.

*Chew* ends with **e-w**. Do we double the letter **w**? (Students: no)

We just add **e-d**.

► Add **ed**.

Chewed.

## ► Guided Spelling

Open your spelling books to page 114.

grew

Number 1: *grew*. (Use the word in a sentence.) *Say grew*.

Look at the “hoot owl” picture. Question? (Students: which /o/o/?)

► Hold up three fingers.

Write *grew*. (Check.)

## 2. choosing

Number 2: choosing. (Use the word in a sentence.) Say *choosing*.

Base word? ■ Question? (Students: which / $\overline{o}$  o/?)

► Hold up one finger.

Careful. The sound /z/ in *choose* is spelled **s-e**. Write *choose*.

*Choosing*. What will you do before you add /ing/? (Students: drop

e) Erase the **e**, and add **i-n-g**. (Check.)

## 3. trails

Number 3: trails. (Use the word in a sentence.) Say *trails*.

Listen to the sounds: trails. Question? (Students: which / $\overline{a}$  /?)

► Hold up two fingers.

Write *trails*. (Check.)

## 4. soon

Number 4: soon. (Use the word in a sentence.) Say *soon*.

Question? (Students: which / $\overline{o}$  o/?)

► Hold up one finger.

Write *soon*. (Check.)

## 5. followed

Number 5: followed. (Use the word in a sentence.) Say *followed*.

Base word? ■ Say *follow* by syllables. ■ I'll say the syllables to help you spell: *fol-low*. Repeat the syllables. ■ First syllable? ■ Write *fol-*.

Second syllable? ■ When we hear the sound / $\overline{o}$  / at the end of a word, it is usually spelled **o-w**. Write *-low*.

*Followed*. What will you decide? (Students: Do we double?) When a word ends with a vowel and then **w**, such as **o-w**, we do not double. We never double the letters **w**, **x**, or **y**. *Followed*. What's the spelling for the ending /d/? ■ Add **e-d**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

## 6. June

Number 6: June. (Use the word in a sentence.) Say *June*.

Question? (Students: which / $\overline{o}$  o/?)

► Hold up two fingers.

Write *June*. (Check.)

## 7. newspaper

Number 7: newspaper. (Use the word in a sentence.)

Say *newspaper*.

COMPOUND WORD *Newspaper* is a compound word.

Say *newspaper* by syllables. ■ First syllable? (Students: news-)

Question? (Students: which / $\overline{o}$  o/?)

► Hold up three fingers.

Write *news-*.

Second syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *-pa-*.

Last syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write *-per*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. suits — —

Number 8: suits. (Use the word in a sentence.) Say *suits*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **u-i**.

9. whose — —

Number 9: whose. Whose team will win, and whose team will lose? Say *whose*.

HOMOPHONE *Whose* is a homophone. It's not the contraction *who's*, as in *Who's here?* It's *whose*, as in *Whose team will lose?*

(Memory steps) Underline the whole word.

10. worth — —

Number 10: worth. (Use the word in a sentence.) Say *worth*.

(Memory steps) Underline the hard part: **o**.

### ► Pre-spelling: Base Words and Endings

Help me add endings to base words.

steering

Steering. He was steering the truck. Steering.

Base word?

► Write *steer* on the board. Point to **ee**.

Is there one vowel? (Students: no, two) Will we double the **r**? (Students: no) We just add **i-n-g**.

► Add **ing**.

Steering.

blowing

Blowing. The wind was blowing hard. Blowing.

Base word?

► Write *blow* on the board.

*Blow* ends with **o-w**. Do we double the letter **w**? (Students: no) We just add **i-n-g**.

► Add **ing**.

Blowing.

### ► Guided Spelling

Open your spelling books to page 115.

1. teams

Number 1: teams. (Use the word in a sentence.) Say *teams*.

Question? (Students: which /ē /?)

► Hold up three fingers.

Write *teams*. (Check.)

2. dripping

Number 2: dripping. (Use the word in a sentence.) Say *dripping*.

*Dripping* is a think word.

Base word? ■ Listen to the sounds: drip. Write *drip*.

*Dripping*. What will you decide? (Students: Do we double?) Everyone point to **i**. Is there one vowel? ■ Everyone point to **p**. Is there one consonant after the vowel? (Students: yes) Will you double the last consonant? (Students: yes) *Dripping*. Add /ing/. (Check.)

3. moon

Number 3: moon. (Use the word in a sentence.) Say *moon*.

Look at the “hoot owl” picture. Question? (Students: which / $\overline{o}$  o/?)

► Hold up one finger.

Write *moon*. (Check.)

4. flute

Number 4: flute. (Use the word in a sentence.) Say *flute*.

Question? (Students: which / $\overline{o}$  o/?)

► Hold up two fingers.

Write *flute*. (Check.)

5. knew

Number 5: knew. He knew the answer immediately. Say *knew*.

HOMOPHONE *Knew* is a homophone. It's not *new*, as in *a new jacket*. It's *knew*, as in *He knew the answer*.

Careful. The sound /n/ in *knew* is spelled **k-n**. Question? (Students: which / $\overline{o}$  o/?)

► Hold up three fingers.

Write *knew*. (Check.)

6. shark

Number 6: shark. (Use the word in a sentence.) Say *shark*.

*Shark* is a think word. Careful. At the end of a word, the sound /k/ after **r** is spelled **k**. Write *shark*. (Check.)

7. Sunday

Number 7: Sunday. (Use the word in a sentence.) Say *Sunday*.

Say *Sunday* by syllables. ■ I'll say the syllables to help you spell: *Sun-dā y*. Repeat the syllables. ■ First syllable? ■ Write *Sun-*.

Second syllable? ■ Write *-day*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. fruit

Number 8: fruit. (Use the word in a sentence.) Say *fruit*.

(Memory steps) Underline the hard part: **u-i**.

9. Tuesday

Number 9: Tuesday. (Use the word in a sentence.) Say *Tuesday*.

(Memory steps) Underline the hard parts: **u-e-s** and **a-y**.

10. Mon.

Number 10: Monday. The note said “Mon.” Say *Monday*.

ABBREVIATION Find the abbreviation for *Monday* at the top of the page. When we read the abbreviation, we say *Monday*.

(Memory steps) Underline the whole abbreviation.

## ► Student Study

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► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 105. If you missed a word on the test in Week 19, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. glow  
The candle will glow in the dark. (application word)
2. snowing  
It's snowing in the mountains. (application word)
3. soon  
Soon the snow will be up to our knees.
4. closing  
Will they be closing the school because of the snow?
5. June  
The first day of summer is in June.
6. Tuesday  
She has her music lesson on Tuesday.
7. Sunday  
Last Sunday our cousins came to visit us.
8. instead  
What book will you read instead of this one?
9. fruit  
The bowl was full of fruit and nuts.
10. grew  
He grew 2 inches taller.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. knew  
She knew the answer right away.
12. suit  
He wore a handsome suit.
13. moon  
The moon was full that night.
14. fold  
They will fold each sheet of paper in half.
15. team  
Which team wears the green shirts?
16. whose  
Whose books are these?
17. raised  
She raised her hand to ask a question.
18. choose  
They wanted to choose a puppy.

### ADVANCED SPELLERS CONTINUE

19. human  
Neil Armstrong was the first human on the moon.
20. history  
They studied the history of their state.

## Sound /ōō/ Spelled oo

### ► New Content

The sound /ōō/ is spelled **oo**, as in *book*.

### ► Teacher Background

Make a copy of the Week 21 homework (*Blackline Masters* page 28) for each student.

Words with the sound /ōō/ spelled **u** or **ou** are taught in this program as sight words, for example, *push*, *would*, *could*, and *should*.

One additional guiding point is introduced this week: *re-* and *un-* are common prefixes, as in *rebuild* and *unhappy*.

The pre-spelling activities this week focus on the meaning and spelling of the prefixes *re-* and *un-*.

### ► Words Used This Week

NEW PATTERN AND  
THINK WORDS

\*book, \*stood, \*foot, \*woods, fire, thirteen, heated, street

NEW SIGHT WORDS

\*guess, \*guard, guide, early

REVIEW PATTERN AND  
THINK WORDS

\*Sunday, \*June, \*grew, \*soon, choose, team, moon, knew

REVIEW SIGHT WORDS

\*fruit, \*Tuesday, whose, suit

CHALLENGE WORDS

describe, difficult, develop, result

APPLICATION WORDS  
ON THE TEST

trays, crows

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

included, brook, stirred, notebooks, fires, basic, proof, stays, reheated, streets, unit, threw, joking, guards, she's, guesses, guided, Sun.

# Week 21 Day 1

## ► Introduce This Week's Words

Open your spelling books to page 117. Read the words and sentences with me.

1. book

Number 1: book. Did you look through the book?

► Point to the “book” picture on the spelling-sound chart.

The picture shows a book for the sound /ōō/. The sound /ōō/ is spelled **o-o**.

2. stood

Number 2: stood. They stood quietly and waited.

Look for the “book” picture to spell the sound /ōō/ in *stood*.

3. foot

Number 3: foot. He hurt his foot in the game.

Look for the “book” picture to spell the sound /ōō/ in *foot*.

4. woods

Number 4: woods. There was an old cabin in the woods.

5. fire

Number 5: fire. The fire in the fireplace kept them warm.

Underline **i** and **e**.

6. thirteen

Number 6: thirteen. *Thirteen* begins like *third* and *thirty*.

*Thirteen* has two syllables: *thir-teen*. Put a dot between the syllables. Underline **i-r** and **e-e**.

7. heated

Number 7: heated. Our mother heated our supper in the oven.

The base word is *heat*. The ending **e-d** was added. Underline **e-a**.

8. street

Number 8: street. The street had tall trees on both sides.

Underline **e-e**.

NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. guess

Number 9: guess. Just make a good guess.

Underline **u-e** and **s-s**.

10. guard

Number 10: guard. My puppy likes to guard the yard.

Underline **u**.

11. guide — —

Number 11: guide. The teacher will guide us in spelling.  
Underline **u-i** and **e**.

12. early — —

Number 12: early. The sky is gray in the early morning.  
Underline **e-a**.

### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |            |             |
|------------|-------------|
| 13. Sunday | 19. moon    |
| 14. June   | 20. knew    |
| 15. grew   | 21. fruit   |
| 16. soon   | 22. Tuesday |
| 17. choose | 23. whose   |
| 18. team   | 24. suit    |

### ► Guided Spelling

Turn the page. You will write eight of this week’s new words. Remember that guided spelling is not a test. I help you think about each word so that you write it correctly. When you aren’t sure, raise your hand to ask me for help.

1. book — —

Number 1: book. Did you look through the book? Say *book*.

*Book* is a think word. If you aren’t sure how to spell the sound /ōō/, look for the “book” picture. Careful. The sound /k/ after two vowels is spelled **k**. Write *book*. (Check.)

2. stood — —

Number 2: stood. They stood quietly and waited. Say *stood*.

*Stood* is a think word. If you aren’t sure how to spell the sound /ōō/, look for the “book” picture. Write *stood*. (Check.)

3. foot — —

Number 3: foot. He hurt his foot in the game. Say *foot*.

*Foot* is a think word. If you aren’t sure how to spell the sound /ōō/, look for the “book” picture. Write *foot*. (Check.)

4. woods — —

Number 4: woods. There was an old cabin in the woods. Say *woods*.

*Woods* is a think word. Write *woods*. (Check.)

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. guess

Number 5: guess. Just make a good guess. Say *guess*.

(Memory steps) Underline the hard parts: **u-e** and **s-s**.

6. guard

Number 6: guard. My puppy likes to guard the yard. Say *guard*.

(Memory steps) Underline the hard part: **u**.

7. guide

Number 7: guide. The teacher will guide us in spelling. Say *guide*.

(Memory steps) Underline the hard parts: **u-i** and **e**.

8. early

Number 8: early. The sky is gray in the early morning. Say *early*.

(Memory steps) Underline the hard part: **e-a**.

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▶ **Introduce the Homework**

- ▶ Hand out the Week 21 homework.

---

▶ **Record Words Missed**

- ▶ Return the students' spelling tests from Week 20.

Turn to page III. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page III.

# Week 21 Day 2

TEKS 2.A.i  
Student/Teacher Narrative  
Introduce This Weeks Words and  
Guided Spelling  
section (Words: rebuilt, included,  
Tuesday)

## ► Teacher Background

TEKS 2.A.xiii  
TEKS 2.B.xiv  
TEKS 2.B.xxix  
Student/Teacher Narrative  
Pre-spelling section  
(Words: rebuilt, unhurt)

The pre-spelling activities this week focus on the meaning and spelling of the prefixes *re-* and *un-*. The students will write words with these prefixes in the coming weeks.

## ► Pre-spelling: Prefixes *re-* and *un-*

A prefix is a syllable we add at the beginning of a word to change the meaning of the word. Say “prefix.”

re- \_ \_ \_

The prefix *re-* usually means *again*. To *rewrite* a paragraph is to write the paragraph *again*. To *reglue* paper is to glue it *again*. To *refreeze* food is to freeze it *again*.

un- \_ \_ \_

The prefix *un-* usually means *not*. If you are *unhappy*, you are *not* happy. Someone *unafraid* is *not* afraid. An *untamed* animal has *not* been tamed; it is still wild.

rebuilt \_ \_

I will write *rebuilt*. *The damaged house was rebuilt*. It was built *again*. *Rebuilt*. First I write the prefix *re-*. I don't leave any space after *re-*. I add *built*. *Rebuilt*.

unhurt \_ \_

I will write *unhurt*. *He fell, but he was unhurt*. He was *not* hurt. *Unhurt*. First I write the prefix *un-*. I don't leave any space after *un-*. I add *hurt*. *Unhurt*.

## ► Guided Spelling

Open your spelling books to page 119. Numbers 1–4 are new words for this week.

1. fire \_ \_

Number 1: fire. The fire in the fireplace kept them warm. Say *fire*.

Question? (Students: which /ī /?)

► Hold up one finger.

Write *fire*. (Check.)

2. thirteen

TEKS 2.B.xix  
Student/Teacher Narrative  
Guided Spelling section  
(Words: thirteen, heated)

Number 2: thirteen. *Thirteen* begins like *third* and *thirty*.  
Say *thirteen*.

Say *thirteen* by syllables. ■ I'll say the syllables to help you spell:  
*thir-teen*. Repeat the syllables. ■ First syllable? ■ Question?  
(Students: which /er/?)

► Hold up two fingers.

Write *thir-*.

Second syllable? ■ Question? (Students: which /ē /?)

► Hold up two fingers.

Write *-teen*.

Let's check. Read the word. ■ Read and spell by syllables as I write  
the word. ■ Check your word.

3. heated

Number 3: heated. Our mother heated our supper in the oven.  
Say *heated*.

Base word? ■ Question? (Students: which /ē /?)

► Hold up three fingers.

Write *heat*.

*Heated*. What will you decide? (Students: Do we double?)  
Everyone point to **e-a**. Is there one vowel? (Students: no, two)  
Will you double the last consonant? (Students: no) *Heated*.  
What's the spelling for the ending /əd/? ■ Add **e-d**. (Check.)

4. street

Number 4: street. The street had tall trees on both sides.  
Say *street*.

Question? (Students: which /ē /?)

► Hold up two fingers.

Write *street*. (Check.)

5. included

Number 5: included. (Use the word in a sentence.) Say *included*.

Base word? ■ Say *include* by syllables. ■ First syllable? ■ Write *in-*.

Second syllable? ■ Question? (Students: which /ō /o/?)

► Hold up two fingers.

Write *-clude*.

*Included*. You already have **e**, so just add **d**.

Let's check. Read the word. ■ Read and spell by syllables as I write  
the word. ■ Check your word.

6. brook — —

Number 6: brook. (Use the word in a sentence.) Say *brook*.

*Brook* is a think word. If you aren't sure how to spell the sound /ōō/, look for the "book" picture. Careful. The sound /k/ after two vowels is spelled **k**. Write *brook*. (Check.)

7. stirred — —

Number 7: stirred. (Use the word in a sentence.) Say *stirred*.

Base word? ■ Question? (Students: which /er/?)

► Hold up two fingers.

Write *stir*.

*Stirred*. What will you decide? (Students: Do we double?) Everyone point to **i**. Is there one vowel? ■ Everyone point to **r**. Is there one consonant after the vowel? (Students: yes) Will you double the last consonant? (Students: yes) *Stirred*. What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. Tuesday — —

Number 8: Tuesday. (Use the word in a sentence.) Say *Tuesday*.

(Memory steps) Underline the hard parts: **u-e-s** and **a-y**.

9. fruit — —

Number 9: fruit. (Use the word in a sentence.) Say *fruit*.

(Memory steps) Underline the hard part: **u-i**.

10. she's — —

Number 10: she's. (Use the word in a sentence.) Say *she's*.

CONTRACTION *She's* is a contraction. What two words does *she's* come from?

(Memory steps) Underline the hard part: **e-apostrophe-s**.

# Week 21 Day 3

## ► Pre-spelling: Prefixes *re-* and *un-*

Help me write words with prefixes. Say “prefixes.”

unfair — —

Unfair. She thought the rule was unfair. Unfair.

What does *unfair* mean? ■ *Unfair*. Spell the prefix. (Students: u-n)

► Write *un* on the board.

Do I leave a space after *un*-?

► Add *fair*.

Unfair.

reread — —

Reread. He wanted to reread the book. Reread.

What does *reread* mean? ■ *Reread*. Spell the prefix. (Students: r-e)

► Write *re* on the board.

Do I leave a space after *re*-?

► Add *read*.

Reread.

## ► Guided Spelling

Open your spelling books to page 120.

1. proof — —

Number 1: proof. (Use the word in a sentence.) Say *proof*.

Question? (Students: which /o/ o/?)

► Hold up one finger.

Write *proof*. (Check.)

2. fires — —

Number 2: fires. (Use the word in a sentence.) Say *fires*.

Question? (Students: which /ī /i?)

► Hold up one finger.

Write *fires*. (Check.)

3. basic — —

Number 3: basic. (Use the word in a sentence.) Say *basic*.

Say *basic* by syllables. ■ I'll say the syllables to help you spell: *ba-sic*. Repeat the syllables. ■ First syllable? ■ We hear a long

vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *ba-*.

Second syllable? ■ The second syllable is spelled **s-i-c**. Write *-sic*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. *foot* — —

Number 4: *foot*. (Use the word in a sentence.) Say *foot*.

*Foot* is a think word. If you aren't sure how to spell the sound /ō/, look for the "book" picture. Write *foot*. (Check.)

5. *stays* — —

Number 5: *stays*. (Use the word in a sentence.) Say *stays*.

*Stays* is a think word. Write *stays*. (Check.)

6. *stood* — —

Number 6: *stood*. (Use the word in a sentence.) Say *stood*.

*Stood* is a think word. If you aren't sure how to spell the sound /ō/, look for the "book" picture. Write *stood*. (Check.)

7. *notebooks* — —

Number 7: *notebooks*. (Use the word in a sentence.) Say *notebooks*.

COMPOUND WORD *Notebooks* is a compound word. The two small words are syllables.

Say *notebooks* by syllables. ■ First syllable? ■ Question? (Students: which /ō /?)

► Hold up one finger.

Write *note-*.

Second syllable? ■ Careful. The sound /k/ after two vowels is spelled **k**. Write *-books*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. *early* — —

Number 8: *early*. (Use the word in a sentence.) Say *early*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **e-a**.

9. *guesses* — —

Number 9: *guesses*. (Use the word in a sentence.) Say *guesses*.

(Memory steps) Underline the hard part: **u-e-s-s**.

10. whose

Number 10: whose. Whose team will win, and whose team will lose? Say *whose*.

**HOMOPHONE** *Whose* is a homophone. It's not the contraction *who's*, as in *Who's coming?* It's *whose*, as in *Whose team will lose?*

(Memory steps) Underline the whole word.

## ► Pre-spelling: Prefixes *re-* and *un-*

replant — —

### TEKS 2.B.xxix

Student/Teacher activity  
Pre-spelling activity and  
Guided Spelling section  
(Words: *replant*, *unsafe*,  
*reheated*)

Help me write words with prefixes. Say “prefixes.”

Replant. The plant grew so large that we had to replant it in a larger pot. Replant.

What does *replant* mean? ■ *Replant*. Spell the prefix. (Students: r-e)

► Write *re* on the board.

Do I leave a space after *re-*?

► Add *-plant*.

Replant.

unsafe — —

Unsafe. The old ladder was unsafe. Unsafe.

What does *unsafe* mean? ■ *Unsafe*. Spell the prefix. (Students: u-n)

► Write *un* on the board.

Do I leave a space after *un-*?

► Add *-safe*.

Unsafe.

## ► Guided Spelling

Open your spelling books to page 121.

thirteen —

### TEKS 2.A.xvii

### TEKS 2.B.xii

Student/Teacher Narrative  
Guided Spelling Section  
(Words: *thirteen*, *joking*,  
*reheated*)

Number 1: thirteen. (Use the word in a sentence.) Say *thirteen*.

Say *thirteen* by syllables. ■ I’ll say the syllables to help you spell: *thir-teen*. Repeat the syllables. ■ First syllable? ■ Question?

(Students: which /er/?)

► Hold up two fingers.

Write *thir-*.

Second syllable? ■ Question? (Students: which /ē /?)

► Hold up two fingers.

Write *-teen*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. unit

Number 2: unit. (Use the word in a sentence.) Say *unit*.

Say *unit* by syllables. ■ I'll say it by syllables to help you spell: *u-nit*. Repeat the syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *u-*.

Second syllable? ■ Write *-nit*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. joking

Number 3: joking. (Use the word in a sentence.) Say *joking*.

Base word? ■ Question? (Students: which / $\bar{o}$ /?)

► Hold up one finger.

Careful. The sound /k/ after a long vowel is spelled **k**. Write *joke*.

*Joking*. What will you do before you add /ing/? (Students: drop e)

Erase the **e**, and add **i-n-g**. (Check.)

4. woods

Number 4: woods. (Use the word in a sentence.) Say *woods*.

*Woods* is a think word. If you aren't sure how to spell the sound / $\bar{o}$ o/, look for the "book" picture. Write *woods*. (Check.)

5. streets

Number 5: streets. (Use the word in a sentence.) Say *streets*.

Listen to the sounds: streets. Question? (Students: which / $\bar{e}$ /?)

► Hold up two fingers.

Write *streets*. (Check.)

6. threw

Number 6: threw. She threw the ball. Say *threw*.

HOMOPHONE *Threw* is a homophone. It's not *through*, *He came through the door*. It's *threw*, *She threw the ball*.

Question? (Students: which / $\bar{o}$ o/?)

► Hold up three fingers.

Write *threw*. (Check.)

7. reheated

Number 7: reheated. The soup was cold, so I reheated it.

Say *reheated*.

What does *reheated* mean? ■ First write the prefix, *re-*.

Don't leave any space after the prefix.

Now you will add *heated*. Base word? ■ Question?

(Students: which / $\bar{e}$ /?)

► Hold up three fingers.

Write *heat*.

TEKS 2.B.xiv

TEKS 2.B.xxix

Student/Teacher Activity

Guided Spelling section (Words

reheated)

*Reheated*. What will you decide? (Students: Do we double?)  
Everyone point to **e-a**. Is there one vowel? (Students: no, two)  
Will you double the last consonant? (Students: no) *Reheated*.  
Add **e-d**. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. guards

Number 8: guards. (Use the word in a sentence.) Say *guards*.  
(Memory steps) Underline the hard part: **u**.

9. guided

Number 9: guided. (Use the word in a sentence.) Say *guided*.  
(Memory steps) Underline the hard parts: **u-i** and **e**.

10. Sun.

Number 10: Sunday. The top of the letter said "Sun., February 11."  
Say *Sunday*.

ABBREVIATION Find the abbreviation for *Sunday* at the top of the page. When we read the abbreviation, we say *Sunday*.

(Memory steps) Underline the hard part: the period.

## ► Student Study

► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 111. If you missed a word on the test in Week 20, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |           |   |
|-----------|---|
| 1. trays  | How many lunch trays will we need? (application word) |
| 2. crows  | I saw four crows in the tree. (application word)      |
| 3. soon   | We'll start a new chapter soon.                       |
| 4. foot   | He could stand on one foot.                           |
| 5. guard  | That player will guard the ball.                      |
| 6. book   | The book is on the shelf.                             |
| 7. woods  | They took a walk in the woods.                        |
| 8. guess  | He tried to guess what was in the box.                |
| 9. stood  | She stood in front of the class.                      |
| 10. fruit | Apples are my favorite fruit.                         |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |              |   |
|--------------|---|
| 11. fire     | We go outside during fire drills.             |
| 12. guide    | There was a guide to help them at the museum. |
| 13. heated   | The classroom is heated in winter.            |
| 14. whose    | Whose gloves are these?                       |
| 15. early    | The sun rises early in the summer.            |
| 16. thirteen | Six plus seven equals thirteen.               |
| 17. choose   | I like to choose my own clothes.              |
| 18. street   | The dog trotted down the street.              |

### ADVANCED SPELLERS CONTINUE

- |               |  |
|---------------|--|
| 19. develop   | They learned how to develop photographs. |
| 20. difficult | It was a difficult problem.              |

## Sound /ī/ Spelled igh and y

### ► New Content

When we hear the sound /ī/ in the middle of a word, it may be spelled **igh**, as in *might*.

When we hear the sound /ī/ at the end of a word, it is probably spelled **y**, as in *sky* and *apply*.

### ► Teacher Background

Make a copy of the Week 22 homework (*Blackline Masters* page 29) for each student.

The sound /ī/ at the end of a word is usually spelled **y**, as in *fry* and *supply*.

In the *Guided Spelling* program, words with the spelling **ie** are taught as sight words, for example, *piece*, *field*, *pie*, and *lie*. If you are using a phonics program that teaches **ie** as a regular spelling for the sound /ī/ (as in *tie* and *lie*), then add **ie** to the spellings below the “kite” picture on the spelling-sound chart.

In the pre-spelling activities this week, you will model the spelling of endings on base words that end with consonant-**y**, such as *copies*, *cried*, and *trying*. These activities prepare the students for writing these words in Week 23.

### ► Words Used This Week

#### NEW PATTERN AND THINK WORDS

\*light, \*fry, \*night, \*white, quite, fine, sight, sky

#### NEW SIGHT WORDS

\*key, \*money, English, carry

#### REVIEW PATTERN AND THINK WORDS

\*foot, \*book, \*woods, \*stood, thirteen, heated, fire, street

REVIEW SIGHT WORDS

\*guard, \*guess, early, guide

CHALLENGE WORDS

already, beside, practice, minute

APPLICATION WORDS  
ON THE TEST

hood, pony

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

sly, program, cartoon, lighted, copyright, shook, growing,  
nights, might, baby, loaned, guessed, they're, keys, Tues.

► **Introduce This Week's Words**

Open your spelling books to page 123. Read the words and sentences with me.

1. light

Number 1: light. We needed a bright light.

► Point to **\_igh** under the “kite” picture on the spelling-sound chart.

The “kite” picture reminds us where to look for the spellings for the sound /ī/. The sound /ī/ in *light* is spelled **i-g-h**. We don't use **i-g-h** at the beginning of a word. Underline **i-g-h**.

2. fry

Number 2: fry. He likes to fry vegetables.

► Point to **\_y** under the “kite” picture.

The sound /ī/ in *fry* is spelled **y**. The sound /ī/ at the end of a word is usually spelled **y**.

3. night

Number 3: night. The stars shone beautifully that night.

Underline **i-g-h**.

4. white

Number 4: white. Write on white paper today.

Underline **i** and **e**.

5. quite

Number 5: quite. The baby took quite a long nap.

Underline **i** and **e**.

6. fine

Number 6: fine. Everyone did a fine job on the recycling project.

Underline **i** and **e**.

7. sight

Number 7: sight. Many people without sight use guide dogs.

Underline **i-g-h**.

8. sky

Number 8: sky. The sky grew dark and stormy.

The sound /ī/ at the end of a word is usually spelled **y**.

## NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. key

Number 9: key. The right key will unlock the door.  
Underline **e-y**.

10. money

Number 10: money. His grandfather gave him money to spend at the fair.

Underline **o** and **e-y**.

11. English

Number 11: English. English spelling can be a challenge.  
Underline capital **E**.

12. carry

Number 12: carry. Their job is to carry the play equipment.  
Underline **c-a-r-r**.

## NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |            |
|--------------|------------|
| 13. foot     | 19. fire   |
| 14. book     | 20. street |
| 15. woods    | 21. guard  |
| 16. stood    | 22. guess  |
| 17. thirteen | 23. early  |
| 18. heated   | 24. guide  |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. light

Number 1: light. We needed a bright light. Say *light*.

Question? (Students: which /ī/?)

► Hold up two fingers.

Write *light*. (Check.)

2. fry

Number 2: fry. He likes to fry vegetables. Say *fry*.

*Fry* is a think word. When we hear the sound /ī/ at the end of a word, we spell it **y**. Write *fry*. (Check.)

3. night

Number 3: night. The stars shone beautifully that night. Say *night*.

Question? (Students: which /ī/?)

► Hold up two fingers.

Write *night*. (Check.)

4. white

Number 4: white. Write on white paper today. Say *white*.

Question? (Students: which /ī /?)

► Hold up one finger.

Say *white*. (Check.)

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. key

Number 5: key. The right key will unlock the door. Say *key*.

(Memory steps) Underline the hard part: **e-y**.

6. money

Number 6: money. His grandfather gave him money to spend at the fair. Say *money*.

(Memory steps) Underline the hard parts: **o** and **e-y**.

7. English

Number 7: English. English spelling can be a challenge. Say *English*.

(Memory steps) Underline the hard part: capital **E**.

8. carry

Number 8: carry. Their job is to carry the play equipment. Say *carry*.

(Memory steps) Underline the hard part: **c-a-r-r**.

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► **Introduce the Homework**

► Hand out the Week 22 homework.

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► **Record Words Missed**

► Return the students' spelling tests from Week 21.

Turn to page 117. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 117.

# Week 22 Day 2

## ► Teacher Background

In the pre-spelling activities this week, you will model the spelling of endings on base words that end with consonant-**y**. These rhymes may be helpful to the students: Change **y** to **i** and add e-s. Change **y** to **i** and add e-d. Emphasize the rhyme and rhythm when you introduce these to the students.

The pre-spelling activities this week prepare the students for writing similar words in Week 23. More information about endings on consonant-**y** words is included in the Week 23 introduction.

## ► Pre-spelling: Endings on Consonant-y Words

Next week you will add endings to words that end with consonant-**y**. I will show you how.

copies

I will spell *copies*. *There were five copies. Copies.*

The base word is *copy*. I spell it by syllables: *cop-y*.

► Write *copy* on the board. Point to **py**.

I see consonant-**y** at the end. Here is a rhyme to help us remember the ending: Change **y** to **i** and add e-s. Say the rhyme with me: Change **y** to **i** and add e-s. I erase **y** and write **i** instead. I add **e-s**. *Copies*.

trying

I will spell *trying*. *They are trying hard. Trying.*

The base word is *try*.

► Write *try* on the board. Point to **ry**.

I see consonant-**y** at the end. When I add /ing/ I do not change **y** to **i**. I just add /ing/. *Trying*.

## ► Guided Spelling

Open your spelling books to page 125. Numbers 1–4 are new words for this week.

1. quite

Number 1: quite. The baby took quite a long nap. Say *quite*.

Question? (Students: which /ī /?)

► Hold up one finger.

Write *quite*. (Check.)

2. *fine*

Number 2: *fine*. Everyone did a *fine* job on the recycling project.  
Say *fine*.

Question? (Students: which /ī /?)

► Hold up one finger.

Write *fine*. (Check.)

3. *sight*

Number 3: *sight*. Many people without *sight* use guide dogs.  
Say *sight*.

Question? (Students: which /ī /?)

► Hold up two fingers.

Write *sight*. (Check.)

4. *sky*

Number 4: *sky*. The *sky* grew dark and stormy. Say *sky*.

*Sky* is a think word. When we hear the sound /ī / at the end of a word, we spell it **y**. Write *sky*. (Check.)

5. *cartoon*

Number 5: *cartoon*. (Use the word in a sentence.) Say *cartoon*.

Say *cartoon* by syllables. ■ First syllable? ■ Write *car-*.

Second syllable? ■ Question? (Students: which /ō /o /?)

► Hold up one finger.

Write *-toon*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

6. *program*

Number 6: *program*. (Use the word in a sentence.) Say *program*.

Say *program* by syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *pro-*.

Second syllable? ■ Write *-gram*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. *sly*

Number 7: *sly*. (Use the word in a sentence.) Say *sly*.

*Sly* is a think word. When we hear the sound /ī / at the end of a word, we spell it **y**. Write *sly*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. early — —

Number 8: early. (Use the word in a sentence.) Say *early*.  
(Memory steps) Underline the hard part: **e-a**.

9. guard — —

Number 9: guard. (Use the word in a sentence.) Say *guard*.  
(Memory steps) Underline the hard part: **u**.

10. they're — —

Number 10: they're. They're going to the front. Say *they're*.

HOMOPHONE It's not *there*, *You are there*. It's not *their*, *their house*.  
It's the contraction *they're*.

CONTRACTION What two words does *they're* come from?

(Memory steps) Underline the hard part: **e-y-apostrophe-r-e**.

# Week 22 Day 3

## ► Pre-spelling: Endings on Consonant-y Words

I will add endings to words that end with consonant-**y**.

cried

I will spell *cried*. *The baby cried. Cried.*

The base word is *cry*.

► Write *cry* on the board. Point to **ry**.

I see consonant-**y** at the end. Here is another rhyme: Change **y** to **i** and **add e-d**. I change **y** to **i**. I add **e-d**. *Cried*.

studying

I will spell *studying*. *They were studying Africa. Studying.*

The base word is *study*. I spell it by syllables: *stud-y*.

► Write *study* on the board. Point to **dy**.

I see consonant-**y** at the end. When I add /ing/ I do not change **y** to **i**. I just add /ing/. *Studying*.

## ► Guided Spelling

Open your spelling books to page 126.

1. sight

Number 1: *sight*. (Use the word in a sentence.) Say *sight*.

Question? (Students: which /ī /?)

► Hold up two fingers.

Write *sight*. (Check.)

2. growing

Number 2: *growing*. (Use the word in a sentence.) Say *growing*.

*Grow* is a think word.

Base word? ■ Write *grow*.

*Growing*. What will you decide? (Students: Do we double?) When a word ends with a vowel and then **w**, such as **o-w**, we do not double. We never double the letters **w**, **x**, or **y**. *Growing*. Add /ing/. (Check.)

3. fry

Number 3: *fry*. (Use the word in a sentence.) Say *fry*.

*Fry* is a think word. When we hear the sound /ī / at the end of a word, we spell it **y**. Write *fry*. (Check.)

4. white — —

Number 4: white. (Use the word in a sentence.) Say *white*.

Question? (Students: which /ī /?)

► Hold up one finger.

Write *white*. (Check.)

5. lighted — —

Number 5: lighted. (Use the word in a sentence.) Say *lighted*.

Base word? ■ Question? (Students: which /ī /?)

► Hold up two fingers.

Write *light*.

*Lighted*. What will you decide? (Students: Do we double?)

Everyone point to **i**. Is there one vowel? ■ Everyone point to

**g-h-t**. Is there one consonant after the vowel? (Students: no,

three) Will you double the last consonant? (Students: no) *Lighted*.

What's the spelling for the ending /əd/? ■ Add **e-d**. (Check.)

6. shook — —

Number 6: shook. (Use the word in a sentence.) Say *shook*.

*Shook* is a think word. If you aren't sure how to spell the sound /ōō/, look for the "book" picture. Careful. The sound /k/ after two vowels is spelled **k**. Write *shook*. (Check.)

7. copyright — —

Number 7: copyright. (Use the word in a sentence.) Say *copyright*.

COMPOUND WORD *Copyright* is a compound word.

Say *copyright* by syllables. ■ I'll say the syllables to help you spell: *cop-y-right*. Repeat the syllables. ■ First syllable? ■ Write *cop-*.

Next syllable? ■ Careful. The syllable *-y-* is the end of the word *copy*. Write *-y-*.

Next syllable?

HOMOPHONE *Right* is a homophone. It's not *write*, *write a book*.

It's the *right to copy*, *permission to copy*. Question? (Students: which /ī /?)

► Hold up two fingers.

Write *-right*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. money

**Number 8:** money. (Use the word in a sentence.) Say *money*.

**VISUALIZING** At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) **Underline the hard parts: o and e-y.**

9. carry

**Number 9:** carry. (Use the word in a sentence.) Say *carry*.

(Memory steps) **Underline the hard part: a-r-r.**

10. guessed

**Number 10:** guessed. (Use the word in a sentence.) Say *guessed*.

(Memory steps) **Underline the hard part: u-e-s-s.**

# Week 22 Day 4

## ► Pre-spelling: Endings on Consonant-y Words

I will add endings to words that end with consonant-**y**.

emptied — —

I will spell *emptied*. She emptied the wastebaskets. *Emptied*.

The base word is *empty*. I spell it by syllables: *emp-ty*.

► Write *empty* on the board. Point to **ty**.

I see consonant-**y** at the end. I say the rhyme: Change **y** to **i** and add **e-d**. I change **y** to **i**. I add **e-d**. *Emptied*.

drying — —

I will spell *drying*. Their wet clothes were *drying*. *Drying*. The base word is *dry*.

► Write *dry* on the board. Point to **ry**.

I see consonant-**y** at the end. When I add /ing/ I do not change **y** to **i**. I just add /ing/. *Drying*.

## ► Guided Spelling

Open your spelling books to page 127.

1. sky — —

Number 1: *sky*. (Use the word in a sentence.) Say *sky*.

*Sky* is a think word. When we hear the sound /ī / at the end of a word, we spell it **y**. Write *sky*. (Check.)

2. might — —

Number 2: *might*. (Use the word in a sentence.) Say *might*.

Question? (Students: which /ī /?)

► Hold up two fingers.

Write *might*. (Check.)

3. quite — —

Number 3: *quite*. (Use the word in a sentence.) Say *quite*.

Question? (Students: which /ī /?)

► Hold up one finger.

Write *quite*. (Check.)

4. baby

Number 4: baby. (Use the word in a sentence.) Say *baby*.

Say *baby* by syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *ba-*.

Second syllable? ■ Write *-by*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. fine

Number 5: fine. (Use the word in a sentence.) Say *fine*.

Question? (Students: which /ī /?)

► Hold up one finger.

Write *fine*. (Check.)

6. nights

Number 6: nights. (Use the word in a sentence.) Say *nights*.

Question? (Students: which /ī /?)

► Hold up two fingers.

Write *nights*. (Check.)

7. loaned

Number 7: loaned. (Use the word in a sentence.) Say *loaned*.

Base word? ■ Question? (Students: which /ō /?)

► Hold up two fingers.

Write *loan*.

*Loaned*. What will you decide? (Students: Do we double?)

Everyone point to **o-a**. Is there one vowel? (Students: no, two)

Will you double the last consonant? (Students: no) *Loaned*.

What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. keys

Number 8: keys. (Use the word in a sentence.) Say *keys*.

(Memory steps) Underline the hard part: **e-y**.

9. English

Number 9: English. (Use the word in a sentence.) Say *English*.

(Memory steps) Underline the hard part: capital **E**.

10. Tues.

Number 10: Tuesday. The calendar said "Tues." Say *Tuesday*.

ABBREVIATION Find the abbreviation for *Tuesday* at the top of the page. When we read the abbreviation, we say *Tuesday*.

(Memory steps) Underline the hard part: **u-e-s**-period.

## ▶ Student Study

---

▶ Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 117. If you missed a word on the test in Week 21, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |           |  |
|-----------|--|
| 1. hood   | Her sweater has a hood. (application word)       |
| 2. pony   | The children love pony rides. (application word) |
| 3. key    | He has a key to his house.                       |
| 4. guess  | Sometimes I guess the answer.                    |
| 5. white  | The paper is white with blue lines.              |
| 6. money  | She counted the money in the jar.                |
| 7. night  | We can see the stars at night.                   |
| 8. fry    | He likes to fry potatoes.                        |
| 9. woods  | Many animals live in the woods.                  |
| 10. light | Please turn on the light.                        |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 11. fine     | It was a fine day for a walk.            |
| 12. early    | They left home early.                    |
| 13. English  | The test was in English.                 |
| 14. sight    | The sunset was a beautiful sight.        |
| 15. carry    | She will carry the books to the library. |
| 16. quite    | He is quite sure he's read the book.     |
| 17. thirteen | Two plus eleven equals thirteen.         |
| 18. sky      | The sky was filled with clouds.          |

### ADVANCED SPELLERS CONTINUE

- |              |                                      |
|--------------|--------------------------------------|
| 19. practice | They have soccer practice today.     |
| 20. already  | She's already finished her homework. |

## Endings **es**, **ed**, and **ing** on Words That End with Consonant-**y**

---

### ► New Content

When the base word ends with consonant-**y**, we change the **y** to **i** before adding the ending **es**, as in *fries* and *ladies*.

When the base word ends with consonant-**y**, we change the **y** to **i** before adding the ending **ed**, as in *cried* and *hurried*.

When the base word ends with consonant-**y**, we do not change the base word when we add the ending **ing**, as in *flying* and *hurrying*.

---

### ► Teacher Background

Make a copy of the Week 23 homework (*Blackline Masters* page 30) for each student.

The inflections **es** and **ed** on words that end with a consonant followed by **y** (such as *try* and *copy*) always have the sounds /z/ and /d/ respectively, *not* /əz/, /t/, or /əd/ as in many words that the students have learned.

The spelling generalizations taught in this week's lessons (see "New Content" above) apply to both single-syllable and polysyllabic words.

When you teach the generalizations, we suggest that you first teach the students to write the base word, erase the **y**, write **i**, and then add **es** or **ed**. As the students become more proficient, they will no longer need to write and erase the **y**.

As you guide the students in changing **y** to **i**, you will use the rhymes you taught in the pre-spelling activities in Week 22.

The pre-spelling activities this week focus on adding endings to base words that end with consonant-**y**.

## ► Words Used This Week

NEW PATTERN AND THINK WORDS	*fries, *cried, *flying, *puppies, hurrying, speed, week, speak
NEW SIGHT WORDS	*ready, *often, listen, become
REVIEW PATTERN AND THINK WORDS	*night, *fry, *white, *light, fine, quite, sky, sight
REVIEW SIGHT WORDS	*money, *key, carry, English
CHALLENGE WORDS	level, rather, system, position
APPLICATION WORDS ON THE TEST	shy, blowing
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	kitties, spy, cooked, copied, tightly, smoothly, supplies, fly, sprayed, listens, becomes, it's, nobody, Thurs.

# Week 23 Day 1

## ► Pre-spelling: Endings on Consonant-y Words

Help me add endings to words that end in consonant-**y**.

hurries — —

Hurries. She hurries when she is late. Hurries.

Base word? (Students: hurry) *Hur-ry. Hur-*.

► Write *hur* on the board.

-*Ry*.

► Add *ry*. Point to **ry**.

Does the word end with consonant-**y**? ■ *Hurries*. What's our rhyme? (Students: Change **y** to **i** and add **e-s**.) I erase **y** and write **i**. I add **e-s**. *Hurries*.

prying — —

Prying. He was prying open the paint lid. Prying.

Base word?

► Write *pry* on the board.

*Prying*. Will we change **y** to **i**? (Students: no) I just add **i-n-g**. *Prying*.

## ► Introduce This Week's Words

Open your spelling books to page 129. Read the words and sentences with me.

1. fries — —

Number 1: fries. She fries tomatoes and eggs for breakfast.

The base word is *fry*. The **y** was changed to **i**, and **e-s** was added.

2. cried — —

Number 2: cried. The baby cried when he was hungry.

The base word is *cry*. The **y** was changed to **i**, and **e-d** was added.

3. flying — —

Number 3: flying. Many geese were flying south.

The base word is *fly*. The **y** was not changed to **i** before **i-n-g**.

4. puppies — —

Number 4: puppies. The puppies were asleep beside their mother.

The base word is *puppy*. The **y** was changed to **i**, and **e-s** was added.

5. hurrying — —

Number 5: hurrying. They were hurrying to school.

The base word is *hurry*. The **y** was not changed to **i** before **i-n-g**.

6. speed

Number 6: speed. A cheetah runs at a fast speed.

Underline **e-e**.

7. week

Number 7: week. They fed the neighbor's cat all week.

**HOMOPHONE** Week is a homophone. It's not *weak*, *She felt sick and weak*. It's *week*, seven days. Underline **e-e**.

8. speak

Number 8: speak. The teacher asked us to speak softly.

Underline **e-a**.

### NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. ready

Number 9: ready. We were ready on time today.

Underline **e-a**.

10. often

Number 10: often. Planets can often be seen at night.

Underline **t-e**.

11. listen

Number 11: listen. Service dogs listen carefully to instructions.

Underline **t-e**.

12. become

Number 12: become. A tadpole will become a frog.

Underline the first **e** and **o** and the second **e**.

### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |           |             |
|-----------|-------------|
| 13. night | 19. sky     |
| 14. fry   | 20. sight   |
| 15. white | 21. money   |
| 16. light | 22. key     |
| 17. fine  | 23. carry   |
| 18. quite | 24. English |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. fries

Number 1: fries. She fries tomatoes and eggs for breakfast.  
*Say fries.*

*Fries* is a think word.

Base word? ■ Write *fry*.

**TEKS 2.A.xxx**  
**TEKS 2.B.xv**  
Student/Teacher Narrative  
Guided Spelling section  
(Words: empties, cried,  
flying, puppies)

*Fries*. Everyone point to **r-y**. Does *fry* end with consonant-**y**? ■ Remember our rhyme: Change **y** to **i** and add e-s. Erase **y** and write **i** instead. ■ Add **e-s**. (Check.)

2. cried — —

Number 2: *cried*. The baby *cried* when he was hungry. Say *cried*. *Cried* is a think word.

Base word? ■ Write *cry*.

*Cried*. Everyone point to **r-y**. Does *cry* end with consonant-**y**? ■ Remember our rhyme: Change **y** to **i** and add e-d. Erase **y** and write **i** instead. Add **e-d**. (Check.)

3. flying — —

Number 3: *flying*. Many geese were *flying* south. Say *flying*.

*Flying* is a think word.

Write the base word.

*Flying*. Do not change **y** to **i**. Just add /ing/. (Check.)

4. puppies — —

Number 4: *puppies*. The *puppies* were asleep beside their mother. Say *puppies*.

Base word? ■ Say *puppy* by syllables. ■ I'll say the syllables of *puppy* to help you spell: *pup-py*. Repeat the syllables. ■ First syllable? ■ Write *pup-*.

Second syllable? ■ Write *-py*.

*Puppies*. Everyone point to **p-y**. Does *puppy* end with consonant-**y**? ■ Remember our rhyme: Change **y** to **i** and add e-s. Erase **y** and write **i** instead. Add **e-s**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. ready — —

Number 5: *ready*. We were *ready* on time today. Say *ready*.

(Memory steps) Underline the hard part: **e-a**.

6. often — —

Number 6: *often*. Planets can *often* be seen at night. Say *often*.

(Memory steps) Underline the hard part: **t-e**.

7. listen — —

Number 7: *listen*. Service dogs *listen* carefully to instructions.

Say *listen*.

(Memory steps) Underline the hard part: **t-e**.

8. become — —

Number 8: *become*. A tadpole will *become* a frog. Say *become*.

(Memory steps) Underline the hard parts: the first **e**, **o**, and the second **e**.

TEKS 2.A.iii      TEKS 2.B.iii

TEKS 2.A.iv

TEKS 2.B.ii

Student/Teacher Narrative

Guided Spelling section (Word: become)

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▶ **Introduce the Homework**

---

- ▶ Hand out the Week 23 homework.

---

▶ **Record Words Missed**

---

- ▶ Return the students' spelling tests from Week 22.

Turn to page 123. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 123.

## ► Pre-spelling: Endings on Consonant-y Words

Help me add endings to words that end in consonant-**y**.

denied — —

Denied. He denied breaking the window. Denied.

Base word? (Students: deny) *De-ny. De-*

► Write *de* on the board.

*-Ny.*

► Add *ny*. Point to **ny**.

Does the word end with consonant-**y**? *Denied*. What's our rhyme? (Students: Change **y** to **i** and add **e-d**.) I erase **y** and write **i**. I add **e-d**. *Denied*.

tries — —

Tries. He tries his best. Tries.

Base word?

► Write *try* on the board. Point to **ry**.

I see consonant-**y** at the end. *Tries*. What's our rhyme?

(Students: Change **y** to **i** and add **e-s**.) I change **y** to **i**. I add **e-s**. *Tries*.

## ► Guided Spelling

Open your spelling books to page 131. Numbers 1–4 are new words for this week.

hurrying — —

Number 1: hurrying. They were hurrying to school. Say *hurrying*.

Base word? ■ Say *hurry* by syllables. ■ I'll say the syllables of *hurry*

to help you spell: *hur-ry*. Repeat the syllables. ■ First syllable? ■

Question? (Students: which /er/?)

► Hold up three fingers.

Write *hur-*.

Second syllable? ■ Write *-ry*.

*Hurrying*. Do not change **y** to **i**. Just add /ing/.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. speed

Number 2: speed. A cheetah runs at a fast speed. Say *speed*.

Question? (Students: which /ē /?)

► Hold up two fingers.

Write *speed*. (Check.)

3. week

Number 3: week. They fed the neighbor's cat all week. Say *week*.

HOMOPHONE *Week* is a homophone. It's not *weak*, as in *I'm too weak to lift that heavy box*. It's *week*, seven days. Question? (Students: which /ē /?)

► Hold up two fingers.

Careful. The sound /k/ after two vowels is spelled **k**. Write *week*. (Check.)

4. speak

Number 4: speak. The teacher asked us to speak softly. Say *speak*.

Question? (Students: which /ē /?)

► Hold up three fingers.

Careful. The sound /k/ after two vowels is spelled **k**. Write *speak*. (Check.)

5. spy

Number 5: spy. (Use the word in a sentence.) Say *spy*.

*Spy* is a think word. Write *spy*. (Check.)

6. kitties

Number 6: kitties. (Use the word in a sentence.) Say *kitties*.

Base word? ■ Say *kitty* by syllables. ■ I'll say the syllables to help you spell: *kit-ty*. Repeat the syllables. First syllable? ■ Write *kit-*.

Second syllable? ■ Write *-ty*.

*Kitties*. Everyone point to **t-y**. Does *kitty* end with consonant-**y**? ■ Remember our rhyme: Change **y** to **i** and **add e-s**. Erase **y** and write **i** instead. Add **e-s**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. cooked

Number 7: cooked. (Use the word in a sentence.) Say *cooked*.

Base word? ■ Careful. If you don't know how to spell the first sound, raise your hand to ask me. Careful. The sound /k/ after two vowels is spelled **k**. Write *cook*.

*Cooked*. What will you decide? (Students: Do we double?) Everyone point to **o-o**. Is there one vowel? (Students: no, two) Will you double the last consonant? (Students: no) *Cooked*. What's the spelling for the ending /t/? ■ Add **e-d**. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. money

Number 8: money. (Use the word in a sentence.) Say *money*.  
(Memory steps) Underline the hard parts: **o** and **e-y**.

9. English

Number 9: English. (Use the word in a sentence.) Say *English*.  
(Memory steps) Underline the hard part: capital **E**.

10. it's

Number 10: it's. It's the very best one. Say *it's*.

**HOMOPHONE** The word is not *its*, as in *The dog chewed on its bone*.  
This is the contraction *it's*, *It's the very best one*.

**CONTRACTION** What two words does *it's* come from?

(Memory steps) Underline the hard part: apostrophe-**s**.

► **Pre-spelling: Endings on Consonant-y Words**

Help me add endings to words that end in consonant-y.

applying

Applying. She was applying for a job. Applying.

Base word? (Students: apply) *Ap-ply. Ap-*

► Write *ap* on the board.

*-Ply.*

► Add *ply*.

*Applying.* Will we change **y** to **i**? (Students: no) I just add **i-n-g**.

*Applying.*

parties

Parties. Birthday parties can be fun. Parties.

Base word? (Students: party) *Par-ty. Par-*

► Write *par* on the board.

*-Ty.*

► Add *ty*. Point to **ty**.

Does the word end with consonant-y? ■ *Parties.* What's our rhyme? (Students: Change y to i and add e-s.) I erase **y** and write **i**. I add **e-s**. *Parties.*

► **Guided Spelling**

Open your spelling books to page 132.

1. speed

Number 1: speed. (Use the word in a sentence.) Say *speed*.

Question? (Students: which /ē /?)

► Hold up two fingers.

Write *speed*. (Check.)

2. copied

Number 2: copied. (Use the word in a sentence.) Say *copied*.

Base word? ■ Say *copy* by syllables. ■ I'll say the syllables to help you spell: *cop-y*. Repeat the syllables. ■ First syllable? ■ Write *cop-*.

Next syllable? ■ Write *-y*.

*Copied.* Everyone point to **p-y**. Does *copy* end with consonant-**y**? ■ What's our rhyme? (Students: Change **y** to **i** and add **e-d**.) Erase **y** and write **i** instead. Add **e-d**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. fries — —

Number 3: fries. (Use the word in a sentence.) Say *fries*.

*Fries* is a think word. ■ Base word? ■ Write *fry*.

*Fries*. Everyone point to **r-y**. Does *fry* end with consonant-**y**? ■ Remember our rhyme: Change **y** to **i** and add **e-s**. Erase **y** and write **i** instead. Add **e-s**. (Check.)

4. tightly — —

Number 4: tightly. (Use the word in a sentence.) Say *tightly*.

*Tightly* is a base word with a suffix. Base word? ■ Question? (Students: which / $\bar{t}$ /?)

► Hold up two fingers.

Write *tight*.

*Tightly*. What is the suffix? (Students: **-ly**) Add the suffix. Don't leave space between the base word and the suffix.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. flying — —

Number 5: flying. (Use the word in a sentence.) Say *flying*.

*Flying* is a think word. Write the base word.

*Flying*. Do not change **y** to **i**. Just add /**ing**/. (Check.)

6. smoothly — —

Number 6: smoothly. (Use the word in a sentence.) Say *smoothly*.

*Smoothly* is a base word with a suffix. Base word? ■ Question? (Students: which / $\bar{o}$ o/?)

► Hold up one finger.

Write *smooth*.

*Smoothly*. What is the suffix? (Students: **-ly**) Add the suffix. Don't leave space between the base word and the suffix.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. speak — —

Number 7: speak. (Use the word in a sentence.) Say *speak*.

Question? (Students: which / $\bar{e}$ /?)

► Hold up three fingers.

Careful. The sound /**k**/ after two vowels is spelled **k**. Write *speak*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. ready

Number 8: ready. (Use the word in a sentence.) Say *ready*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **e-a**.

9. listens

Number 9: listens. (Use the word in a sentence.) Say *listens*.

(Memory steps) Underline the hard part: **t-e**.

10. nobody

Number 10: nobody. (Use the word in a sentence.) Say *nobody*.

COMPOUND WORD *Nobody* is a compound word. What two smaller words make up *nobody*?

(Memory steps) Underline the hard part: the first **o**.

# Week 23 Day 4

## ► Pre-spelling: Endings on Consonant-y Words

Help me add endings to words that end in consonant-**y**.

replied — —

Replied. You asked a question and I replied. Replied.

Base word? (Students: reply) *Re-ply. Re-*

► Write *re* on the board.

*-Ply.*

► Add *ply*. Point to *ly*.

Does the word end with consonant-**y**? ■ *Replied*. What's our rhyme? (Students: Change *y* to *i* and add *e-d*.) I erase **y** and write **i**. I add **e-d**. *Replied*.

crying — —

Crying. The baby was crying. Crying.

Base word?

► Write *cry* on the board.

*Crying*. Will we change **y** to **i**? (Students: no) I just add **i-n-g**. *Crying*.

## ► Guided Spelling

Open your spelling books to page 133.

week — —

Number 1: week. Give your report one week from today. Say *week*.

HOMOPHONE *Week* is a homophone. It's not *weak*, as in *When he was sick, he felt weak*. It's *week*, seven days.

Question? (Students: which /ē /?)

► Hold up two fingers.

Careful. The sound /k/ after two vowels is spelled **k**. Write *week*. (Check.)

## 2. supplies

Number 2: supplies. (Use the word in a sentence.) Say *supplies*.

Base word? ■ Say *supply* by syllables. ■ I'll say the syllables to help you spell: *sup-ply*. Repeat the syllables. ■ First syllable? ■ Write *sup-*.

Second syllable? ■ It's spelled **p-l-y**. Write *-ply*.

*Supplies*. Everyone point to **l-y**. Does *supply* end with consonant-**y**? ■ Remember our rhyme: Change **y** to **i** and add **e-s**. Erase **y** and write **i** instead. Add **e-s**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

## 3. hurrying

Number 3: hurrying. (Use the word in a sentence.) Say *hurrying*.

Base word? ■ Say *hurry* by syllables. ■ I'll say the syllables of *hurry* to help you spell: *hur-ry*. Repeat the syllables. ■ First syllable? ■ Question? (Students: which /er/?)

► Hold up three fingers.

Write *hur-*.

Second syllable? ■ Write *-ry*.

*Hurrying*. Do not change **y** to **i**. Just add /ing/.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

## 4. fly

Number 4: fly. (Use the word in a sentence.) Say *fly*.

*Fly* is a think word. Write *fly*. (Check.)

## 5. cried

Number 5: cried. (Use the word in a sentence.) Say *cried*.

*Cried* is a think word.

Base word? ■ Write *cry*.

*Cried*. Everyone point to **r-y**. Does *cry* end with consonant-**y**? ■ Remember our rhyme: Change **y** to **i** and add **e-d**. Erase **y** and write **i** instead. ■ Add **e-d**. (Check.)

## 6. sprayed

Number 6: sprayed. (Use the word in a sentence.) Say *sprayed*.

*Sprayed* is a think word.

Base word? ■ Write *spray*.

*Sprayed*. What will you decide? (Students: Do we double?) When a word ends with a vowel and then **y**, such as **a-y**, we do not double. We never double the letters **w**, **x**, or **y**. *Sprayed*. What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

7. puppies

Number 7: puppies. (Use the word in a sentence.) Say *puppies*.

Base word? ■ Say *puppy* by syllables. ■ I'll say the syllables to help you spell: *pup-py*. Repeat the syllables. ■ First syllable? ■ Write *pup-*.

Second syllable? ■ Write *-py*.

*Puppies*. Everyone point to **p-y**. Does *puppy* end with consonant-**y**? ■ Remember our rhyme: Change **y** to **i** and add **e-s**. Erase **y** and write **i** instead. Add **e-s**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. often

Number 8: often. (Use the word in a sentence.) Say *often*.

(Memory steps) Underline the hard part: **t-e**.

9. becomes

Number 9: becomes. (Use the word in a sentence.) Say *becomes*.

(Memory steps) Underline the hard parts: the first **e**, **o**, and the second **e**.

10. Thurs.

Number 10: Thursday. She wrote "Thurs." at the top of the letter. Say *Thursday*.

ABBREVIATION Find the abbreviation for *Thursday* at the top of the page. When we read the abbreviation, we say *Thursday*.

(Memory steps) Underline the whole abbreviation.

## ▶ Student Study

▶ Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 123. If you missed a word on the test in Week 22, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. shy  
Shy animals stay away from people. (application word)
2. blowing  
The wind was blowing hard. (application word)
3. money  
We have money for our field trip.
4. light  
This package is light.
5. fries  
Our dad fries eggs for breakfast.
6. often  
She walks to school often.
7. puppies  
The dog has three puppies.
8. ready  
They were ready to go to school.
9. cried  
He cried when he broke his leg.
10. flying  
Two helicopters were flying over us.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. hurrying  
The children were hurrying to school.
12. become  
Tomatoes become red as they ripen.
13. speed  
The speed limit was 45 miles per hour.
14. listen  
They listen to music together.
15. week  
There are seven days in a week.
16. English  
The book was written in English.
17. speak  
He can speak two languages.
18. sight  
The captain kept the shore in sight.

### ADVANCED SPELLERS CONTINUE

19. system  
We have a system for filing our school work.
20. position  
I usually write in a sitting position.

## Review of Weeks 17, 19, 20, 21, and 22

### ► Teacher Background

Make a copy of the Week 24 homework (*Blackline Masters* pages 31–33) for each student.

The structure of the review weeks is as follows:

Day 1: Pretest

Day 2: Proofreading with a partner

Day 3: Study for the review test with a partner

Day 4: Class discussion on spelling

Day 5: Review week test

See Week 6, page 101, for more details about the structure of the review weeks.

For information on differentiating instruction based on your students' needs, see Week 2, pages 28–29.

The pre-spelling activities this week focus on adding endings to base words that end with consonant-y.

In the optional spelling activity this week (*Student Spelling Book* page 138), the students alphabetize words. If your students do not know how to alphabetize using the second, third, and fourth letters of words, you may wish to practice this with them as described in “Introduce the Optional Spelling Activity” at the end of Day 1.

### ► Words Used This Week

#### REVIEW PATTERN AND THINK WORDS

\*boat, \*November, \*grow, \*low, note, throat, board, snow,  
\*closing, \*starring, \*Friday, \*stayed, marked, tail, states, raised,  
\*Sunday, \*June, \*grew, \*soon, choose, team, moon, knew, \*foot,  
\*book, \*woods, \*stood, thirteen, heated, fire, street, \*night, \*fry,  
\*white, \*light, fine, quite, sky, sight

REVIEW SIGHT WORDS

\*truth, \*due, along, toe, \*sold, \*instead, worth, fold, \*fruit,  
\*Tuesday, whose, suit, \*guard, \*guess, early, guide, \*money,  
\*key, carry, English

REVIEW CHALLENGE  
WORDS

follow, window, machine, below, product, moment, present (2),  
either, history, subject, human, object, difficult, develop,  
describe, result, already, minute, practice, beside

APPLICATION WORDS  
ON THE TEST

playing, showed

# Week 24 Day 1

## Pretest

### ► Administer the Pretest

---

Turn to page 136 in your spelling books. This week you will review your spelling words. You will take a pretest today.

#### ALL STUDENTS

- |             |  |
|-------------|--|
| 1. thorn    | She pricked her finger on the rose thorn. (application word)   |
| 2. throwing | They're good at throwing softballs. (application word)         |
| 3. June     | Their sister's graduation will be in June.                     |
| 4. instead  | There were no dark red crayons, so she used light red instead. |
| 5. low      | Bend low and look under the desk.                              |
| 6. foot     | We measured a foot with the yardstick.                         |
| 7. closing  | The store will be closing in 15 minutes.                       |
| 8. truth    | Sometimes it's hard to find out the truth.                     |

#### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 9. raised    | He raised his hand as soon as he knew. |
| 10. thirteen | A "baker's dozen" is thirteen.         |
| 11. worth    | All their hard practice was worth it.  |
| 12. choose   | Which book will you choose?            |

### ► Correct the Pretest

---

I will read and spell each word. Point under each letter as I spell. If you did not spell the word correctly, draw a line through the word.

- Read and spell the 12 words out loud.

---

## ▶ Record Words Missed on the Pretest

---

Turn back to page 135. Here are the words that we will review this week. If you missed any words on the pretest, find the words on this page and write **S** in front of each one. These are words that you especially need to study.

## ▶ Introduce the Homework

---

▶ Hand out the homework for Week 24. There are three pages this week. The students will practice every review word.

## ▶ Record Words Missed on Last Week's Test

---

▶ Return the students' spelling tests from Week 23.

Turn to page 129. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 129.

## ▶ Introduce the Optional Spelling Activity

---

In the optional spelling activity this week (*Student Spelling Book* page 138), the students alphabetize words. If your students do not know how to alphabetize using the second, third, and fourth letters of words, you may wish to practice this with them as described below.

- ▶ Write on the board: heated head health
- ▶ Have the class tell you the alphabetical order for these words as you rewrite them on the board.

## Proofreading

### ▶ Teacher Background

The pre-spelling activities this week focus on adding endings to base words that end with **y**.

### ▶ Pre-spelling: Endings on Words That End with **y**

Help me add endings to words that end with **y**.

relied — — —

Relied. I've relied on you for a long time. Relied.

Base word? (Students: rely) *Re-ly. Re-*

▶ Write *re* on the board.

*-Ly.*

▶ Add *ly*. Point to **ly**.

Does the word end with consonant-**y**? ■ *Relied*. What's our rhyme? (Students: Change **y** to **i** and add **e-d**.) I erase **y** and write **i**. I add **e-d**. *Relied*.

destroyed — — —

Destroyed. The tornado destroyed the barn. Destroyed.

Base word? (Students: destroy) *De-stroy. De-*

▶ Write *de* on the board.

*-Stroy.*

▶ Add *stroy*. Point to **oy**.

*Destroy* ends with vowel-**y**. *Destroyed*. What will we do now? (Students: just add **e-d**) *Destroyed*.

### ▶ Partner Proofreading

▶ Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Open your spelling books to page 137. On this page you will see many of the words that we have studied, but some of them are

not spelled correctly. Today you will proofread these sentences with your partner. Read each sentence with your partner. Together you will look for misspelled words. When you find a misspelled word, draw a line through it and write the correct word above it. You may find a sentence without any misspelled words.

▶ As the students work, monitor and assist those who need extra support in proofreading.

---

## ▶ **Correct Sentences Together**

Let's read each sentence together. You tell me each misspelled word and how to spell it correctly, and I will write the correct word on the board. If you made a mistake, draw a line through the word.

1. That night the fier heeted the cabin and gave us lite. Misspelled words? (Students: fire, f-i-r-e, heated, h-e-a-t-e-d, light, l-i-g-h-t)

▶ Write *fire*, *heated*, and *light* on the board.

2. Guess whose teem won on Friday. Misspelled words? (Students: team, t-e-a-m)

▶ Write *team* on the board.

3. Use this mony to buy the frute before it is all sold. Misspelled words? (Students: money, m-o-n-e-y, fruit, f-r-u-i-t)

▶ Write *money* and *fruit* on the board.

4. Your book is do on Friday, November 2. Misspelled words? (Students: due, d-u-e)

▶ Write *due* on the board.

5. The mune was shining on the wight snow along our streat. Misspelled words? (Students: moon, m-o-o-n, white, w-h-i-t-e, street, s-t-r-e-e-t)

▶ Write *moon*, *white*, and *street* on the board.

---

## ▶ **Record Words Missed in Proofreading**

If there is a misspelled word that you did not correct, turn back to page 135 and write **S** next to the word. If there is a word that you did not write correctly, find the word on page 135 and write **S** next to it. These are words that you especially need to study.

## Partner Study

### ► Pre-spelling: Endings on Words That End with **y**

---

carries — —

Help me add endings to words that end with **y**.

Carries. A kangaroo carries her baby in her pouch. Carries.

Base word? (Students: carry) *Car-ry. Car-*.

► Write *car* on the board.

*-Ry.*

► Add *ry*. Point to **ry**.

Does the word end with consonant-**y**? ■ *Carries*. What's our rhyme? (Students: Change **y** to **i** and add **e-s**.) I erase **y** and write **i**. I add **e-s**. *Carries*.

annoys — —

Annoys. Sometimes her brother annoys her. Annoys.

Base word? (Students: annoy) *An-noy. An-*.

► Write *an* on the board.

*-Noy.*

► Add *noy*.

*Annoys*. What will we do now? (Students: add **s**) *Annoys*.

### ► Partner Study

---

► Have your students open their spelling books to page 135. Remind them how to study their spelling words with a partner. In partner study the students take turns telling each other which word they choose to spell aloud. The students also say which parts of each word are hard to spell. For example, one student says, "I will spell number 1, *boat*. The hard part is **o-a**." She covers the word and spells it aloud as her partner checks. If she makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind her to study it.

► You may want to model the partner study before your students begin.

## Spelling Discussion

### ▶ Teacher Background

The purpose of the discussion is to help your students study for tests effectively.

### ▶ Pre-spelling: Endings on Words That End With **y**

Help me add endings to words that end with **y**.

pitied

Pitied. The king in the story pitied the poor child. Pitied.

Base word? (Students: pity) *Pi-ty. Pi-*

▶ Write *pi* on the board.

*-Ty.*

▶ Add *ty*. Point to **ty**.

Does the word end with consonant-**y**? ■ *Pitied*. What's our rhyme? (Students: Change **y** to **i** and add **e-d**.) I erase **y** and write **i**. I add **e-d**. *Pitied*.

staying

Staying. Grandma is staying for a week. Staying.

Base word?

▶ Write *stay* on the board. Point to **ay**.

*Stay* ends with vowel-**y**. *Staying*. What will we do now? (Students: just add **i-n-g**) *Staying*.

### ▶ Spelling Discussion

Today we'll talk about how to study for spelling tests. Everyone needs to find the ways that are best for you. How do you study for spelling tests? Does that way work well for you?

The students might say:

"I use the memory steps."

"I mark the hard parts of each word."

"I close my eyes and visualize the word."

“I think about whether the word is a homophone.”

“I make up mnemonics.”

“My mother tests me.”

---

▶ **Partner Study**

▶ If time permits, have the students study the review words on page 135 with their partners, as on Day 3 of this review week.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. playing
2. showed
3. key
4. boat
5. guard
6. white
7. stood
8. Tuesday
9. grew
10. night

The squirrels are playing in the tree. (application word)  
She showed the class her rock collection. (application word)  
Here is a key to the house.  
The boat sailed across the lake.  
The guard stayed by the crosswalk.  
The chalk is white.  
The horse stood in the shade.  
We went downtown on Tuesday.  
The sunflowers grew very tall.  
Some animals are awake at night.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. quite
12. states
13. guide
14. board
15. suit
16. knew
17. carry
18. heated

The cup is not quite empty.  
Which states touch the Atlantic Ocean?  
Their blind neighbor has a guide dog.  
We nailed up the fence board.  
My father wore a new suit.  
The cat knew where to find her kitten.  
A mother cat can carry her kitten.  
We heated the milk for cocoa.

### ADVANCED SPELLERS CONTINUE

19. minute
20. describe

There are 60 seconds in a minute.  
They had to describe an elephant.

## ▶ Ongoing Assessment of Spelling Progress

Take some time to assess the progress of your students.

Were there many errors on numbers 1 and 2, the application words (the words the students did not study)? You may need to provide more support during daily guided spelling.

Were there many errors on memory parts of words? The memory parts are the letter sequences that must be memorized because they can't be figured out using phonics knowledge. Examples are the underlined letters in the following words: *boat*, *night*, *suit*.

If the students are making errors on the memory parts, discuss the importance of spelling homework. Be sure the students and parents understand the homework instructions and the importance of using the three memory steps.

If you have been differentiating instruction, are your below-grade-level, average, and advanced spellers correctly designated? Consider the students' performance on all spelling tests to date. If some students have consistently made several errors on the tests, consider having them memorize fewer words each week. If average spellers have made no errors on the tests, they may be able to learn the challenge words each week. Consider student effort as well as performance, however. Some students with perfect tests may have studied intensely and would find it difficult to memorize additional words.

Is there a gap between the students' test performance and their class writing beyond spelling lessons? Continue to encourage your students to use the spelling strategies they have learned when they are proofreading and revising their writing. You may wish to occasionally revisit the ideas generated during the spelling discussions (see pages 111, 202, and 285).

## Sound /ou/ Spelled **ou** and **ow**

---

### ► New Content

The sound /ou/ at the beginning or in the middle of a word is spelled **ou** or **ow**, as in *found* and *clown*.

The sound /ou/ at the end of a word is usually spelled **ow**, as in *cow*.

---

### ► Teacher Background

Make a copy of the Week 25 homework (*Blackline Masters* page 34) for each student.

This week the guidance for dropping **e** before **ing** changes. The students have practiced writing and then erasing **e** in words such as *joking*. Now they are encouraged to think ahead and not write an **e** that is going to be dropped.

The amount of guidance provided for adding endings to consonant-y words is decreased in this week's lessons. If your students need more support for this, continue to provide the level of guidance shown in Week 23.

Reminders:

- Be sure your class understands that guided spelling is not a test. The students should listen to your step-by-step guidance so that they write the words correctly.
- Teach the lessons at a fairly quick pace. Difficult concepts will be reviewed many times.
- If some of the students make a mistake in the choral response, tell the class the correct answer and repeat the question.

The pre-spelling activities this week introduce the students to possessives such as *girl's*, *cats'*, and *men's*. See Day 2 (page 380) for background on possessives.

## ► Words Used This Week

### NEW PATTERN AND THINK WORDS

\*now, \*town, \*house, \*hour, brown, about, south, sound

### NEW SIGHT WORDS

\*bread, \*meant, sense, weather

### REVIEW PATTERN AND THINK WORDS

\*flying, \*fries, \*puppies, \*cried, week, hurrying, speak, speed

### REVIEW SIGHT WORDS

\*often, \*ready, become, listen

### CHALLENGE WORDS

mountains, thousand, flower, flour

### APPLICATION WORDS ON THE TEST

cries, flying

### ADDITIONAL WORDS IN DAILY GUIDED SPELLING

plowed, emptying, brightly, hours, doghouse, bouncing, studied, fiction, sounded, brow, pennies, tube, senses, we'll, listening, Sat.

► **Introduce This Week's Words**

Open your spelling books to page 139. Read the words and sentences with me.

1. now

Number 1: now. Now we know the answer.

► Point to the “ouch” picture on the spelling-sound chart.

The picture is for the sound /ou/: “ouch.”

► Point to **ow** under the “ouch” picture.

The sound /ou/ in *now* is spelled **o-w**. The sound /ou/ at the end of a word is usually spelled **o-w**.

2. town

Number 2: town. They moved to another town.

► Point to **ow** under the “ouch” picture.

Underline **o-w**.

3. house

Number 3: house. The story was about a mouse in a house.

► Point to **ou** under the “ouch” picture.

The sound /ou/ in *house* is spelled **o-u**. Underline **o-u** and **e**.

4. hour

Number 4: hour. The program lasted one hour.

**HOMOPHONE** *Hour* is a homophone. It's not *our*, *This is our classroom*. It's *hour*, *60 minutes*. The **h** in *hour* is silent. Underline **h** and **o-u**.

5. brown

Number 5: brown. The new boots were brown.

Underline **o-w**.

6. about

Number 6: about. What were they shouting about?

*About* has two syllables: *a-bout*. Put a dot between the two syllables. Underline **a** and **o-u**.

7. south

Number 7: south. He searched north, south, east, and west.

Underline **o-u**.

8. sound

Number 8: sound. The sound of the traffic was very loud.

Underline **o-u**.

## NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. bread

Number 9: bread. She spread jam on her bread.

Underline **e-a**.

10. meant

Number 10: meant. They figured out what the message meant.

Underline **e-a**.

11. sense

Number 11: sense. Taste is one sense.

Underline the first **s** and **s-e** at the end.

12. weather

Number 12: weather. We expected hot weather in summer.

Underline **e-a** and **e-r**.

## NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |            |
|--------------|------------|
| 13. flying   | 19. speak  |
| 14. fries    | 20. speed  |
| 15. puppies  | 21. often  |
| 16. cried    | 22. ready  |
| 17. week     | 23. become |
| 18. hurrying | 24. listen |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. now

Number 1: now. Now we know the answer. Say *now*.

*Now* is a think word. Look for the “ouch” picture. When we hear the sound /ou/ at the end of a word, it is usually spelled **o-w**.

Write *now*. (Check.)

2. town

Number 2: town. They moved to another town. Say *town*.

Look for the “ouch” picture. Question? (Students: which /ou/?)

► Hold up two fingers.

Write *town*. (Check.)

3. house

Number 3: house. The story was about a mouse in a house. Say *house*.

Question? (Students: which /ou/?)

► Hold up one finger.

Careful. The sound /s/ in *house* is spelled **s-e**. (Check.)

4. hour

Number 4: hour. The program lasted one hour. Say *hour*.

HOMOPHONE *Hour* is a homophone. It's not *our*, as in *belonging to us*. It's *hour*, 60 minutes.

Careful. *Hour* starts with the silent letter **h**. Question? (Students: which /ou/?)

► Hold up one finger.

Write *hour*. (Check.)

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. bread

Number 5: bread. She spread jam on her bread. Say *bread*.

(Memory steps) Underline the hard part: **e-a**.

6. meant

Number 6: meant. They figured out what the message meant. Say *meant*.

(Memory steps) Underline the hard part: **e-a**.

7. sense

Number 7: sense. Taste is one sense. Say *sense*.

(Memory steps) Underline the hard parts: the first **s** and **s-e** at the end.

8. weather

Number 8: weather. We expected hot weather in summer. Say *weather*.

(Memory steps) Underline the hard parts: **e-a** and **e-r**.

---

► **Introduce the Homework**

► Hand out the Week 25 homework.

---

► **Record Words Missed**

► Return the students' spelling tests from Week 24.

Turn to page 135. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 135.

## ► Teacher Background

The pre-spelling activities this week introduce the students to possessives. Possessives are one of the more difficult concepts in English for several reasons:

- In general, a possessive shows ownership. *The girl's hat* can mean that the girl *owns* the hat; it *belongs to* her. Yet *the girl's hat* can also mean that the girl *has* the hat, as in *The girl's hat was borrowed from her friend*. *The men's job* means the job of the men. *Boys' shoes* means shoes for boys.
- Readers must be able to determine whether the possessive is singular (as in *the girl's dogs*) or plural (as in *the girls' dogs*). Spellers must select and spell the correct possessive for their meaning.
- The apostrophe in a possessive does not have the same function as an apostrophe in a contraction.

Possessives are especially difficult for English Language Learners, as well as for other speakers who do not usually pronounce the *s* in possessives. Many students will need an extended period of modeling and guiding to master the spelling of possessives.

## ► Pre-spelling: Possessives

I will explain possessive words to you.

girl's — — —

- Write on the board: The girl's hat is orange.

Read with me: *The girl's hat is orange*. This sentence shows us that the hat *belongs to* the girl. The girl *owns* the hat.

- Cover 's.

We know there is one girl.

- Point to *girl's*.

The word *girl's* is a possessive. Say "possessive."

- Write on the board: girls girl's

These two words are not the same.

- Point to *girls*.

This means "more than one girl."

- ▶ Point to *girl's*.

This is possessive.

- ▶ Write on the board: didn't girl's hat
- ▶ Point to *didn't* and *girl's*.

Both of these words have apostrophes. In the contraction *didn't* what does the apostrophe show? (Students: A letter was left out.) In *girl's* the apostrophe does *not* show letters left out. The apostrophe shows that the word is possessive.

- ▶ Point to the “girl’s hat” picture on the spelling-sound chart. This is the picture for the possessive “girl’s hat.”

## ▶ Guided Spelling

Open your spelling books to page 141. Numbers 1–4 are new words for this week.

1. brown — —

Number 1: brown. The new boots were brown. Say *brown*. Look for the “ouch” picture. Question? (Students: which /ou/?)

- ▶ Hold up two fingers.

Write *brown*. (Check.)

2. about — —

Number 2: about. What were they shouting about? Say *about*.

Say *about* by syllables. ■ I’ll say the syllables to help you spell: *a-bout*. Repeat the syllables. ■ The first syllable is spelled **a**. Write *a-*.

Second syllable? ■ Question? (Students: which /ou/?)

- ▶ Hold up one finger.

Write *-bout*.

Let’s check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. south — —

Number 3: south. He searched north, south, east, and west. Say *south*.

Question? (Students: which /ou/?)

- ▶ Hold up one finger.

Write *south*. (Check.)

4. sound

Number 4: sound. The sound of the traffic was very loud.  
Say *sound*.

Question? (Students: which /ou/?)

► Hold up one finger.

Write *sound*. (Check.)

5. emptying

Number 5: emptying. (Use the word in a sentence.) Say *emptying*.

Base word? ■ Say *empty* by syllables. ■ If you don't remember how to spell *empty*, raise your hand to ask me. Write *empty*.

*Emptying*. Will you change **y** to **i**? (Students: no) Just add /ing/.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

6. plowed

Number 6: plowed. (Use the word in a sentence.) Say *plowed*.

*Plowed* is a think word.

Base word? ■ Write *plow*.

When a word ends with a vowel and then **w**, such as **o-w**, we do not double. We never double **w**, **x**, or **y**. *Plowed*. What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

7. brightly

Number 7: brightly. (Use the word in a sentence.) Say *brightly*.

*Brightly* is a base word with a suffix. Base word? ■ Question? (Students: which /ī /?)

► Hold up two fingers.

Write *bright*.

*Brightly*. What is the suffix? (Students: -ly) Add the suffix. Don't leave space between the base word and the suffix.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. ready

Number 8: ready. (Use the word in a sentence.) Say *ready*.

(Memory steps) Underline the hard part: **e-a**.

9. often

Number 9: often. (Use the word in a sentence.) Say *often*.

(Memory steps) Underline the hard part: **t-e**.

10. we'll

Number 10: we'll. (Use the word in a sentence.) Say *we'll*.

CONTRACTION *We'll* is a contraction. What two words does *we'll* come from?

(Memory steps) Underline the hard part: **e-apostrophe-l-l**.

### ► Pre-spelling: Possessives

I will explain possessive words to you.

cats' — — —

► Write on the board: The cats' dish is full.

Read with me: *The cats' dish is full. The dish belongs to the cats. The dish is their dish.*

► Cover the apostrophe.

There is more than one cat.

► Point to *cats'*.

The word *cats'* is a possessive. Say "possessive."

► Point to the "cats' dish" picture.

This is the picture for the possessive "cats' dish."

### ► Guided Spelling

Open your spelling books to page 142.

1. brown — — —

Number 1: brown. (Use the word in a sentence.) Say *brown*.

Look for the "ouch" picture. Question? (Students: which /ou/?)

► Hold up two fingers.

Write *brown*. (Check.)

2. fiction — — —

Number 2: fiction. (Use the word in a sentence.) Say *fiction*.

Say *fiction* by syllables. First syllable? ■ If you don't know how to spell the sound /k/ in *fic-*, raise your hand to ask me. Write *fic-*.

Second syllable? ■ If you aren't sure how to spell *-tion*, raise your hand to ask me. Write *-tion*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. studied

Number 3: studied. (Use the word in a sentence.) Say *studied*.

Base word? ■ Say *study* by syllables. ■ I'll say the syllables to help you spell: *stud-y*. Repeat the syllables. ■ First syllable? ■ Write *stud-*.  
Second syllable? ■ Write *-y*.

*Studied*. Everyone point to **d-y**. Does *study* end with consonant-**y**? ■ What's our rhyme? (Students: Change *y* to *i* and add *e-d*.) Erase **y** and write **i** instead. Add **e-d**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. hours

Number 4: hours. (Use the word in a sentence.) Say *hours*.

Careful. *Hours* begins with silent **h**. Question? (Students: which /ou/?)

► Hold up one finger.

Write *hours*. (Check.)

5. bouncing

Number 5: bouncing. (Use the word in a sentence.) Say *bouncing*.

Base word? ■ Listen to the sounds: *bounce*. Question? (Students: which /ou/?)

► Hold up one finger.

Careful. The sound /s/ in *bounce* is spelled **c-e**, but don't write yet.

*Bouncing*. What is the last letter of *bounce*? (Students: *e*) What will you do to the **e** in *bounce*? (Students: drop *e*) Write *bouncing*. (Check.)

6. now

Number 6: now. (Use the word in a sentence.) Say *now*.

*Now* is a think word. When we hear the sound /ou/ at the end of a word, it is usually spelled **o-w**. Write *now*. (Check.)

7. doghouse

Number 7: doghouse. (Use the word in a sentence.) Say *doghouse*.

COMPOUND WORD *Doghouse* is a compound word. The two small words are syllables.

Say *doghouse* by syllables. ■ First syllable? ■ Write *dog-*.

Second syllable? ■ Question? (Students: which /ou/?)

► Hold up one finger.

Careful. The sound /s/ in *house* is spelled **s-e**. Write *-house*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. meant

**Number 8: meant.** (Use the word in a sentence.) Say *meant*.

**VISUALIZING** At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) **Underline the hard part: e-a.**

9. senses

**Number 9: senses.** (Use the word in a sentence.) Say *senses*.

(Memory steps) **Underline the hard parts: the first s and s-e-s at the end.**

10. listening

**Number 10: listening.** (Use the word in a sentence.) Say *listening*.

(Memory steps) **Underline the hard part: t-e.**

# Week 25 Day 4

## ► Pre-spelling: Possessives

men's

I will explain possessive words to you.

► Write on the board: The men's dog helped them find the way.

Read with me: *The men's dog helped them find the way.* What does *men's dog* mean? (Students: The dog belongs to the men. or They own the dog.)

► Cover 's.

How many men are there, one or more than one?

► Point to *men's*.

What do we call the word *men's*? (Students: possessive)

► Point to the "men's dog" picture.

This is the picture for the possessive "men's dog."

## ► Guided Spelling

1. about

Open your spelling books to page 143.

Number 1: about. (Use the word in a sentence.) Say *about*.

Say *about* by syllables. ■ I'll say the syllables to help you spell: *a-bout*. Repeat the syllables. ■ The first syllable is spelled **a**. Write *a*-

Second syllable? ■ Look for the "ou" picture. Question? (Students: which /ou/?)

► Hold up one finger.

Write *-bout*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. brow

Number 2: brow. (Use the word in a sentence.) Say *brow*.

*Brow* is a think word. When we hear the sound /ou/ at the end of a word, it is usually spelled **o-w**. Write *brow*. (Check.)

3. town

Number 3: town. (Use the word in a sentence.) Say *town*.

Question? (Students: which /ou/?)

► Hold up two fingers.

Write *town*. (Check.)

4. pennies

Number 4: pennies. (Use the word in a sentence.) Say *pennies*.

Base word? ■ Say *penny* by syllables. ■ I'll say the syllables to help you spell: *pen-ny*. Repeat the syllables. ■ First syllable? ■ Write *pen-*.

Second syllable? ■ Write *-ny*.

*Pennies*. Everyone point to **n-y**. Does *penny* end with consonant-**y**? ■ What's our rhyme? (Students: Change *y* to *i* and add *e-s*.) Erase **y** and write **i**. Add **e-s**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. sounded

Number 5: sounded. (Use the word in a sentence.) Say *sounded*.

Base word? ■ Question? (Students: which /ou/?)

► Hold up one finger.

Write *sound*.

*Sounded*. What will you decide? (Students: Do we double?) Everyone point to **o-u**. Is there one vowel? (Students: no, two) Will you double the last consonant? (Students: no) *Sounded*. What's the spelling for the ending /əd/? ■ Add **e-d**. (Check.)

6. south

Number 6: south. (Use the word in a sentence.) Say *south*.

Question? (Students: which /ou/?)

► Hold up one finger.

Write *south*. (Check.)

7. tube

Number 7: tube. (Use the word in a sentence.) Say *tube*.

If you hear a long **u** as in *mule*, use the first spelling under the "mule" picture. If you hear /**o** **o**/, use the second spelling under the "hoot owl" picture. Write *tube*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. bread

Number 8: bread. (Use the word in a sentence.) Say *bread*.

(Memory steps) Underline the hard part: **e-a**.

9. weather

Number 9: weather. (Use the word in a sentence.) Say *weather*.

(Memory steps) Underline the hard part: **e-a**.

10. Sat.

Number 10: Saturday. The calendar said "Sat." Say *Saturday*.

ABBREVIATION Find the abbreviation for *Saturday* at the top of the page. When we read the abbreviation, we say *Saturday*.

(Memory steps) Underline the whole abbreviation.

## ▶ Student Study

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▶ Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 129. If you missed a word on the test in Week 23, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. cries  
The baby cries when he is hungry. (application word)
2. flying  
The jet was flying from Minneapolis to Nashville.  
(application word)
3. house  
Where is the yellow house?
4. meant  
She explained what the word meant.
5. now  
Let's have reading time now.
6. ready  
They were ready for the test.
7. town  
The town was in the valley.
8. puppies  
We took the puppies to the vet for their shots.
9. bread  
This wheat bread tastes good with soup.
10. hour  
It took an hour to get home.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. sense  
He has the sense to stay on the sidewalk.
12. brown  
The cow was brown and white.
13. about  
This chapter is about space travel.
14. listen  
She likes to listen to the wind in the trees.
15. hurrying  
He was hurrying home after school.
16. south  
They took a trip to the south.
17. weather  
The weather is warmer in the summer.
18. sound  
We heard the sound of water running.

### ADVANCED SPELLERS CONTINUE

19. flour  
We make bread with flour and yeast.
20. mountains  
The mountains are covered with snow.

## Spelling Possessives

### ► New Content

If we write about *one boy's hat*, we show that one boy owns the hat by adding apostrophe-s. We make *boy* possessive.

If we write about the *five boys' team*, we show that it's the team of the boys by adding an apostrophe. We make *boys* possessive.

If we write about the *men's team*, we show that it's the team of the men by adding apostrophe-s. We make *men* possessive.

### ► Teacher Background

Make a copy of the Week 26 homework (*Blackline Masters* page 35) for each student.

See Week 25, Day 2, for more information about possessives.

In the pre-spelling activities this week, you will model the spelling of possessives.

### ► Words Used This Week

NEW PATTERN AND THINK WORDS	*boy's, *boys', *men's, *puppy's, puppies', girl's, please, seem
NEW SIGHT WORDS	*nothing, *rough, enough, heavy
REVIEW PATTERN AND THINK WORDS	*town, *hour, *now, *house, about, sound, brown, south
REVIEW SIGHT WORDS	*meant, *bread, weather, sense
CHALLENGE WORDS	method, probably, business, energy
APPLICATION WORDS ON THE TEST	wow, parties
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	states', doubt, relying, seemed, boat's, powerful, nation, pleasing, flour, station, birds', don't, nowhere, A.M.

### ► Pre-spelling: Spelling Possessives

I will spell a possessive.

1. Maria's

Maria's. Maria's friend gave her a present. Maria's.

What does *Maria's friend* mean? (Students: Maria has a friend. or It's her friend.) What do we call the word *Maria's*? (Students: possessive)

I write *Maria*. Then I add apostrophe-**s**. *Maria's*, as in *Maria's friend gave her a present*.

### ► Introduce This Week's Words

Open your spelling book to page 145. Read the words and sentences with me.

1. boy's

Number 1: boy's. The boy's pencil is sharp.

The pencil belongs to the boy. *Boy's* is a possessive. Start underlining *boy's*, but stop when you get to the apostrophe. What have you underlined? (Students: boy) The part you underlined shows that there is just one boy.

2. boys'

Number 2: boys'. The boys' dog followed them.

The dog belongs to the boys. *Boys'* is a possessive. Start underlining *boys'*, but stop when you get to the apostrophe. What have you underlined? (Students: boys) The part you underlined shows that there is more than one boy.

3. men's

Number 3: men's. The men's team plays every week.

It is the team of the men. The men *have* the team. *Men's* is a possessive. Start underlining *men's*, but stop when you get to the apostrophe. What have you underlined? (Students: men) The part you underlined shows that there are *men*, more than one man.

4. puppy's

Number 4: puppy's. The puppy's paws are white.

The paws belong to the puppy. *Puppy's* is a possessive. Start underlining *puppy's*, but stop when you get to the apostrophe. What have you underlined? (Students: puppy) The part you underlined shows that there is just one puppy.

5. puppies'

Number 5: puppies'. The puppies' mother protected them.

It is the mother *of* the puppies. *Puppies'* is a possessive. Start underlining *puppies'*, but stop when you get to the apostrophe. What have you underlined? (Students: puppies) The part you underlined shows that there is more than one puppy.

6. girl's

Number 6: girl's. Everyone in the girl's family came to the show.

It is the family *of* the girl. It is *her* family. *Girl's* is a possessive. Start underlining *girl's*, but stop when you get to the apostrophe. What have you underlined? (Students: girl) The part you underlined shows that there is just one girl.

7. please

Number 7: please. Please don't tease your sister.

Underline **e-a** and **e**. Underline **s**.

8. seem

Number 8: seem. The plants seem dry today. Let's water them.

Underline **e-e**.

#### NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. nothing

Number 9: nothing. There was nothing in the bag.

Underline **o**.

10. rough

Number 10: rough. They wore tough boots to hike on the rough trail.

Underline **o-u-g-h**.

11. enough

Number 11: enough. The sink is full enough.

Underline **e** and **o-u-g-h**.

12. heavy

Number 12: heavy. We moved all the heavy boxes.

Underline **e-a**.

#### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |           |             |
|-----------|-------------|
| 13. town  | 19. brown   |
| 14. hour  | 20. south   |
| 15. now   | 21. meant   |
| 16. house | 22. bread   |
| 17. about | 23. weather |
| 18. sound | 24. sense   |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. boy's

Number 1: boy's. The boy's pencil is sharp. Say *boy's*.

*Boy's* is a think word. What do we call the word *boy's*?  
(Students: possessive) How many boys have the pencil, one or more than one? (Students: one) Write *boy*. ■ Make *boy* possessive by adding apostrophe-**s**. (Check.)

2. boys'

Number 2: boys'. The boys' dog followed them. Say *boys'*.

*Boys'* is a think word. What do we call the word *boys'*?  
(Students: possessive) *The boys' dog followed them.* The dog belonged to *more than one* boy. Write *boys*. ■ Now make *boys* possessive. There's already an **s**. Just add an apostrophe at the end. (Check.)

3. men's

Number 3: men's. The men's team plays every week. Say *men's*.

*Men's* is a think word. What do we call the word *men's*?  
(Students: possessive) *The men's team.* Is this sentence about a man or about men? ■ Write *men*. ■ Make *men* possessive by adding apostrophe-**s** at the end. (Check.)

4. puppy's

Number 4: puppy's. The puppy's paws are white. Say *puppy's*.

What do we call the word *puppy's*? (Students: possessive) *The puppy's paws are white.* This sentence is about *one* puppy. First you'll write *puppy*. Say *puppy* by syllables. ■ I'll say the syllables to help you spell: *pup-py*. Repeat the syllables. ■ First syllable? ■ Write *pup-*.

Second syllable? ■ Write *-py*.

You're writing *puppy's*, as in *The puppy's paws are white*. Make *puppy* possessive by adding apostrophe-**s**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. nothing

Number 5: nothing. There was nothing in the bag. Say *nothing*.

(Memory steps) Underline the hard part: **o**.

6. rough

Number 6: rough. They wore tough boots to hike on the rough trail. Say *rough*.

(Memory steps) Underline the hard part: **o-u-g-h**.

7. enough

Number 7: enough. The sink is full enough. Say *enough*.  
(Memory steps) Underline the hard parts: **e** and **o-u-g-h**.

8. heavy

Number 8: heavy. We moved all the heavy boxes. Say *heavy*.  
(Memory steps) Underline the hard part: **e-a**.

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▶ **Introduce the Homework**

- ▶ Hand out the Week 26 homework.

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▶ **Record Words Missed**

- ▶ Return the students' spelling tests from Week 25.

Turn to page 139. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 139.

### ► Pre-spelling: Spelling Possessives

I will spell a possessive.

monkeys'

Monkeys'. Monkeys' tails are long. Monkeys'.

What does *monkeys' tails* mean? (Students: The monkeys have tails. or The tails belong to the monkeys.) What do we call the word *monkeys'*? (Students: possessive) *Monkeys' tails*. Is there one monkey or more than one monkey? (Students: more than one) How do you know? (Students: You said *tails*. One monkey has just one tail.)

First I write *monkeys*, meaning *more than one monkey*. There is already an **s**, so I just add an apostrophe at the end. *Monkeys'*, as in *Monkeys' tails are long*.

### ► Guided Spelling

Open your spelling books to page 147. Numbers 1–4 are new words for this week.

1 puppies'

Number 1: puppies'. The puppies' mother protected them. Say *puppies'*.

What do we call the word *puppies'*? (Students: possessive) *The puppies' mother protected them*. Is the sentence about one puppy or more than one puppy? (Students: more than one) If you don't remember how to spell *puppies*, raise your hand to ask me. Write *puppies*. ■ Now make *puppies* possessive. There's already an **s**. Just add an apostrophe at the end.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2 girl's

Number 2: girl's. Everyone in the girl's family came to the show. Say *girl's*.

What do we call the word *girl's*? (Students: possessive) *Everyone in the girl's family came to the show*. In this sentence there is one girl. First you'll write *girl*. Question? (Students: which /er/?)

► Hold up two fingers.

Write *girl*. ■ Make *girl* possessive by adding apostrophe-**s**. (Check.)

3. please

Number 3: please. Please don't tease your sister. Say *please*.

Question? (Students: which /ē /?)

▶ Hold up three fingers.

Careful. The sound /z/ in *please* is spelled **s-e**. Write *please*. (Check.)

4. seem

Number 4: seem. The plants seem dry today. Let's water them. Say *seem*.

Question? (Students: which /ē /?)

▶ Hold up two fingers.

Write *seem*. (Check.)

5. doubt

Number 5: doubt. (Use the word in a sentence.) Say *doubt*.

Question? (Students: which /ou /?)

▶ Hold up one finger.

Careful. After **o-u** there is a silent **b** and then **t**. Write *doubt*. (Check.)

6. states'

Number 6: states'. He knows all the states' capitals. Say *states'*.

What do we call the word *states'*? (Students: possessive) *He knows all the states' capitals*. Is this sentence about one state or more than one state? ■ First you will write *states*, meaning *more than one state*. Question? (Students: which /ā /?)

▶ Hold up one finger.

Write *states*. ■ *The states' capitals*. Now make *states* possessive. There's already an **s**. Just add an apostrophe at the end. (Check.)

7. relying

Number 7: relying. (Use the word in a sentence.) Say *relying*.

Base word? ■ Say *rely* by syllables. ■ I'll say the syllables to help you spell: *rē-ly*. Repeat the syllables. ■ First syllable? ■ Write *re-*.

Second syllable? ■ It's spelled **l-y**. Write *-ly*.

*Relying*. Will you change **y** to **i**? (Students: no) Just add /ing/.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. bread — —

Number 8: bread. (Use the word in a sentence.) Say *bread*.  
(Memory steps) Underline the hard part: **e-a**.

9. weather — —

Number 9: weather. (Use the word in a sentence.) Say *weather*.  
(Memory steps) Underline the hard part: **e-a**.

10. don't — —

Number 10: don't. (Use the word in a sentence.) Say *don't*.

CONTRACTION *Don't* is a contraction. What two words does *don't* come from?

(Memory steps) Underline the hard part: **o-n-apostrophe-t**.

## ► Pre-spelling: Spelling Possessives

I will spell a possessive.

mice's

Mice's. The mice's cage is large enough for them all. Mice's.

What does *mice's cage* mean? (Students: The cage belongs to the mice. or It's their cage.) What do we call the word *mice's*? (Students: possessive) Is there one mouse or more than one mouse? (Students: more than one)

First I write *mice*, meaning *more than one mouse*. Then I add apostrophe-**s**. *Mice's*, as in *The mice's cage is large enough for them all*.

## ► Guided Spelling

Open your spelling books to page 148.

1. seemed

Number 1: seemed. (Use the word in a sentence.) Say *seemed*.

Base word? ■ Question? (Students: which /ē /?)

► Hold up two fingers.

Write *seem*.

*Seemed*. What will you decide? (Students: Do we double?) Everyone point to **e-e**. Is there one vowel? (Students: no, two) Will you double the last consonant? (Students: no) *Seemed*. What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

2. puppy's

Number 2: puppy's. The puppy's tail is brown. Say *puppy's*.

What do we call the word *puppy's*? (Students: possessive) *The puppy's tail is brown*. Is this sentence about one puppy or more than one puppy? ■ First write *puppy*. ■ You're writing *puppy's*, as in *The puppy's tail is brown*. Make *puppy* possessive by adding apostrophe-**s**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. boat's

Number 3: boat's. The boat's sail was raised. Say *boat's*.

What do we call the word *boat's*? (Students: possessive) *The boat's sail was raised*. Is there one boat or more than one boat? ■ Write *boat*. ■ *The boat's sail*. Make *boat* possessive by adding apostrophe-**s**. (Check.)

4. powerful

Number 4: powerful. (Use the word in a sentence.) Say *powerful*.

*Powerful* is a base word with a suffix. Base word? ■ Say *power* by syllables. ■ I'll say the syllables to help you spell: *pow-er*. Repeat the syllables. ■ First syllable? ■ Question? (Students: which /ou/?)

► Hold up two fingers.

Write *pow-*.

Second syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write *-er*.

*Powerful*. What is the suffix? (Students: *-ful*) Add the suffix. Don't leave space between the base word and the suffix.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. boy's

Number 5: boy's. The boy's head was hurt. Say *boy's*.

*Boy's* is a think word. What do we call the word *boy's*? (Students: possessive) How many boys have that head, one or more than one? (Students: one) Write *boy*. ■ *The boy's head*. Make *boy* possessive by adding apostrophe-**s**. (Check.)

6. nation

Number 6: nation. (Use the word in a sentence.) Say *nation*.

Say *nation* by syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? Write *na-*.

Second syllable? ■ If you aren't sure how to spell *-tion*, raise your hand to ask me. Write *-tion*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. puppies'

Number 7: puppies'. The puppies' mother protected them. Say *puppies'*.

What do we call the word *puppies'*? (Students: possessive) *The puppies' mother protected them*. Is the sentence about one puppy or more than one? (Students: more than one) If you don't remember how to spell *puppies*, raise your hand to ask me. Write *puppies*. ■

*The puppies' mother.* Now make *puppies* possessive. There's already an **s**. Just add an apostrophe at the end.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. heavy — —

Number 8: *heavy*. (Use the word in a sentence.) Say *heavy*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard part: **e-a**.

9. nothing — —

Number 9: *nothing*. (Use the word in a sentence.) Say *nothing*.

(Memory steps) Underline the hard part: **o**.

10. nowhere — —

Number 10: *nowhere*. (Use the word in a sentence.) Say *nowhere*.

COMPOUND WORD *Nowhere* is a compound word. What two smaller words make up *nowhere*?

(Memory steps) Underline the hard parts: **o** and **e-r-e**.

## ► Teacher Background

The students will write *A.M.* as the abbreviation for *ante meridiem*. The spelling *a.m.* is also a correct way to write this abbreviation.

## ► Pre-spelling: Spelling Possessives

I will spell a possessive.

sun's

Sun's. The sun's light is very bright. Sun's.

What does *sun's light* mean? (Students: The light belongs to the sun. or The light of the sun.) What do we call the word *sun's*? (Students: possessive) Is there one sun or more than one sun? (Students: one)

First I write *sun*. Then I add apostrophe-**s**. *Sun's*, as in *The sun's light is very bright*.

## ► Guided Spelling

Open your spelling books to page 149.

1. boys'

Number 1: boys'. The boys' dog followed them. Say *boys'*.

*Boys'* is a think word. What do we call the word *boys'*? (Students: possessive) *The boys' dog followed them*. The dog belonged to *more than one boy*. Write *boys*. ■ Now make *boys* possessive. There's already an **s**. Just add an apostrophe at the end. (Check.)

2. station

Number 2: station. (Use the word in a sentence.) Say *station*.

Say *station* by syllables. First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *sta-*.

Second syllable? ■ If you aren't sure how to spell *-tion*, raise your hand to ask me. Write *-tion*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. men's

Number 3: men's. (Use the word in a sentence.) Say *men's*.

*Men's* is a think word. What do we call the word *men's*?

(Students: possessive) *The men's team*. Is this sentence about a man or men? ■ Write *men*. ■ Make *men* possessive by adding apostrophe-**s** at the end. (Check.)

4. birds'

Number 4: birds'. Birds' bones are very light. Say *birds'*.

What do we call the word *birds'*? (Students: possessive) *Birds'*

*bones are very light*. The sentence is about the bones of more than one bird. If you don't remember how to spell *birds*, raise your hand to ask me. Write *birds*. ■ Now make *birds* possessive. There's already an **s**. Just add an apostrophe at the end. (Check.)

5. flour

Number 5: flour. He made bread out of flour, yeast, and water. Say *flour*.

HOMOPHONE *Flour* is a homophone. It's not *flower*, such as a rose. It's the *flour* that you use in bread or cakes.

Question? (Students: which /ou/?)

► Hold up one finger.

Write *flour*. (Check.)

6. girl's

Number 6: girl's. Everyone in the girl's family came to the show. Say *girl's*.

What do we call the word *girl's*? (Students: possessive) *Everyone in the girl's family came to the show*. In this sentence there is one girl.

First you'll write *girl*. Question? (Students: which /er/?)

► Hold up two fingers.

Write *girl*. ■ Make *girl* possessive by adding apostrophe-**s**. (Check.)

7. pleasing

Number 7: pleasing. (Use the word in a sentence.) Say *pleasing*.

Base word? ■ Question? (Students: which /ē /?)

► Hold up three fingers.

Careful. The sound /z/ in *please* is spelled **s-e**. Don't write yet.

*Pleasing*. What is the last letter of *please*? (Students: e) What

will you do to the **e** in *please*? (Students: drop e) Write *pleasing*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. rough

Number 8: rough. (Use the word in a sentence.) Say *rough*.

(Memory steps) Underline the hard part: **o-u-g-h**.

9. enough

Number 9: enough. (Use the word in a sentence.) Say *enough*.  
(Memory steps) Underline the hard parts: **e** and **o-u-g-h**.

10. A.M.

Number 10: A.M. School started at 8:00 A.M. Say A.M.

ABBREVIATION Find the abbreviation A.M. at the top of the page. When we read the abbreviation we say A.M. A.M. is an abbreviation for the Latin words *ante meridiem*, meaning *before the middle of the day*, or *before noon*, so 8:00 A.M. is 8:00 in the morning, not 8:00 in the evening.

► Write on the board: a.m.

This way of spelling A.M. is also correct.

(Memory steps) Underline the whole abbreviation.

---

## ► Student Study

► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 139. If you missed a word on the test in Week 25, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |            |  |
|------------|--|
| 1. wow     | Wow! I'm very surprised. (application word)                          |
| 2. parties | Our class had two birthday parties this month.<br>(application word) |
| 3. puppy's | The puppy's collar is red.   |
| 4. hour    | He read for an hour.   |
| 5. boy's   | The boy's shirt was torn.  |
| 6. nothing | I have nothing left to do.   |
| 7. bread   | We used the bread for sandwiches.                                    |
| 8. boys'   | Several boys' jackets are in the lost-and-found box.                 |
| 9. rough   | Sandpaper has a rough texture.                                       |
| 10. men's  | The men's department is next to the women's department.              |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |              |   |
|--------------|---|
| 11. seem     | You seem to be enjoying yourself.         |
| 12. sense    | Does this sentence make sense?            |
| 13. puppies' | The puppies' tails have white tips.       |
| 14. enough   | I have enough chalk to finish my drawing. |
| 15. girl's   | The girl's notebook had three rings.      |
| 16. heavy    | How heavy is that book you're carrying?   |
| 17. please   | Please pass me that eraser.               |
| 18. about    | This story is about three bears.          |

### ADVANCED SPELLERS CONTINUE

- |              |   |
|--------------|---|
| 19. probably | I'll probably spell this word correctly.    |
| 20. business | They have a dry-cleaning business downtown. |

## Sound /oi/ Spelled **oi** and **oy**

### ► New Content

The sound /oi/ at the beginning and in the middle of a word is usually spelled **oi**, as in *oil*.

The sound /oi/ at the end of a word is usually spelled **oy**, as in *toy*.

### ► Teacher Background

Make a copy of the Week 27 homework (*Blackline Masters* page 36) for each student.

One additional guiding point is introduced this week: the sound /ī/ in the middle of a word is sometimes spelled **y**, as in *type*.

In the pre-spelling activities this week, you will continue to model the spelling of possessives.

### ► Words Used This Week

NEW PATTERN AND  
THINK WORDS

\*oil, \*enjoy, \*square, \*real, leave, voice, ground, deep

NEW SIGHT WORDS

\*woman, \*women, above, busy

REVIEW PATTERN AND  
THINK WORDS

\*boys', \*men's, \*boy's, \*puppy's, please, girl's, seem, puppies'

REVIEW SIGHT WORDS

\*rough, \*nothing, heavy, enough

CHALLENGE WORDS

general, alone, figure, suppose

APPLICATION WORDS  
ON THE TEST

rats', book's

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

toys, spoiled, vacation, horses', shipwreck, voices, replying, cat's, soy, type, haven't, P.M.

# Week 27 Day 1

## ▶ Introduce This Week's Words

Open your spelling books to page 151. Read the words and sentences with me.

1. oil

Number 1: oil. Many machines need oil often.

▶ Point to the “noisy toy” picture on the spelling-sound chart.

The picture shows a noisy toy for the sound /oi/.

▶ Point to **oi** under the “noisy toy” picture.

The sound /oi/ in *oil* is spelled **o-i**. We don't use **o-i** at the end of a word. Underline **o-i**.

2. enjoy

Number 2: enjoy. They will enjoy the new book.

Enjoy has two syllables: *en-joy*. Put a dot between the syllables.

▶ Point to **oy** under the “noisy toy” picture.

The sound /oi/ in *enjoy* is spelled **o-y**. The sound /oi/ at the end of a word is usually spelled **o-y**.

3. square

Number 3: square. He drew a circle inside a square.

Underline **a** and **e**.

4. real

Number 4: real. Real gems were on display in the museum.

Underline **e-a**.

5. leave

Number 5: leave. Please leave your shoes at the door.

Underline **e-a** and **e** at the end.

6. voice

Number 6: voice. Her voice was too loud for the classroom.

Underline **o-i** and **c-e**.

7. ground

Number 7: ground. She found an interesting rock on the ground.

Underline **o-u**.

8. deep

Number 8: deep. The children fell into a deep sleep.

Underline **e-e**.

## NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. woman

Number 9: woman. I saw one man and one woman.

**MNEMONIC** The sentence is a mnemonic. The word *man* is in the word *woman*.

Underline **o** and **a**.

10. women

Number 10: women. I saw two men and two women.

**MNEMONIC** The sentence is a mnemonic. The word *men* is in the word *women*.

Underline **o** and **e**.

11. above

Number 11: above. Look on the shelf above the books.

Underline **a** and **o** and **e**.

12. busy

Number 12: busy. He was busy doing his homework.

Underline **u-s**.

## NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |             |              |
|-------------|--------------|
| 13. boys'   | 19. seem     |
| 14. men's   | 20. puppies' |
| 15. boy's   | 21. rough    |
| 16. puppy's | 22. nothing  |
| 17. please  | 23. heavy    |
| 18. girl's  | 24. enough   |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. oil

Number 1: oil. Many machines need oil often. Say *oil*.

Look for the “noisy toy” picture. Question? (Students: which /oi/?)

► Hold up one finger.

Write *oil*. (Check.)

**TEKS 2.A.vi**  
Student/Teacher Narrative  
Guided Spelling Section (Words:  
oil, enjoy)

2. enjoy

Number 2: enjoy. They will enjoy the new book. Say *enjoy*.

Say *enjoy* by syllables. ■ I'll say the syllables to help you spell: ěn-joy. Repeat the syllables. ■ First syllable? ■ Write *en-*.

Second syllable? ■ When we hear the sound /oi/ at the end of a word, we spell it **o-y**. Write *-joy*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. square

Number 3: square. He drew a circle inside a square. Say *square*.

Question? (Students: which /ā /?)

► Hold up one finger.

Write *square*. (Check.)

4. real

Number 4: real. Real gems were on display in the museum.

Say *real*.

Question? (Students: which /ē /?)

► Hold up three fingers.

Write *real*. (Check.)

### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. woman

Number 5: woman. I saw one man and one woman. Say *woman*.

MNEMONIC This sentence is a mnemonic: *I saw one man and one woman*. The word *man* is in the word *woman*.

(Memory steps) Underline the hard parts: **o** and **a**.

6. women

Number 6: women. I saw two men and two women. Say *women*.

MNEMONIC This sentence is a mnemonic: *I saw two men and two women*. The word *men* is in the word *women*.

(Memory steps) Underline the hard parts: **o** and **e**.

7. above

Number 7: above. Look on the shelf above the books. Say *above*.

(Memory steps) Underline the hard parts: **a** and **o** and **e**.

8. busy

Number 8: busy. He was busy doing his homework. Say *busy*.

(Memory steps) Underline the hard part: **u-s**.

### ► Introduce the Homework

---

► Hand out the Week 27 homework.

### ► Record Words Missed

---

► Return the students' spelling tests from Week 26.

Turn to page 145. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 145.

## ► Teacher Background

In the pre-spelling activities this week, you will continue to model the spelling of possessives. See Week 25, Day 2, and the Week 26 introduction for more information about possessives.

## ► Pre-spelling: Spelling Possessives

I will spell a possessive.

ponies'

Ponies'. The ponies' tails were braided. Ponies.

What does *ponies' tails* mean? (Students: The tails belong to the ponies.) What do we call the word *ponies'*? (Students: possessive) *Ponies' tails*. Is there one pony or more than one pony? (Students: more than one)

First I write *ponies*, meaning *more than one pony*. Base word? (Students: pony)

► Write *pony* on the board. Point to **ny**.

Does the word end with consonant-**y**? ■ *Ponies*. What's our rhyme? (Students: Change y to i and add e-s.) I erase **y** and write **i**. I add **e-s**. *Ponies*. I'm writing *ponies'*, the possessive, as in *the ponies' tails*. There's already an **s**, so I just add an apostrophe at the end. *Ponies'*, as in *The ponies' tails were braided*.

## ► Guided Spelling

Open your spelling books to page 153. Numbers 1–4 are new words for this week.

1. leave

Number 1: leave. Please leave your shoes at the door. Say *leave*.

Question? (Students: which /ē /?)

► Hold up three fingers.

Careful. The sound /v/ in *leave* is spelled **v-e**. Write *leave*. (Check.)

2. voice

Number 2: voice. Her voice was too loud for the classroom. Say *voice*.

Look for the “noisy toy” picture. Question? (Students: which /oi /?)

► Hold up one finger.

Careful. The sound /s/ in *voice* is spelled **c-e**. Write *voice*. (Check.)

3. ground

Number 3: ground. She found an interesting rock on the ground. Say *ground*.

Question? (Students: which /ou/?)

► Hold up one finger.

Write *ground*. (Check.)

4. deep

Number 4: deep. The children fell into a deep sleep. Say *deep*.

Question? (Students: which /ē /?)

► Hold up two fingers.

Write *deep*. (Check.)

5. spoiled

Number 5: spoiled. (Use the word in a sentence.) Say *spoiled*.

Base word? ■ Question? (Students: which /oi/?)

► Hold up one finger.

Write *spoil*.

*Spoiled*. What will you decide? (Students: Do we double?)

Everyone point to **o-i**. Is there one vowel? (Students: no, two)

Will you double the last consonant? (Students: no) *Spoiled*.

What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

**TEKS 2.A.vi**

Student/Teacher Narrative

Guided Spelling Section

(Words: spoiled)

6. cat's

Number 6: cat's. The cat's fur is soft. Say *cat's*.

What do we call the word *cat's*? (Students: possessive) *The cat's fur is soft*. Is there one cat or more than one? ■ Write *cat*. ■ Make *cat* possessive by adding apostrophe-**s**. (Check.)

7. toys

Number 7: toys. (Use the word in a sentence.) Say *toys*.

*Toys* is a think word. When we hear the sound /oi/ at the end of a word, we spell it **o-y**. Write *toys*. (Check.)

**NOW YOU'LL WRITE THREE SIGHT WORDS.**

8. enough

Number 8: enough. (Use the word in a sentence.) Say *enough*.

(Memory steps) Underline the hard parts: **e** and **o-u-g-h**.

9. nothing

Number 9: nothing. (Use the word in a sentence.) Say *nothing*.

(Memory steps) Underline the hard part: **o**.

10. haven't

Number 10: haven't. (Use the word in a sentence.) Say *haven't*.

CONTRACTION *Haven't* is a contraction. What two words does *haven't* come from?

(Memory steps) Underline the hard part: **a-v-e**.

## ► Pre-spelling: Spelling Possessives

I will spell a possessive.

1. women's

Women's. We looked in the store for women's shoes. Women's. What does *women's shoes* mean? (Students: shoes for women) What do we call the word *women's*? (Students: possessive) Is there one woman or more than one woman? (Students: more than one) First I write *women*. Then I add apostrophe-**s**. *Women's*, as in *We looked in the store for women's shoes*.

## ► Guided Spelling

Open your spelling books to page 154.

1. enjoy

TEKS 2.B.v  
Student/Teacher Narrative  
Guided Spelling section  
(Word: enjoy)

Number 1: enjoy. (Use the word in a sentence.) Say *enjoy*. Say *enjoy* by syllables. ■ I'll say the syllables to help you spell: *en-joy*. Repeat the syllables. ■ First syllable? ■ Write *en-*. Second syllable? ■ Look for the "noisy toy" picture. When we hear the sound /oi/ at the end of a word, we spell it **o-y**. Write *-joy*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. horses'

Number 2: horses'. The horses' tails were braided. Say *horses'*. What do we call the word *horses'*? (Students: possessive) *The horses' tails were braided*. Is there one horse or more than one horse? ■ If you don't remember how to spell *horse*, raise your hand to ask me. Write *horses*. ■ Now make *horses* possessive. There's already an **s**. Just add an apostrophe at the end. (Check.)

3. square

Number 3: square. (Use the word in a sentence.) Say *square*. Question? (Students: which /ā /?)

► Hold up one finger.

Write *square*. (Check.)

4. leave — —

Number 4: leave. (Use the word in a sentence.) Say *leave*.

Question? (Students: which /ē /?)

► Hold up three fingers.

Careful. The sound /v/ in *leave* is spelled **v-e**. Write *leave*. (Check.)

5. vacation — —

Number 5: vacation. (Use the word in a sentence.) Say *vacation*.

Say *vacation* by syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *va-*.

Second syllable? ■ If you don't know how to spell the sound /k/ in *-ca-*, raise your hand to ask me. Write *-ca-*.

Last syllable? ■ If you aren't sure how to spell *-tion*, raise your hand to ask me. Write *-tion*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

6. oil — —

Number 6: oil. (Use the word in a sentence.) Say *oil*.

Question? (Students: which /oi /?)

► Hold up one finger.

Write *oil*. (Check.)

7. shipwreck — —

Number 7: shipwreck. (Use the word in a sentence.) Say *shipwreck*.

COMPOUND WORD *Shipwreck* is a compound word. The two small words are syllables.

Say *shipwreck* by syllables. ■ First syllable? ■ Write *ship-*.

Second syllable? ■ Careful. The sound /r/ in *wreck* is spelled **w-r**. Write *-wreck*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. above — —

Number 8: above. (Use the word in a sentence.) Say *above*.

VISUALIZING At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard parts: **a** and **o** and **e**.

9. woman

Number 9: woman. I saw one man and one woman. Say *woman*.

MNEMONIC This sentence is a mnemonic: *I saw one man and one woman*. The word *man* is in the word *woman*.

(Memory steps) Underline the hard parts: **o** and **a**.

10. heavy

Number 10: heavy. (Use the word in a sentence.) Say *heavy*.

(Memory steps) Underline the hard part: **e-a**.

# Week 27 Day 4

## ► Teacher Background

The students will write *P.M.* as the abbreviation for *post meridiem*. The spelling *p.m.* is also a correct way to spell the abbreviation.

## ► Pre-spelling: Spelling Possessives

I will spell a possessive.

1. ship's — — —

Ship's. We saw an old ship. The ship's sails were huge. Ship's. What does *ship's sails* mean? (Students: The sails belong to the ship. or The ship has sails.) What do we call the word *ship's*? (Students: possessive) *We saw an old ship. The ship's sails were huge.* Is there one ship or more than one ship? (Students: one) How do you know? (Students: You said "an old ship.")

First I write *ship*. Then I add apostrophe-s. *Ship's*, as in *We saw an old ship. The ship's sails were huge.*

## ► Guided Spelling

Open your spelling books to page 155.

1. soy — — —

Number 1: soy. Tofu is made out of soy. Say *soy*.

*Soy* is a think word. Look for the "noisy toy" picture. When we hear the sound /oi/ at the end of a word, we spell it **o-y**. Write *soy*. (Check.)

2. real — — —

Number 2: real. (Use the word in a sentence.) Say *real*.

Question? (Students: which /ē /?)

► Hold up three fingers.

Write *real*. (Check.)

3. deep — — —

Number 3: deep. (Use the word in a sentence.) Say *deep*.

Question? (Students: which /ē /?)

► Hold up two fingers.

Write *deep*. (Check.)

4. type

Number 4: type. (Use the word in a sentence.) Say type.

Careful. The sound /ī/ in type is spelled **y-blank-e**. Write type. (Check.)

5. voices

Number 5: voices. (Use the word in a sentence.) Say voices.

Question? (Students: which /oi/?)

TEKS 2.A.xxii

Student/Teacher Narrative

Guided Spelling section

(Words: voices)

Hold up one finger.

Careful. The sound /s/ in voice is spelled **c-e**. Write voices. (Check.)

6. replying

Number 6: replying. (Use the word in a sentence.) Say replying.

Base word? ■ Say reply by syllables. ■ I'll say the syllables to help you spell: *rē-ply*. Repeat the syllables. ■ First syllable? ■ Write re-

Second syllable? ■ It's spelled **p-l-y**. Write -ply.

Replying. Will you change **y** to **i**? (Students: no) Just add /ing/.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. ground

Number 7: ground. (Use the word in a sentence.) Say ground.

Question? (Students: which /ou/?)

► Hold up one finger.

Write ground. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. busy

Number 8: busy. (Use the word in a sentence.) Say busy.

(Memory steps) Underline the hard part: **u-s**.

9. women

Number 9: women. I saw two men and two women. Say women.

MNEMONIC This sentence is a mnemonic: *I saw two men and two women*. The word *men* is in the word *women*.

(Memory steps) Underline the hard parts: **o** and **e**.

10. P.M.

Number 10: P.M. They went to bed at 7:00 P.M. Say P.M.

ABBREVIATION Find the abbreviation *P.M.* at the top of the page. When we read the abbreviation, we say *P.M.* *P.M.* is an abbreviation for the Latin words *post meridiem*, meaning *after the middle of the day*, or *after noon*, so 7:00 P.M. is 7:00 in the evening, not 7:00 in the morning.

► Write on the board: p.m.

This way of spelling *P.M.* is also correct.

(Memory steps) Underline the whole abbreviation.

## ▶ Student Study

---

▶ Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 145. If you missed a word on the test in Week 26, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |            |  |
|------------|--|
| 1. rats'   | The rats' noses were pink. (application word)          |
| 2. book's  | This book's pictures are beautiful. (application word) |
| 3. square  | They jumped into each square.                          |
| 4. boy's   | The boy's marker has dried up.                         |
| 5. women   | All of the women wore coats.                           |
| 6. enjoy   | I enjoy walking in the snow.                           |
| 7. nothing | There was nothing in the desk.                         |
| 8. real    | Is that a real cat or a stuffed animal?                |
| 9. woman   | We saw a tall woman walking down the street.           |
| 10. oil    | Cooking oil and engine oil are different.              |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |              |   |
|--------------|---|
| 11. leave    | Please leave your shoes on.                     |
| 12. puppies' | The puppies' tails all wagged at the same time. |
| 13. enough   | There are enough potatoes to fill the pot.      |
| 14. deep     | The ocean is very deep in some places.          |
| 15. busy     | The ants are always busy.                       |
| 16. above    | The ceiling above them was painted white.       |
| 17. voice    | All of you can hear my voice.                   |
| 18. ground   | The ground was covered with leaves.             |

### ADVANCED SPELLERS CONTINUE

- |             |   |
|-------------|---|
| 19. figure  | There was a tall figure in the doorway. |
| 20. general | In general, summer days are hot.        |

## Consonant-l-e Syllables

### ▶ New Content

When the last syllable of a base word sounds like consonant-/l/, it is usually spelled consonant-l-e, as in *table*, *juggle*, *purple*, or *puzzle*.

### ▶ Teacher Background

Make a copy of the Week 28 homework (*Blackline Masters* page 37) for each student.

One additional guiding point is introduced this week: the syllable /kl/ at the end of a word is often spelled **cle** or **kle**, as in *uncle* and *wrinkle*. (Words ending with **ckle** are divided before **le**, for example, *freck-le* and *pick-le*.)

In the pre-spelling activities this week, the students hear and spell final syllables that are spelled consonant-l-e.

### ▶ Words Used This Week

NEW PATTERN AND THINK WORDS	*able, *simple, *middle, *title, uncle, circle, July, December
NEW SIGHT WORDS	*Wednesday, *February, trouble, touch
REVIEW PATTERN AND THINK WORDS	*enjoy, *square, *real, *oil, leave, ground, voice, deep
REVIEW SIGHT WORDS	*women, *woman, busy, above
CHALLENGE WORDS	single, example, cattle, capital
APPLICATION WORDS ON THE TEST	toys, woman's
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	puzzle, coins, woman's, rattlesnake, moist, women's, circles, wrinkle, style, hurried, won't, touched, Wed.

► **Pre-spelling: Consonant-l-e as the Last Syllable**

**TEKS 2.A.xxiv**

Student/Teacher Narrative  
Pre-spelling Activity (Words:  
able, bicycle)

able — —

bicycle — —

Many words end with consonant-**l-e**. Listen to the last syllable in each word: *simple*, *middle*, *title*, *circle*. Last syllables like these are usually spelled consonant-**l-e**.

► Write on the board: able bicycle

► Point to *able*.

*Able*. The last syllable is /bl/. It is spelled **b-l-e**.

► Point to *bicycle*.

*Bicycle*. The last syllable is /kl/. It is spelled **c-l-e**.

**TEKS 2.A.viii**

**TEKS 2.B.vii**

**TEKS 2.B.xxii**

Student/Teacher Narrative  
Introduce This Week's Words  
(Words: able, simple, middle, title,  
uncle, circle) 1. able — —

1. able — —

2. simple — —

3. middle — —

4. title — —

5. uncle — —

► **Introduce This Week's Words**

Open your spelling books to page 157. Read the words and sentences with me.

Number 1: able. Horses are able to pull great weights.

*Able* has two syllables: *a-ble*. Put a dot between the syllables. ■  
The last syllable, *-ble*, is spelled **b-l-e**.

Number 2: simple. Two plus two? That's simple!

*Simple* has two syllables: *sim-ple*. Put a dot between the syllables. ■  
The last syllable, *-ple*, is spelled **p-l-e**.

Number 3: middle. He is the middle child in his family.

*Middle* has two syllables: *mid-dle*. For spelling, the first syllable is *mid-*. The last syllable, *-dle*, is spelled **d-l-e**. Put a dot between the syllables.

Number 4: title. The title made her want to read the book.

*Title* has two syllables: *ti-tle*. Put a dot between the syllables. ■  
The last syllable, *-tle*, is spelled **t-l-e**.

Number 5: uncle. Their uncle took them on the train.

*Uncle* has two syllables: *un-cle*. Put a dot between the syllables. ■  
The last syllable, *-cle*, is spelled **c-l-e**. Underline **c-l-e**.

6. circle

Number 6: circle. A large circle was painted on the playground.

*Circle* has two syllables: *cir-cle*. Put a dot between the syllables. ■  
The last syllable, *-cle*, is spelled **c-l-e**. Underline the first letter **c**.  
Underline **c-l-e**.

7. July

Number 7: July. The annual picnic was held in July.

*July* has two syllables: *Ju-ly*. Put a dot between the syllables.

8. December

Number 8: December. December 31 is the last day of the year.

*December* has three syllables: *De-cem-ber*. Put a dot after the first syllable: *De-*. ■ Put a dot after the second syllable: *-cem-*. ■  
Underline **c** and **e-r**.

### NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. Wednesday

Number 9: Wednesday. I went to a wedding on Wednesday.

Underline **W-e-d-n-e-s** and **a-y**.

10. February

Number 10: February. February is the shortest month.

Underline **r-u-a-r**.

11. trouble

Number 11: trouble. Use common sense to avoid trouble.

Underline **o-u**.

12. touch

Number 12: touch. It felt strange to touch the lizard.

Underline **o-u**.

### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |            |           |
|------------|-----------|
| 13. enjoy  | 19. voice |
| 14. square | 20. deep  |
| 15. real   | 21. women |
| 16. oil    | 22. woman |
| 17. leave  | 23. busy  |
| 18. ground | 24. above |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. able

Number 1: able. Horses are able to pull great weights. Say *able*.

Say *able* by syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *a-*.

Second syllable? ■ The syllable *-ble* at the end of a word is usually spelled **b-l-e**. In *able*, *-ble* is spelled **b-l-e**. Write *-ble*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. simple

Number 2: simple. Two plus two? That's simple! Say *simple*.

Say *simple* by syllables. ■ First syllable? ■ Write *sim-*.

Second syllable? ■ The syllable *-ple* at the end of a word is usually spelled **p-l-e**. In *simple*, *-ple* is spelled **p-l-e**. Write *-ple*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. middle

Number 3: middle. He is the middle child in his family. Say *middle*.

Say *middle* by syllables. ■ I'll say the syllables to help you spell: *mid-dle*. Repeat the syllables. ■ First syllable? ■ Write *mid-*.

Second syllable? ■ The syllable *-dle* at the end of a word is usually spelled **d-l-e**. In *middle*, *-dle* is spelled **d-l-e**. Write *-dle*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. title

Number 4: title. The title made her want to read the book. Say *title*.

Say *title* by syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *ti-*.

Second syllable? ■ The syllable *-tle* at the end of a word is usually spelled **t-l-e**. In *title*, *-tle* is spelled **t-l-e**. Write *-tle*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. Wednesday

Number 5: Wednesday. I went to a wedding on Wednesday.

Say *Wednesday*.

(Memory steps) Underline the hard parts: capital-**W-e-d-n-e-s** and **a-y**.

6. February

Number 6: February. February is the shortest month. Say *February*.  
(Memory steps) Underline the hard part: **r-u-a-r**.

7. trouble

Number 7: trouble. Use common sense to avoid trouble.  
Say *trouble*.

(Memory steps) Underline the hard part: **o-u**.

8. touch

Number 8: touch. It felt strange to touch the lizard. Say *touch*.

(Memory steps) Underline the hard part: **o-u**.

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▶ **Introduce the Homework**

- ▶ Hand out the Week 28 homework.

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▶ **Record Words Missed**

- ▶ Return the students' spelling tests from Week 27.

Turn to page 151. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 151.

► **Pre-spelling: Consonant-l-eastheLastSyllable**

I will say a word and have you say and spell the last syllable.

single — —

*Single.* What is the last syllable? (Students: -gle) How do we spell the last syllable? (Students: g-l-e)

handle — —

*Handle.* Last syllable? ■ Spell the last syllable.

fable — —

*Fable.* Last syllable? ■ Spell the last syllable.

shuffle — —

*Shuffle.* Last syllable? ■ Spell the last syllable.

► **Guided Spelling**

Open your spelling books to page 159. Numbers 1–4 are new words for this week.

1. uncle — —

Number 1: uncle. Their uncle took them on the train. Say *uncle*.

Say *uncle* by syllables. ■ I'll say the syllables to help you spell: *un-cle*. Repeat the syllables. ■ First syllable? ■ Write *un-*.

Second syllable? ■ In *uncle*, *-cle* is spelled **c-l-e**. Write *-cle*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. circle — —

Number 2: circle. A large circle was painted on the playground. Say *circle*.

Say *circle* by syllables. ■ First syllable? ■ If you aren't sure how to spell *cir-* in *circle*, raise your hand to ask me. Write *cir-*.

Second syllable? ■ In *circle*, *-cle* is spelled **c-l-e**. Write *-cle*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. July — —

Number 3: July. The annual picnic was held in July. Say *July*.

Say *July* by syllables. ■ I'll say the syllables to help you spell: *Ju-ly*. Repeat the syllables. ■ First syllable? ■ In *July*, *Ju-* is spelled capital-**J-u**. Write *Ju-*.

Second syllable? ■ It's spelled **l-y**. Write *-ly*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. December

Number 4: December. December 31 is the last day of the year. Say *December*.

Say *December* by syllables. ■ I'll say the syllables to help you spell: *De-cem-ber*. Repeat the syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *De-*.

Second syllable? ■ If you aren't sure how to spell *-cem-* in *December*, raise your hand to ask me. Write *-cem-*.

Last syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write *-ber*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. woman's

Number 5: woman's. The woman's hat blew away. Say *woman's*.

What do we call the word *woman's*? (Students: possessive) *The woman's hat blew away*. Is the sentence about one woman or more than one woman? (Students: one) If you don't remember how to spell *woman*, raise your hand to ask me. Write *woman*. ■ *The woman's hat*. Make *woman* possessive by adding apostrophe-**s**. (Check.)

6. puzzle

Number 6: puzzle. (Use the word in a sentence.) Say *puzzle*.

Say *puzzle* by syllables. ■ I'll say the syllables to help you spell: *puz-zle*. Repeat the syllables. ■ First syllable? ■ Write *puz-*.

Second syllable? ■ It's spelled **z-l-e**. Write *-zle*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. coins

Number 7: coins. (Use the word in a sentence.) Say *coins*.

Question? (Students: which /oi/?)

► Hold up one finger.

Write *coins*. (Check.)

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. woman

Number 8: woman. I saw one man and one woman. Say *woman*.

MNEMONIC This sentence is a mnemonic: *I saw one man and one woman*. The word *man* is in the word *woman*.

(Memory steps) Underline the hard parts: **o** and **a**.

9. above — —

Number 9: above. (Use the word in a sentence.) Say *above*.  
(Memory steps) Underline the hard parts: **a** and **o** and **e**.

10. won't — —

Number 10: won't. (Use the word in a sentence.) Say *won't*.  
CONTRACTION *Won't* is a contraction. What two words does *won't* come from?  
(Memory steps) Underline the hard part: **o-n-apostrophe-t**.

► **Pre-spelling: Consonant-I-eastheLastSyllable**

I will say a word and have you say and spell the last syllable.

apple — —

*Apple.* Last syllable? ■ Spell the last syllable.

fiddle — —

*Fiddle.* Last syllable? ■ Spell the last syllable.

shuttle — —

*Shuttle.* Last syllable? ■ Spell the last syllable.

crumble — —

*Crumble.* Last syllable? ■ Spell the last syllable.

► **Guided Spelling**

Open your spelling books to page 160.

1. uncle — —

Number 1: *uncle.* (Use the word in a sentence.) Say *uncle.*

Say *uncle* by syllables. ■ I'll say the syllables to help you spell: *un-cle.*  
Repeat the syllables. ■ First syllable? ■ Write *un-*.

Second syllable? ■ In *uncle*, *-cle* is spelled **c-l-e**. Write *-cle*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. moist — —

Number 2: *moist.* (Use the word in a sentence.) Say *moist.*

Question? (Students: which /oi/?)

► Hold up one finger.

Write *moist.* (Check.)

3. able — —

Number 3: *able.* (Use the word in a sentence.) Say *able.*

Say *able* by syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *a-*.

Second syllable? ■ In *able*, *-ble* is spelled **b-l-e**. Write *-ble*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. women's

Number 4: women's. The women's team practices on Tuesday. Say *women's*.

What do we call the word *women's*? (Students: possessive) *The women's team practices on Tuesday*. Is the sentence about one woman or more than one woman? (Students: more than one) If you don't remember how to spell *women*, raise your hand to ask me. Write *women*. ■ *The women's team*. Make *women* possessive by adding apostrophe-**s**. (Check.)

5. simple

Number 5: simple. (Use the word in a sentence.) Say *simple*.

Say *simple* by syllables. ■ First syllable? ■ Write *sim-*.

Second syllable? ■ In *simple*, *-ple* is spelled **p-l-e**. Write *-ple*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

6. title

Number 6: title. (Use the word in a sentence.) Say *title*.

Say *title* by syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *ti-*.

Second syllable? ■ In *title*, *-tle* is spelled **t-l-e**. Write *-tle*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. rattlesnake

Number 7: rattlesnake. (Use the word in a sentence.) Say *rattlesnake*.

COMPOUND WORD *Rattlesnake* is a compound word.

Say *rattlesnake* by syllables. ■ I'll say the syllables to help you spell: *rat-tle-snake*. Repeat the syllables. ■ First syllable? ■ Write *rat-*.

Second syllable? ■ In *rattle*, *-tle* is spelled **t-l-e**. Write *-tle-*.

Last syllable? ■ Question? (Students: which  $\bar{a}$  /?)

► Hold up one finger.

Careful. The sound /k/ after a long vowel is spelled **k**. Write *-snake*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. Wednesday

Number 8: Wednesday. (Use the word in a sentence.)  
Say *Wednesday*.

**VISUALIZING** At the end of memory step 1, have the students close their eyes and visualize the word.

(Memory steps) Underline the hard parts: capital-**W-e-d-n-e-s** and **a-y**.

9. February

Number 9: February. (Use the word in a sentence.) Say *February*.  
(Memory steps) Underline the hard part: **r-u-a-r**.

10. busy

Number 10: busy. (Use the word in a sentence.) Say *busy*.  
(Memory steps) Underline the hard part: **u-s**.

► **Pre-spelling: Consonant-l-eastheLastSyllable**

I will say a word and have you say and spell the last syllable.

puddle — —

*Puddle.* Last syllable? ■ Spell the last syllable.

fumble — —

*Fumble.* Last syllable? ■ Spell the last syllable.

sample — —

*Sample.* Last syllable? ■ Spell the last syllable.

tangle — —

*Tangle.* Last syllable? ■ Spell the last syllable.

► **Guided Spelling**

Open your spelling books to page 161.

1. middle — —

Number 1: middle. (Use the word in a sentence.) Say *middle*.

Say *middle* by syllables. ■ I'll say the syllables to help you spell: *mid-dle*. Repeat the syllables. ■ First syllable? ■ Write *mid-*.

Second syllable? ■ In *middle*, *-dle* is spelled **d-l-e**. Write *-dle*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

2. July — —

Number 2: July. (Use the word in a sentence.) Say *July*.

Say *July* by syllables. ■ I'll say the syllables to help you spell: *Ju-ly*. Repeat the syllables. ■ First syllable? ■ In *July*, *Ju-* is spelled capital-**J-u**. Write *Ju-*.

Second syllable? ■ It's spelled **l-y**. Write *-ly*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. hurried — —

Number 3: hurried. (Use the word in a sentence.) Say *hurried*.

Base word? ■ If you don't remember how to spell *hurry*, raise your hand to ask me. Write *hurry*.

*Hurried*. Everyone point to **r-y**. Does *hurry* end with consonant-**y**? ■ What's our rhyme? (Students: Change *y* to *i* and add *e-d*.) Erase the **y** and write **i**. Then add **e-d**.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. December

Number 4: December. (Use the word in a sentence.) Say *December*. Say *December* by syllables. ■ I'll say it by syllables to help you spell: *De-cem-ber*. Repeat the syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *De-*.

Second syllable? ■ If you aren't sure how to spell *-cem-* in *December*, raise your hand to ask me. Write *-cem-*.

Last syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write *-ber*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. style

Number 5: style. (Use the word in a sentence.) Say *style*.

Careful. The sound /ī/ in *style* is spelled **y-blank-e**. Write *style*. (Check.)

6. circles

Number 6: circles. (Use the word in a sentence.) Say *circles*.

Say *circles* by syllables. ■ First syllable? ■ If you aren't sure how to spell *cir-* in *circles*, raise your hand to ask me. Write *cir-*.

Second syllable? ■ In *circle*, *-cle* is spelled **c-l-e**. Finish writing *circles*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. wrinkle

Number 7: wrinkle. (Use the word in a sentence.) Say *wrinkle*.

Say *wrinkle* by syllables. ■ First syllable? ■ Careful. The sound /r/ in *wrinkle* is spelled **w-r**. Careful. The end of the first syllable sounds like /ing/ but it's spelled **i-n**. Write *wrin-*.

Second syllable? ■ In *wrinkle*, *-kle* is spelled **k-l-e**. Write *-kle*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. touched

Number 8: touched. (Use the word in a sentence.) Say *touched*.

(Memory steps) Underline the hard part: **o-u**.

9. trouble

Number 9: trouble. (Use the word in a sentence.) Say *trouble*.

(Memory steps) Underline the hard part: **o-u**.

10. Wed.

Number 10: Wednesday. She wrote “Wed.” at the top of her paper. Say *Wednesday*.

ABBREVIATION Find the abbreviation for *Wednesday* at the top of the page. When we read the abbreviation, we say *Wednesday*.

(Memory steps) Underline the whole abbreviation.

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▶ **Student Study**

▶ Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 151. If you missed a word on the test in Week 27, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. toys The baby likes her toys. (application word)
2. woman's The woman's smile was kind. (application word)
3. able Are you able to spell this word?
4. February February usually has 28 days.
5. square I'm moving my player to the next square.
6. simple They learned how to tie simple knots.
7. Wednesday We went to the grocery store on Wednesday.
8. title What is the title of the book you're reading?
9. women All of the women finished the marathon.
10. middle A flower is growing in the middle of the sidewalk.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. voice We can hear our teacher's voice.
12. busy Our schoolwork keeps us busy.
13. December The shortest day of the year is in December.
14. trouble Our mother said, "Stay out of trouble."
15. July July is one of the summer months.
16. circle They sit in a circle for story time.
17. touch Ice cubes are cold to touch.
18. uncle My uncle and my father are brothers.

### ADVANCED SPELLERS CONTINUE

19. example That sentence was an example.
20. capital Washington, DC, is the capital of our country.

## Sound /aw/ Spelled **au**, **aw**, and **a**

### ► New Content

The sound /aw/ at the beginning or in the middle of a word is often spelled **au** or **aw**, as in *August* or *lawn*.

The sound /aw/ at the end of a word is spelled **aw**, as in *law*.

The sound /aw/ before **l** is often spelled **a**, as in *ball* and *salt*.

### ► Teacher Background

Make a copy of the Week 29 homework (*Blackline Masters* page 38) for each student.

In some regions, speakers pronounce **au**, **aw**, and short **o** identically.

Spelling /aw/ before the sound /l/ can be tricky, as the spelling could be **au**, **aw**, or just **a**, as in *haul*, *crawl*, *salt*, and *fall*.

One additional guiding point is introduced this week: the sound /awl/ at the beginning of a polysyllabic word is spelled **al**, for example, *almost*, *already*, and *although*.

In the pre-spelling activities this week, the students will add endings to base words.

### ► Words Used This Week

NEW PATTERN AND  
THINK WORDS

\*August, \*draw, \*fall, \*face, pair, April, eleven, author

NEW SIGHT WORDS

\*aunt, \*post, almost, January

REVIEW PATTERN AND  
THINK WORDS

\*title, \*able, \*simple, \*middle, uncle, December, July, circle

REVIEW SIGHT WORDS

\*February, \*Wednesday, touch, trouble

CHALLENGE WORDS

opposite, produce, possible, around

APPLICATION WORDS  
ON THE TEST

country's, tried

ADDITIONAL WORDS IN  
DAILY GUIDED SPELLING

gnawed, cattle, joint, drawing, auction, candles, bird's, falling,  
jaws, section, tower, you'll, postcard, Aug.

► **Introduce This Week's Words**

Open your spelling books to page 163. Read the words and sentences with me.

1. August

Number 1: August. August is his favorite month.

*August* has two syllables: *Au-gust*. Put a dot between the syllables.

► Point to the “yawn” picture on the spelling-sound chart.

The picture shows a yawn for the sound /aw/.

► Point to **au** under the “yawn” picture.

The sound /aw/ in *August* is spelled capital-**A-u**. Underline **A-u**.

2. draw

Number 2: draw. They will draw illustrations for the chapter.

► Point to **aw** under the “yawn” picture.

The sound /aw/ in *draw* is spelled **a-w**. The sound /aw/ at the end of a word is usually spelled **a-w**.

3. fall

Number 3: fall. Don't fall off the wall.

► Point to **a(II)** under the “yawn” picture.

The sound /aw/ in *fall* is spelled **a**. The sound /aw/ before **I-I** is often spelled **a**. Underline **a**.

4. face

Number 4: face. Feel the sun on your face.

Underline **a** and **e**. Underline **c**.

5. pair

Number 5: pair. She wore a pair of bows in her hair.

Underline **a-i**.

6. April

Number 6: April. The weather grew warm in April.

*April* has two syllables: *A-pril*. Put a dot between the syllables. ■

Underline **i**.

7. eleven

Number 7: eleven. Four plus seven equals eleven.

*Eleven* has three syllables: *e-lev-en*. Put a dot after the first syllable:

*e-* ■ Put a dot after the second syllable: *-lev-* ■ Underline the first **e** and the last **e**.

8. author

Number 8: author. The author spoke to a large audience.

*Author* has two syllables: *au-thor*. Put a dot between the syllables. ■ Underline **a-u**. Underline **o-r**.

### NUMBERS 9–12 ARE THE NEW SIGHT WORDS.

9. aunt

Number 9: aunt. Her aunt and uncle live in Florida.

**HOMOPHONE** *Aunt* is a homophone if you pronounce it the same way as *ant*, *the insect*. It's not *ant*, *the insect in the ground*. It's *aunt*, *your parent's sister*. Underline **a-u**.

10. post

Number 10: post. We mailed the package at the post office.

Underline **o**.

11. almost

Number 11: almost. They have finished almost all their work.

Underline **a** and **o**.

12. January

Number 12: January. They started the new calendar on January 1.

Underline **u-a-r**.

### NUMBERS 13–24 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |              |               |
|--------------|---------------|
| 13. title    | 19. July      |
| 14. able     | 20. circle    |
| 15. simple   | 21. February  |
| 16. middle   | 22. Wednesday |
| 17. uncle    | 23. touch     |
| 18. December | 24. trouble   |

## ► Guided Spelling

Turn the page. You will write eight of this week's new words.

1. August

Number 1: August. August is his favorite month. Say *August*.

Say *August* by syllables. ■ I'll say the syllables to help you spell: *Au-güst*. Repeat the syllables. ■ First syllable? ■ Look for the "yawn" picture. Question? (Students: which /aw/?)

► Hold up one finger.

Write *Au-*.

Second syllable? ■ Write *-gust*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

**TEKS 2.B.xx**  
Student/Teacher Narrative  
Guided Spelling section  
(Words: August, January)

2. draw — —

Number 2: draw. They will draw illustrations for the chapter.  
Say *draw*.

*Draw* is a think word. Listen to the sounds: draw. When we hear the sound /aw/ at the end of a word, we spell it **a-w**. Write *draw*. (Check.)

3. fall — —

Number 3: fall. Don't fall off the wall. Say *fall*.

Question? (Students: which /aw/?)

► Hold up four fingers.

Write *fall*. (Check.)

4. face — —

Number 4: face. Feel the sun on your face. Say *face*.

Question? (Students: which /ā /?)

► Hold up one finger.

Careful. The sound /s/ in *face* is spelled **c**. Write *face*. (Check.)

NUMBERS 5–8 ARE THE NEW SIGHT WORDS.

5. aunt — —

Number 5: aunt. Her aunt and uncle live in Florida. Say *aunt*.

HOMOPHONE *Aunt* is a homophone if you pronounce it the same way as *ant*, *the insect*. It's not *ant*, *the insect*. It's *aunt*, *your mother's* or *father's sister*.

(Memory steps) Underline the hard part: **a-u**.

6. post — —

Number 6: post. We mailed the package at the post office.  
Say *post*.

(Memory steps) Underline the hard part: **o**.

7. almost — —

Number 7: almost. They have finished almost all their work.  
Say *almost*.

(Memory steps) Underline the hard parts: **a** and **o**.

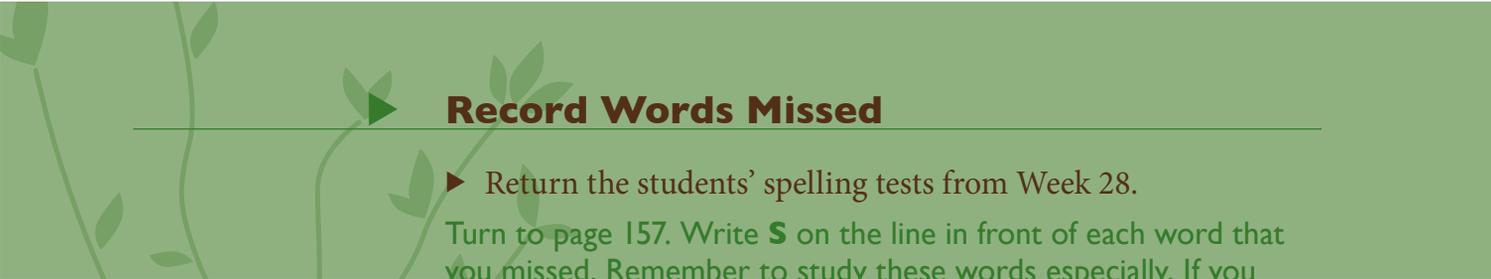
8. January — —

Number 8: January. They started the new calendar on January 1.  
Say *January*.

(Memory steps) Underline the hard part: **u-a-r**.

## ► Introduce the Homework

► Hand out the Week 29 homework.



## Record Words Missed

- ▶ Return the students' spelling tests from Week 28.

Turn to page 157. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 157.

## ► Teacher Background

In the pre-spelling activities this week, the students will add endings to base words.

## ► Pre-spelling: Endings

Help me add endings to words.

facing

Facing. They stood facing each other. Facing.

Base word?

► Write *face* on the board. Point to **ce**.

Is there consonant-**e** at the end? ■ *Facing*. What will we do now? (Students: drop e) And now? (Students: add i-n-g) *Facing*.

replies

Replies. She replies in a soft voice. Replies.

Base word? (Students: reply) *Re-ply*. *Re-*.

► Write *re* on the board.

-*Ply*.

► Add *ply*. Point to **ly**.

Does the word end with consonant-**y**? ■ *Replies*. What's our rhyme? (Students: Change y to i and add e-s.) I erase **y** and write **i**. I add **e-s**. *Replies*.

## ► Guided Spelling

Open your spelling books to page 165. Numbers 1–4 are new words for this week.

pair

Number 1: pair. She wore a pair of bows in her hair. Say *pair*.

Question? (Students: which /ā /?)

► Hold up two fingers.

Write *pair*. (Check.)

2. April

Number 2: April. The weather grew warm in April. Say *April*.

Say *April* by syllables. ■ I'll say the syllables to help you spell: *A-pril*. Repeat the syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? ■ Write *A-*.

Second syllable? ■ Write *-pril*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. eleven

Number 3: Eleven. Four plus seven equals eleven. Say *eleven*.

Say *eleven* by syllables. ■ I'll say the syllables to help you spell: *e-lev-ēn*. Repeat the syllables. ■ First syllable? ■ The first syllable is spelled **e**. Write *e-*.

Second syllable? ■ Write *-lev-*.

Last syllable? ■ Write *-en*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

4. author

Number 4: author. The author spoke to a large audience.

Say *author*.

Say *author* by syllables. ■ I'll say the syllables to help you spell: *au-thor*. Repeat the syllables. ■ First syllable? ■ Look for the "yawn" picture. Question? (Students: which /aw/?)

► Hold up one finger.

Write *au-*.

Second syllable? ■ Careful. It's spelled **t-h-o-r**. Write *-thor*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. gnawed

Number 5: gnawed. (Use the word in a sentence.) Say *gnawed*.

Base word? ■ Careful. The sound /n/ in *gnaw* is spelled **g-n**. When we hear the sound /aw/ at the end of a word, we spell it **a-w**. ■ Write *gnaw*.

*Gnawed*. When a word ends with a vowel and then **w**, such as **a-w**, we do not double. We never double the letters **w**, **x**, or **y**. *Gnawed*. What's the spelling for the ending /d/? ■ Add **e-d**. (Check.)

6. cattle

Number 6: cattle. (Use the word in a sentence.) Say *cattle*.

Say *cattle* by syllables. ■ I'll say the syllables to help you spell: *cat-tle*. Repeat the syllables. ■ First syllable? ■ If you aren't sure how to spell the sound /k/, raise your hand to ask me. Write *cat-*.

Second syllable? ■ In *cattle*, *-tle* is spelled **t-l-e**. Write *-tle*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. joint

Number 7: joint. (Use the word in a sentence.) Say *joint*.

Listen to the sounds: joint. Question? (Students: which /oi/?)

► Hold up one finger.

Write *joint*. (Check.)

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. Wednesday

Number 8: Wednesday. (Use the word in a sentence.)

Say *Wednesday*.

(Memory steps) Underline the hard parts: capital-**W-e-d-n-e-s** and **a-y**.

9. touch

Number 9: touch. (Use the word in a sentence.) Say *touch*.

(Memory steps) Underline the hard part: **o-u**.

10. you'll

Number 10: you'll. (Use the word in a sentence.) Say *you'll*.

CONTRACTION *You'll* is a contraction. What two words does *you'll* come from?

(Memory steps) Underline the hard part: **o-u-apostrophe-l-l**.

# Week 29 Day 3

## ► Pre-spelling: Endings

Help me add endings to words.

buying — —

Buying. They were buying groceries. Buying.

Base word?

► Write *buy* on the board. Point to **uy**.

*Buy* ends with vowel-**y**. *Buying*. What will we do now?

(Students: just add i-n-g)

► Add **ing**.

Buying.

frying — —

Frying. He was frying an egg for breakfast. Frying.

Base word?

► Write *fry* on the board.

*Frying*. Will we change **y** to **i**? (Students: no) I just add **i-n-g**. *Frying*.

## ► Guided Spelling

Open your spelling books to page 166.

1. drawing — —

Number 1: drawing. (Use the word in a sentence.) Say *drawing*.

*Drawing* is a think word.

Base word? ■ Listen to the sound: draw. Look for the “yawn” picture. When we hear the sound /aw/ at the end of a word, we spell it **a-w**. Write *draw*.

*Drawing*. When a word ends with a vowel and then **w**, such as **a-w**, we do not double. We never double the letters **w**, **x**, or **y**. *Draw-ing*. Add /ing/. (Check.)

2. April — —

Number 2: April. (Use the word in a sentence.) Say *April*.

Say *April* by syllables. ■ I'll say the syllables to help you spell: A-*pril*. Repeat the syllables. ■ First syllable? ■ We hear a long vowel sound at the end of the syllable, so what spelling will we probably use? Write A-

Second syllable? ■ Write *-pril*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

3. *bird's*

Number 3: *bird's*. The bird's nest was made of twigs. Say *bird's*.

What do we call the word *bird's*? (Students: possessive) *The bird's nest was made of twigs*. This sentence is about one bird. Write *bird*. If you don't remember how to spell *bird*, raise your hand to ask me. ■ *The bird's nest*. Make *bird* possessive by adding apostrophe-**s**. (Check.)

4. *August*

Number 4: *August*. (Use the word in a sentence.) Say *August*.

Say *August* by syllables. ■ I'll say the syllables to help you spell: *Au-güst*. Repeat the syllables. ■ First syllable? ■ Question? (Students: which /aw/?)

► Hold up one finger.

Write *Au-*.

Second syllable? ■ Write *-gust*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

5. *candles*

Number 5: *candles*. (Use the word in a sentence.) Say *candles*.

Say *candles* by syllables. ■ First syllable? ■ If you aren't sure how to spell the sound /k/, raise your hand to ask me. Write *can-*.

Second syllable? ■ In *candle*, *-dle* is spelled **d-l-e**. Finish writing *candles*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

6. *face*

Number 6: *face*. (Use the word in a sentence.) Say *face*.

Question? (Students: which /ā /?)

► Hold up one finger.

Careful. The sound /s/ in *face* is spelled **c**. Write *face*. (Check.)

7. *auction*

Number 7: *auction*. (Use the word in a sentence.) Say *auction*.

Say *auction* by syllables. ■ First syllable? ■ Question? (Students: which /aw/?)

► Hold up one finger.

Careful. If you don't know how to spell the sound /k/ in *auc-*, raise your hand to ask me. Write *auc-*.

Second syllable? ■ If you aren't sure how to spell *-tion*, raise your hand to ask me. Write *-tion*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### NOW YOU'LL WRITE THREE SIGHT WORDS.

8. aunt

Number 8: aunt. My aunt is coming for a visit. Say *aunt*.

**HOMOPHONE** *Aunt* is a homophone if you pronounce it the same way as *ant*, *the insect*. It's not *ant*, *the insect*. It's *aunt*, *your mother's* or *father's sister*.

(Memory steps) Underline the hard part: **a-u**.

9. February

Number 9: February. (Use the word in a sentence.) Say *February*.

(Memory steps) Underline the hard part: **r-u-a-r**.

10. postcard

Number 10: postcard. (Use the word in a sentence.) Say *postcard*.

**COMPOUND WORD** *Postcard* is a compound word. What two smaller words make up *postcard*?

(Memory steps) Underline the hard part: **o**.

### ► Pre-spelling: Endings

Help me add endings to words.

rested — —

Rested. The cat rested on the sofa. Rested.

Base word?

► Write *rest* on the board. Point to **e**.

Is there one vowel?

► Point to **st**.

Is there one consonant after the vowel? (Students: no, two)

Will we double the **t**? (Students: no)

► Add **ed**.

Rested.

tried — —

Tried. He tried to open the jar. Tried.

Base word?

► Write *try* on the board. Point to **ry**.

Does the word end with consonant-**y**? ■ *Tried*. What's our rhyme? (Students: Change y to i and add e-d.) I erase **y** and write **i**. I add **e-d**. *Tried*.

### ► Guided Spelling

Open your spelling books to page 167.

1. pair — —

Number 1: pair. (Use the word in a sentence.) Say *pair*.

Question? (Students: which /ā /?)

► Hold up two fingers.

Write *pair*. (Check.)

2. jaws — —

Number 2: jaws. (Use the word in a sentence.) Say *jaws*.

*Jaws* is a think word. Look for the “yawn” picture. When we hear the sound /aw/ at the end of a base word, we spell it **a-w**.

Write *jaws*. (Check.)

### 3. falling

Number 3: falling. (Use the word in a sentence.) Say *falling*.

Base word? ■ Question? (Students: which /aw/?)

► Hold up four fingers.

Write *fall*.

*Falling*. What will you decide? (Students: Do we double?) Everyone point to **a**. Is there one vowel? ■ Everyone point to **I-I**. Is there one consonant after the vowel? (Students: no, two) Will you double the last consonant? (Students: no) *Falling*. Add /ing/. (Check.)

### 4. section

Number 4: section. (Use the word in a sentence.) Say *section*.

Say *section* by syllables. ■ First syllable? ■ Careful. If you don't know how to spell the sound /k/ in *sec-*, raise your hand to ask me. Write *sec-*.

Second syllable? ■ If you aren't sure how to spell *-tion*, raise your hand to ask me. Write *-tion*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### 5. eleven

Number 5: eleven. (Use the word in a sentence.) Say *eleven*.

Say *eleven* by syllables. ■ I'll say the syllables to help you spell: *ē-lev-ĕn*. Repeat the syllables. ■ First syllable? ■ The first syllable is spelled **e**. Write *e-*.

Second syllable? ■ Write *-lev-*.

Last syllable? ■ Write *-en*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

### 6. tower

Number 6: tower. (Use the word in a sentence.) Say *tower*.

Say *tower* by syllables. ■ I'll say the syllables to help you spell: *tow-er*. Repeat the syllables. ■ First syllable? ■ Question? (Students: which /ou/?)

► Hold up two fingers.

Write *tow-*.

Second syllable? ■ Question? (Students: which /er/?)

► Hold up one finger.

Write *-er*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

7. author

Number 7: author. (Use the word in a sentence.) Say *author*.

Say *author* by syllables. ■ I'll say the syllables to help you spell: *au-thor*. Repeat the syllables. ■ First syllable? ■ Question? (Students: which /aw/?)

► Hold up one finger.

Write *au-*.

Second syllable? ■ Careful. It's spelled **t-h-o-r**. Write *-thor*.

Let's check. Read the word. ■ Read and spell by syllables as I write the word. ■ Check your word.

NOW YOU'LL WRITE THREE SIGHT WORDS.

8. January

Number 8: January. (Use the word in a sentence.) Say *January*.

(Memory steps) Underline the hard part: **u-a-r**.

9. almost

Number 9: almost. (Use the word in a sentence.) Say *almost*.

(Memory steps) Underline the hard parts: **a** and **o**.

10. Aug.

Number 10: August. The top of the letter said "Aug. 12." Say *August*.

ABBREVIATION Find the abbreviation for *August* at the top of the page. When we read the abbreviation, we say *August*.

(Memory steps) Underline the whole abbreviation.

## ► Student Study

► Note: This is a brief activity of 1 or 2 minutes.

Now turn to page 157. If you missed a word on the test in Week 28, you have put an **S** by it. Now study the words that have **S** by them. If you did not miss any words on the test, study the words that may be hard for you.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

- |              |   |
|--------------|---|
| 1. country's | That country's weather is very hot. (application word)        |
| 2. tried     | The dog tried to wiggle through the fence. (application word) |
| 3. able      | They are able to do cartwheels.                               |
| 4. August    | The family took a vacation in August.                         |
| 5. face      | The clown painted her face.                                   |
| 6. post      | Take the letter to the post office.                           |
| 7. draw      | He likes to draw pictures of machines.                        |
| 8. Wednesday | Each Wednesday we go to the library.                          |
| 9. fall      | The leaves fall from the trees in autumn.                     |
| 10. aunt     | My aunt visits us every summer.                               |

### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |             |  |
|-------------|--|
| 11. almost  | It's almost time to go.                              |
| 12. pair    | She has a pair of boots for rainy days.              |
| 13. circle  | First they stood in a circle.                        |
| 14. author  | The author of that book loves to write for children. |
| 15. April   | April has 30 days.                                   |
| 16. January | January was very cold that year.                     |
| 17. eleven  | There are eleven players on the team.                |
| 18. touch   | Touch the button to call the elevator.               |

### ADVANCED SPELLERS CONTINUE

- |              |  |
|--------------|--|
| 19. opposite | The windows are opposite the door.                 |
| 20. possible | It is possible to read the whole book in one week. |

## Review of Weeks 23, 25, 26, 27, and 28

### ► Teacher Background

Make a copy of the Week 30 homework (*Blackline Masters* pages 39–41) for each student. The structure of the review weeks is as follows:

Day 1: Pretest

Day 2: Proofreading with a partner

Day 3: Study for review test with a partner

Day 4: Class discussion on spelling

Day 5: Review week test

See Week 6, page 101, for more details about the structure of the review weeks.

In the pre-spelling activities this week, the students add endings to several types of base words studied this year.

In the optional spelling activity this week (*Student Spelling Book* page 172), the students alphabetize words. If your students do not know how to alphabetize using the second, third, fourth, and fifth letters of words, you may wish to practice this with them as described in “Introduce the Optional Spelling Activity” at the end of Day 1.

### ► Words Used This Week

#### REVIEW PATTERN AND THINK WORDS

\*flying, \*fries, \*puppies, \*cried, week, hurrying, speak, speed, \*town, \*hour, \*now, \*house, about, sound, brown, south, \*boys', \*men's, \*boy's, \*puppy's, please, girl's, seem, puppies', \*enjoy, \*square, \*real, \*oil, leave, ground, voice, deep, \*title, \*able, \*simple, \*middle, uncle, December, July, circle

REVIEW SIGHT WORDS

\*often, \*ready, become, listen, \*meant, \*bread, weather, sense,  
\*rough, \*nothing, heavy, enough, \*women, \*woman, busy, above,  
\*February, \*Wednesday, touch, trouble

REVIEW CHALLENGE WORDS

rather, level, position, system, mountains, flour, flower,  
thousand, business, method, energy, probably, figure, alone,  
general, suppose, example, capital, single, cattle

APPLICATION WORDS ON THE TEST

joy, ponies

## Pretest

### ► Administer the Pretest

---

Turn to page 170 in your spelling books. This week you will review your spelling words. You will take a pretest today.

#### ALL STUDENTS

- |              |  |
|--------------|--|
| 1. town's    | This town's name is Elmhurst. (application word)                   |
| 2. cities    | San Francisco and Los Angeles are large cities. (application word) |
| 3. title     | The book had a long title.   |
| 4. Wednesday | Every Wednesday we do a science experiment.                        |
| 5. enjoy     | She said we would enjoy the book.                                  |
| 6. hour      | We read for an hour.   |
| 7. men's     | The men's jackets are on the second floor.                         |
| 8. rough     | The bark of the tree was rough.                                    |

#### AVERAGE AND ADVANCED SPELLERS CONTINUE

- |            |                                |
|------------|--------------------------------|
| 9. circle  | We each drew a circle.         |
| 10. deep   | She can swim in the deep end.  |
| 11. heavy  | A box of books is very heavy.  |
| 12. girl's | The new girl's name is Claire. |

### ► Correct the Pretest

---

I will read and spell each word. Point under each letter as I spell. If you did not spell the word correctly, draw a line through the word.

- Read and spell the 12 words out loud.

## ▶ Record Words Missed on the Pretest

---

Turn back to page 169. These are the words that we will review this week. If you missed any words on the pretest, find the words on this page and write **S** in front of each one. These are words that you especially need to study.

## ▶ Introduce the Homework

---

▶ Hand out the homework for Week 30. There are three pages this week. The students will practice every review word.

## ▶ Record Words Missed on Last Week's Test

---

▶ Return the students' spelling tests from Week 29.

Turn to page 163. Write **S** on the line in front of each word that you missed. Remember to study these words especially. If you missed the application words, numbers 1 and 2 on the test, you will not find them on page 163.

## ▶ Introduce the Optional Spelling Activity

---

In the optional spelling activity this week (*Student Spelling Book* page 172), the students alphabetize words. If your students do not know how to alphabetize using the second, third, fourth, and fifth letters of words, you may wish to practice this with them as described below.

- ▶ Write on the board: plans planned plants
- ▶ Have the class tell you the alphabetical order for these words as you rewrite them on the board.

## Proofreading

### ▶ Teacher Background

In the pre-spelling activities this week, the students will add endings to several types of base words studied this year.

### ▶ Pre-spelling: Endings

Help me add endings to words.

enjoyed — —

Enjoyed. We enjoyed their program. Enjoyed.

Base word? (Students: enjoy) *En-joy. En-*

▶ Write *en* on the board.

*-Joy.*

▶ Add *joy*. Point to *oy*.

*Enjoy ends with vowel-y. Enjoyed. What will we do now?*  
(Students: just add e-d)

▶ Add *ed*.

Enjoyed.

relying — —

Relying. They're relying on their sister. Relying.

Base word? (Students: rely) *Re-ly. Re-*

▶ Write *re* on the board.

*-Ly.*

▶ Add *ly*.

*Relying. Will we change y to i? (Students: no) I just add i-n-g.*  
*Relying.*

### ▶ Partner Proofreading

▶ Explain that the students will work with the person sitting next to them. Note that some students may have to work in a group of three.

Open your spelling books to page 171. On this page you will see many of the words that we have studied, but some of them are

not spelled correctly. Today you will proofread these sentences with your partner. Read each sentence with your partner. Together you will look for misspelled words. When you find a misspelled word, draw a line through it and write the correct word above it. You may find a sentence without any misspelled words.

▶ As the students work, monitor and assist those who need extra support in proofreading.

## ▶ **Correct Sentences Together**

---

Let's read each sentence together. You tell me each misspelled word and how to spell it correctly, and I will write the correct word on the board. If you made a mistake, draw a line through the word.

1. The women were hurrying to be reddy on time. Misspelled words? (Students: ready, r-e-a-d-y)

▶ Write *ready* on the board.

2. The plane was flying high abuv the grownd at a very fast spede. Misspelled words? (Students: above, a-b-o-v-e, ground, g-r-o-u-n-d, speed, s-p-e-e-d)

▶ Write *above*, *ground*, and *speed* on the board.

3. The mother dog had four brown puppies. One puppy's ear was white. Misspelled words? (Students: no misspelled words)

4. Her unkle offen speeks in a loud voice. Misspelled words? (Students: uncle, u-n-c-l-e, often, o-f-t-e-n, speaks, s-p-e-a-k-s)

▶ Write *uncle*, *often*, and *speaks* on the board.

5. The two boy's house is in the midle of toun. Misspelled words? (Students: boys', b-o-y-s-apostrophe, middle, m-i-d-d-l-e, town, t-o-w-n)

▶ Write *boys'*, *middle*, and *town* on the board.

## ▶ **Record Words Missed in Proofreading**

---

If there is a misspelled word that you did not correct, turn back to page 169 and write **S** next to the word. If there is a word that you did not write correctly, find the word on page 169 and write **S** next to it. These are words that you especially need to study.

## Partner Study

### ► Pre-spelling: Endings

Help me add endings to words.

choosing

Choosing. He was choosing a book. Choosing.

Base word?

► Write *choose* on the board. Point to **se**.

Is there consonant-**e** at the end? ■ *Choosing*. What will we do now? (Students: drop e) And now? (Students: add i-n-g) *Choosing*.

dries

Dries. Rain dries quickly on a hot day. Dries.

Base word?

► Write *dry* on the board. Point to **ry**.

Does the word end with consonant-**y**? ■ *Dries*. What's our rhyme? (Students: Change y to i and add e-s.) I erase **y** and write **i**. I add **e-s**. *Dries*.

### ► Partner Study

► Have your students open their spelling books to page 169. Remind them how to study their spelling words with a partner. In partner study the students take turns telling each other which word they choose to spell aloud. The students also say which parts of each word are hard to spell. For example, one student says, "I will spell number 18, *sound*. The hard part is **o-u**." He covers the word and spells it aloud as his partner checks. If he makes a mistake, both partners cover the word and spell it together. The partner who made the mistake writes **S** in front of the word to remind him to study it.

► You may want to model the partner study before your students begin.

## Spelling Discussion

### ► Teacher Background

The purposes of today's spelling discussion is to explore ways of memorizing words.

### ► Pre-spelling: Endings

Help me add endings to words.

zipping — —

Zipping. She was zipping up her backpack. Zipping.

Base word?

► Write *zip* on the board. Point to **i**.

Is there one vowel?

► Point to **p**.

Is there one consonant after the vowel? ■ Will we double the **p**?  
(Students: yes)

► Add **ping**.

Zipping.

hurried — —

Hurried. They hurried up the stairs. Hurried.

Base word? (Students: hurry) *Hur-ry. Hur-*

► Write *hur* on the board.

*-Ry.*

► Add *ry*. Point to **ry**.

Does the word end with consonant-**y**? ■ *Hurried*. What's our rhyme? (Students: Change **y** to **i** and add **e-d**.) I erase **y** and write **i**. I add **e-d**. *Hurried*.

### ► Spelling Discussion

Turn to page 169 in your spelling books. These are the words you are studying for the review test this week. There are many ways to learn words for a spelling test. Can you tell us about some of the words on this page and the ways you memorize their spellings?

The students might say:

“I say words by syllables and think how each syllable is spelled, for example, *en-joy* or *mid-dle*.”

“Sometimes I say a word in a wrong way or silly way that helps me remember, such as *wō-măn* or *Wěd-něz-day*.”

“I like to make up sentences with words that have the same spelling, like *My uncle drew a circle*.”

“Sometimes I think of a rhyme I know, such as ‘How now, brown cow.’”

“Sometimes a big word has a little word in it that helps me remember; for example, *meant* has *mean* in it and *nothing* has *no* and *thing*.”

“I know that some words have the same parts. All the months that end in /er/ are spelled **e-r**, so *December* ends with **e-r**.”

► If the students do not have ideas for their own mnemonics, share some of the ideas above.

---

## ► Partner Study

► If time permits, have the students study the review words on page 169 with their partners, as on Day 3 of this week.

## Weekly Test

For details about the weekly test, see page 50.

### ALL STUDENTS

1. joy Seeing his family filled him with joy. (application word)
2. ponies The rancher had several ponies. (application word)
3. hour It takes an hour for the glue to dry.
4. woman Sally Ride was the first woman to go into space.
5. real I know what is real and what is make-believe.
6. meant I meant to bring back the book today.
7. cried The baby cried until her mother picked her up.
8. simple It's simple to mix glue and water.
9. boys' The boxes of boys' shoes were stacked neatly.
10. often This robin often sings outside our window.

### AVERAGE AND ADVANCED SPELLERS CONTINUE

11. trouble There might be trouble with the engine.
12. speed The jet flew at a high speed.
13. December We had winter vacation in December.
14. south The south pole is in Antarctica.
15. heavy The old iron pot was heavy.
16. please Please visit us again soon.
17. become A tadpole will become a frog.
18. leave Did someone leave the light on?

### ADVANCED SPELLERS CONTINUE

19. suppose Do you suppose we'll finish the book this week?
20. energy My class has lots of energy.

# Appendices

# Routine for Checking Words

During guided spelling, the students receive immediate feedback by checking each word they have written before the teacher begins the next item. For the first two weeks of grade 3, the checking procedure for each word is provided in detail in the *Teacher's Manual*, as shown below:

3. trip

Number 3: trip. His trip to the Grand Canyon was exciting. Say *trip*. (Students: trip)

Listen to the sounds: trip. (Pronounce **tr** distinctly.) Write *trip*.

Now you will check your work. Everyone will read and spell the word as I write it. Point under each letter as you spell.

► At number 3, write *trip* as the students read and spell. (Students: trip, t-r-i-p)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

Beginning in Week 3, the checking procedure is no longer written out for each word. The notation “(Check.)” reminds you to lead the students through the entire checking process, as shown below:

6. chat

Number 6: chat. (Use the word in a sentence.) Say *chat*.

*Chat* is a think word. Write *chat*. (Check.)

# Memory Steps

## The Guided Spelling Memory Steps

Students benefit from using a systematic approach to studying their spelling words. In grade 3 of the *Guided Spelling* program, you will teach your students a three-step method:

- Step 1** Read, spell out loud, and study.
- Step 2** Cover, say, spell out loud, and check.
- Step 3** Cover, say, write, and check.

## Using the Memory Steps in Daily Guided Spelling

In daily guided spelling, you lead the students through the three memory steps for each of the three sight words. In Step 1, you direct the students' study by mentioning any special features of the word (for example, if it is a homophone or compound word) and having the students underline the hard parts and often visualize the word. The following example from Week 1 shows full guiding for a class that is not yet familiar with the memory steps.

8. full — — —

Number 8: full. (Use the word in a sentence.) Say *full*.  
(Students: full)

Find *full* at the top of the page.

**Step 1** Step 1 is to read the word out loud, spell it, and study it. Everyone read. (Students: full) Everyone spell out loud as you point under each letter. (Students: f-u-l-l) Underline the hard part: **u-l-l**.

**Step 2** Step 2 is to cover the word, say it, spell it out loud, and then check it. Everyone cover the word. Say and spell. (Students: full, f-u-l-l) Uncover and check.

**Step 3** Step 3 is to cover the word, whisper it, write it, and check it. Everyone cover the word. Find line number 8. Everyone whisper the word and then whisper the letter names as you write.

*continues*

(continued)

Now you will check your work. Everyone read and spell the word as I write it. Point under each letter as you spell.

► At number 8, write *full* as the students read and spell.  
(Students: full, f-u-l-l)

Check your word. Is it spelled like the one I wrote? If you made a mistake, draw a line through the word you misspelled. Write the correct word above it.

Beginning in Week 3, the memory steps are no longer written out for each sight word. The notation “(Memory steps)” reminds you to lead the students through all three steps:

9. mother

Number 9: mother. (Use the word in a sentence.) Say *mother*.  
(Memory steps) Underline the hard parts: **o** and **e-r**.

## Using the Memory Steps in Homework

In the *Guided Spelling* program, the students use the memory steps in their homework to study and memorize the weekly words. They will be familiar with the steps from daily guided spelling. The *Blackline Masters* book provides a homework page for each week that lists the words to be studied and provides space to write the words; the memory steps are printed at the top of each homework page for the students to refer to.

# Research Basis for Guided Spelling

The *Guided Spelling* program is based on four areas of research: developmental stages, explicit instruction, word frequency, and basal spelling instruction.

## Developmental Stages of Spelling

Edmund Henderson and his colleagues at the University of Virginia conducted extensive studies of developing spellers and identified specific stages of increasing proficiency (Henderson 1990; Henderson and Templeton 1986). The following summary of stages is based on Bob Schlagal's (2001) description of these stages.

- **Nonphonetic Stage:** Children write with strings of letters unrelated to the spelling or sounds of the words.
- **Semiphonetic Stage:** Students become aware that letters can represent sounds, and they use what they know of letter sounds (and letter names, if necessary) to spell. For example, one child wrote “WE LKRNHS” for “We like our new house” (p. 154).
- **Phonetic Stage:** Students are learning the spellings of short vowels. They represent most long vowels by the name of the sound, for example, PLEZ for *please* (p. 155). Students continue to master the more difficult consonant combinations, for example, **mp**, **nd**, and **dr**. They tend to spell the inflectional ending **s** as **Z** and **ed** as **T** or **D** (p. 156).
- **Within Word Pattern Stage:** Students gain proficiency with the multiple spellings of vowel sounds, for example, **ee** and **ea** for the sound /ē/. They become more aware of vowel sounds in syllables. They master the spellings for the inflectional endings **s**, **es**, **ed**, and **ing**.
- **Syllable Juncture Stage:** Students gain proficiency in changing the end of certain base words before adding inflectional endings, for example, doubling **p** in *stopped* and dropping **e** for *waving*. Students' understanding of polysyllabic spelling increases to include correct spelling of many open syllables (e.g., *paper*) and closed syllables (e.g., *happy*).

- **Derivational Constancy Stage:** Students become aware that words derived from the same source can provide clues about spelling. For example, the speller can easily spell *e* in *competition* by making a connection with the word *compete*. Students in this stage apply knowledge of prefixes, suffixes, and Greek and Latin roots that appear in thousands of English words.

Henderson's findings have been studied, refined, and promoted by other investigators (for example, Invernizzi and Hayes 2004; Moats 2006), who strongly recommend that spelling instruction facilitate progress through these stages. The *Guided Spelling* program is carefully structured with this in mind.

## Explicit Instruction

The *Guided Spelling* program is based on principles of systematic, explicit instruction. Research on teacher effects as summarized and analyzed by Barak Rosenshine (1995) supports the positive impact of presenting new material in small steps and guiding student practice, as well as providing detailed explanations, providing active practice for students, asking for frequent student responses to check student understanding, and providing systematic feedback and correction (p. 264).

In particular, English Language Learners have been shown to benefit from systematic, explicit orthophonemic instruction (Mathes et al. 2007; Vaughn et al. 2005). Students with learning disabilities also benefit from direct spelling instruction (Graham 1999; Wanzek et al. 2006). Explicit, systematic methods of spelling instruction were pioneered by Samuel Orton, Anna Gillingham, and Bessie Stillman. The core of their methods consisted of explicit teaching of sound-symbol correspondences, focus on individual syllables as well as words, extensive practice applying key spelling rules, and a combination of visual, auditory, and kinesthetic learning (Gillingham and Stillman 1997).

## Word Frequency

Two major studies of word frequency were used as the basis of word selection for the *Guided Spelling* program. In the first study, John Carroll, Peter Davies, and Barry Richman analyzed five million words of running text in all content areas of school curricular materials in grades 3 through 9 (1971). In the second study, Susan Zeno and others analyzed 17 million words from more than 6,000 textbooks and other materials used in U.S. schools and colleges (1995). The highest-frequency

words identified in these studies are the words most frequently encountered by students and those that the students will need to spell in their school writing.

### **Basal Spelling Approach**

Basal spelling instruction has been a common feature of American education for decades. Research has supported the effectiveness of having weekly lists to study and memorize, practice throughout the week, a weekly test, frequent review, and instruction in study methods (Schlagal 2002). The *Guided Spelling* program includes these basic features while also going beyond straight memorization to support students with strategies and tools for spelling and developing students' metacognitive awareness of their spelling knowledge.

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## GRADE 3 SCOPE AND SEQUENCE

MAJOR FOCUSES OF THE WEEK			
WEEK	TITLE	CONSISTENT SPELLINGS Guiding cue: "This is a think word."	SOUNDS WITH MULTIPLE SPELLINGS Guiding cue: "Question?"
<b>1</b>	Short Vowels <b>a</b> , <b>e</b> , and <b>i</b> ; Consonant Digraphs <b>th</b> , <b>ch</b> , <b>sh</b> , and <b>wh</b>	<ul style="list-style-type: none"> <li>▶ The sound /ă/ is spelled <b>a</b> (<i>add</i>)</li> <li>▶ The sound /ĕ/ is spelled <b>e</b> (<i>led</i>)</li> <li>▶ The sound /ĭ/ is spelled <b>i</b> (<i>sit</i>)</li> <li>▶ The voiced and unvoiced sounds /th/ are spelled <b>th</b> (<i>then, thin</i>)</li> <li>▶ The sound /ch/ is usually spelled <b>ch</b> (<i>chip</i>)</li> <li>▶ The sound /sh/ is usually spelled <b>sh</b> (<i>fish</i>)</li> <li>▶ The sound /hw/ is spelled <b>wh</b> (<i>when</i>)</li> <li>▶ The sound /k/ after a short vowel in a one-syllable word is spelled <b>ck</b> (<i>back</i>)</li> </ul>	<p style="text-align: center;"><b>ADDITIONAL GUIDING POINTS</b> Guiding cue: "Careful here . . ."</p> <ul style="list-style-type: none"> <li>▶ The sound /s/ at the end of a one-syllable short vowel word is often spelled <b>ss</b> (<i>pass</i>)</li> </ul>
<b>2</b>	Short Vowels <b>o</b> and <b>u</b> ; Consonant Clusters	<ul style="list-style-type: none"> <li>▶ The sound /ŏ/ is spelled <b>o</b> (<i>box</i>)</li> <li>▶ The sound /ŭ/ is spelled <b>u</b> (<i>up</i>)</li> <li>▶ The sound /ŋ/ is spelled <b>ng</b> (<i>song</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /l/ at the end of a one-syllable short vowel word is usually spelled <b>ll</b> (<i>tell</i>)</li> <li>▶ The sounds /kr/ and /kl/ at the beginning of a word or syllable are spelled <b>cr</b> and <b>cl</b> (<i>cream, class</i>)</li> <li>▶ Writers need to listen carefully to the sounds when a word has a cluster with a preconsonantal nasal (<i>sand</i>)</li> <li>▶ Homophones are words that sound the same but are spelled differently (<i>there, their</i>)</li> <li>▶ A compound word is made of two smaller words and written with no space between the two (<i>anybody</i>)</li> <li>▶ An abbreviation is a short form of a word, usually with a period at the end (<i>Dr.</i>)</li> </ul>
<b>3</b>	Ending <b>s</b>	<ul style="list-style-type: none"> <li>▶ The inflectional endings /s/ and /z/ on short vowel words are spelled <b>s</b> (<i>plants, stands</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ In a contraction, the apostrophe shows that letters have been left out (<i>didn't</i>)</li> </ul>

*continues*

## GRADE 3 SCOPE AND SEQUENCE (continued)

MAJOR FOCUSES OF THE WEEK			ADDITIONAL GUIDING POINTS
WEEK	TITLE	CONSISTENT SPELLINGS Guiding cue: “This is a think word.”	SOUNDS WITH MULTIPLE SPELLINGS Guiding cue: “Question?”
4	Endings <b>s</b> and <b>es</b>	<ul style="list-style-type: none"> <li>▶ The inflectional ending /əz/ is spelled <b>es</b> (<i>passes</i>)</li> </ul>	<p style="text-align: center;">Guiding cue: “Careful here . . .”</p>
5	Doubling with Endings <b>ed</b> and <b>ing</b>	<ul style="list-style-type: none"> <li>▶ If a single-syllable base word has <i>one</i> vowel and <i>one</i> consonant after the vowel, then we double the last consonant before adding <b>ed</b> or <b>ing</b> (<i>planned, missing</i>)</li> </ul>	
6	Review of Weeks 1, 2, 3, and 4		<ul style="list-style-type: none"> <li>▶ Students are introduced to alphabetization in the weekly spelling activity</li> </ul>
7	Sound /ch/ Spelled <b>tch</b> ; Sound /j/ Spelled <b>dge</b>	<ul style="list-style-type: none"> <li>▶ The sound /ch/ directly after a short vowel in a single-syllable word is usually spelled <b>tch</b> (<i>match</i>)</li> <li>▶ The sound /j/ directly after a short vowel in a single-syllable word is spelled <b>dge</b> (<i>edge</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /r/ at the beginning of a word is sometimes spelled <b>wr</b> (<i>write</i>)</li> </ul>
8	Sound /ē/ Spelled <b>y</b> ; Spelling Words of More Than One Syllable	<ul style="list-style-type: none"> <li>▶ The sound /ē/ at the end of a polysyllabic word is usually spelled <b>y</b> (<i>happy</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Spelling by syllables makes it easier to write polysyllabic words</li> <li>▶ The way we say a polysyllabic word does not always correspond to the way it is written (for example, the syllables in <i>puppy</i> sound like /pū-pē/ but they are written as <i>pup</i> and <i>py</i>)</li> <li>▶ When we hear a long vowel sound at the end of a syllable, it is usually spelled with the long vowel letter itself (<i>paper</i>)</li> </ul>
9	Vowel-consonant- <b>e</b>		<ul style="list-style-type: none"> <li>▶ The long vowel sounds /ā/, /ē/, /ī/, /ō/, and /ū/ are often spelled vowel-consonant-<b>e</b> (<i>name, these, time, home, use</i>)</li> </ul>

*continues*

## GRADE 3 SCOPE AND SEQUENCE (continued)

MAJOR FOCUSES OF THE WEEK			
WEEK	TITLE	CONSISTENT SPELLINGS Guiding cue: "This is a think word."	SOUNDS WITH MULTIPLE SPELLINGS Guiding cue: "Question?"
<b>10</b>	Sound /s/ Spelled <b>c</b> Before <b>e, i,</b> and <b>y</b>		
<b>11</b>	Sound /ē/ Spelled <b>ee</b> and <b>ea</b>		<ul style="list-style-type: none"> <li>▶ The sound after /s/ is spelled <b>e, i,</b> or <b>y,</b> the sound /s/ is often spelled <b>c</b></li> <li>▶ The sound /k/ after a long vowel is spelled <b>k</b> (<i>woke</i>)</li> <li>▶ The sound /s/ after a long vowel is spelled <b>c</b> or <b>s</b> (<i>place, base</i>)</li> </ul>
<b>12</b>	Review of Weeks 5, 7, 8, 9, and 10		<ul style="list-style-type: none"> <li>▶ The sound /z/ after a long vowel is spelled <b>z</b> or <b>s</b> (<i>blaze, rise</i>)</li> </ul>
<b>13</b>	Endings <b>s, ed,</b> and <b>ing</b> on Consonant- <b>e</b> Words	<ul style="list-style-type: none"> <li>▶ The inflectional endings /s/ and /z/ on consonant-<b>e</b> words are spelled <b>s</b> (<i>shapes, cares</i>)</li> <li>▶ When a base word ends with consonant-<b>e,</b> we drop the last <b>e</b> before adding <b>ed</b> or <b>ing</b> (<i>named, taking, changed, serving, danced, moving, loved</i>)</li> </ul>	
<b>14</b>	Sound /er/ Spelled <b>er,</b> <b>ir,</b> and <b>ur</b>		<ul style="list-style-type: none"> <li>▶ The sound /er/ is often spelled <b>er, ir,</b> or <b>ur</b> (<i>her, bird, burn</i>)</li> </ul>
<b>15</b>	Sound /ar/ Spelled <b>ar;</b> Sound /or/ Spelled <b>or</b> and <b>ore</b>	<ul style="list-style-type: none"> <li>▶ The sound /ar/ is spelled <b>ar</b> (<i>far</i>)</li> <li>▶ The sound /or/ at the beginning or in the middle of a word is usually spelled <b>or</b> (<i>north</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ At the end of a word, the sound /k/ after <b>r</b> is usually spelled <b>k</b> (<i>shark</i>)</li> </ul>
<b>16</b>	Sound /ā/ Spelled <b>ai</b> and <b>ay</b>	<ul style="list-style-type: none"> <li>▶ The sound /ā/ at the end of a word is usually spelled <b>ay</b></li> </ul>	<ul style="list-style-type: none"> <li>▶ <i>-ful</i> and <i>-ly</i> are common suffixes</li> </ul>

*continues*

## GRADE 3 SCOPE AND SEQUENCE (continued)

		MAJOR FOCUSES OF THE WEEK		
WEEK	TITLE	CONSISTENT SPELLINGS Guiding cue: "This is a think word."	SOUNDS WITH MULTIPLE SPELLINGS Guiding cue: "Question?"	ADDITIONAL GUIDING POINTS Guiding cue: "Careful here . . ."
17	Sound /ō/ Spelled <b>oa</b> and <b>ow</b>	▶ The sound /ō/ at the end of a word is usually spelled <b>ow</b> ( <i>grow</i> )	▶ The sound /ō/ is often spelled <b>oa</b> or <b>ow</b> ( <i>boat, own</i> )	▶ The sound /n/ at the beginning of a word is sometimes spelled <b>kn</b> ( <i>know</i> ) ▶ The common final syllable /shūn/ is usually spelled <b>tion</b>
18	Review of Weeks 11, 13, 14, 15, and 16			
19	Endings on Single-syllable Words			▶ There are exceptions to the doubling rule: we do not double <b>x</b> ( <i>boxes</i> ); we do not double <b>w</b> or <b>y</b> in vowel spellings such as <b>ay</b> , <b>ey</b> , <b>oy</b> , <b>uy</b> , <b>aw</b> , <b>ew</b> , and <b>ow</b> ( <i>played, buying, showed</i> )
20	Sound /ōō/ Spelled <b>oo</b> , <b>ew</b> , and <b>u</b> -consonant- <b>e</b>		▶ The sound /ōō/ is often spelled <b>oo</b> , <b>ew</b> , or <b>u</b> -consonant- <b>e</b> ( <i>soon, grew, June</i> )	
21	Sound /ōō/ Spelled <b>oo</b>	▶ The sound /ōō/ is usually spelled <b>oo</b> ( <i>look</i> )		▶ <i>re-</i> and <i>un-</i> are common prefixes
22	Sound /ī/ Spelled <b>igh</b> and <b>y</b>	▶ The sound /ī/ at the end of a word is usually spelled <b>y</b> ( <i>sky</i> )	▶ The sound /ī/ is often spelled <b>igh</b> or <b>y</b> ( <i>night, by</i> )	
23	Endings <b>es</b> , <b>ed</b> , and <b>ing</b> on Words That End with Consonant- <b>y</b>	▶ If a base word ends with consonant- <b>y</b> , then we change the <b>y</b> to <b>i</b> before adding the inflectional ending <b>es</b> ( <i>flies, puppies</i> ) ▶ If a base word ends with consonant- <b>y</b> , then we change the <b>y</b> to <b>i</b> before adding the inflectional ending <b>ed</b> ( <i>cried, copied</i> ) ▶ If a base word ends with consonant- <b>y</b> , we do not change the base word when we add the inflectional ending <b>ing</b> ( <i>flying, hurrying</i> )		

continues

## GRADE 3 SCOPE AND SEQUENCE (continued)

		MAJOR FOCUSES OF THE WEEK			
WEEK	TITLE	CONSISTENT SPELLINGS Guiding cue: “This is a think word.”	SOUNDS WITH MULTIPLE SPELLINGS Guiding cue: “Question?”	ADDITIONAL GUIDING POINTS Guiding cue: “Careful here . . .”	
<b>24</b>	Review of Weeks 17, 19, 20, 21, and 22				
<b>25</b>	Sound /ou/ Spelled <b>ou</b> and <b>ow</b>	<ul style="list-style-type: none"> <li>▶ The sound /ou/ at the end of a word is usually spelled <b>ow</b> (<i>now</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /ou/ is often spelled <b>ou</b> or <b>ow</b> (<i>south, town</i>)</li> </ul>		
<b>26</b>	Spelling Possessives	<ul style="list-style-type: none"> <li>▶ To make a singular noun possessive, we add <b>'s</b> (<i>the boy's hat</i>)</li> <li>▶ To make a plural noun that ends in <b>s</b> possessive, we add an apostrophe (<i>the boys' team</i>)</li> <li>▶ To make a plural noun that doesn't end in <b>s</b> possessive, we add <b>'s</b> (<i>the men's team</i>)</li> </ul>			
<b>27</b>	Sound /oi/ Spelled <b>oi</b> and <b>oy</b>	<ul style="list-style-type: none"> <li>▶ The sound /oi/ at the end of a word is usually spelled <b>oy</b> (<i>boy</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /oi/ is spelled <b>oi</b> or <b>oy</b> (<i>point, joy</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /i/ in the middle of a word is sometimes spelled <b>y</b> (<i>type</i>)</li> <li>▶ The syllable /kl/ at the end of a word is often spelled <b>cle</b> or <b>kle</b> (<i>uncle, wrinkle</i>)</li> </ul>	
<b>28</b>	Consonant- <b>l-e</b> Syllables	<ul style="list-style-type: none"> <li>▶ When the last syllable of a base word sounds like consonant-<b>ll</b>, it is usually spelled consonant-<b>l-e</b> (<i>simple, cattle</i>)</li> </ul>			
<b>29</b>	Sound /aw/ Spelled <b>au</b> , <b>aw</b> , and <b>a</b>	<ul style="list-style-type: none"> <li>▶ The sound /aw/ at the end of a word is usually spelled <b>aw</b> (<i>jaw</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The sound /aw/ is often spelled <b>au</b> or <b>aw</b> (<i>fault, lawn</i>)</li> <li>▶ The sound /aw/ before the sound /l/ is often spelled <b>a</b> (<i>salt, tall</i>)</li> </ul>		
<b>30</b>	Review of Weeks 23, 25, 26, 27, and 28				

# Index to Full Guiding

In the *Guided Spelling* program, when spellings (such as short **a**, **oi**) or spelling concepts (such as doubling consonants before adding endings) are first introduced, the *Teacher’s Manual* provides maximum support during guided spelling for one week. Then the support is gradually decreased to reflect the students’ increasing proficiency.

As you observe your students daily and analyze their weekly test performance, you may decide they need maximum support for a particular concept for longer than one week. The purpose of this index is to direct you to the location of initial maximum guidance for each spelling element. For example, if you wish to review the fullest level of support given for **i-consonant-e**, locate “**i-consonant-e**” in the “Spellings” list below. “Week 9, Day 1, page 148, #2: *nine*” indicates that full guidance for “**i-consonant-e**” can be found on page 148 of the *Teacher’s Manual*, in the entry for the word *nine* (word #2 in the “Guided Spelling” section for Week 9, Day 1).

SPELLING CONCEPT	LOCATION OF FULL GUIDING
alphabetical order	Week 6, Day 1, page 104
abbreviation	Week 2, Day 4, page 48, #10: <i>Dr.</i>
compound words	Week 2, Day 3, page 44, #10: <i>anyone</i>
consonant clusters	Week 2, Day 1, page 32, #2: <i>must</i>
consonant- <b>l-e</b> syllables	Week 28, Day 1, page 421, #1: <i>able</i>
doubling the final consonant before adding an ending	Week 5, Day 1, page 89, #1: <i>planned</i>
doubling exceptions for vowel spellings such as <b>ay</b> , <b>ey</b> , <b>oy</b> , <b>uy</b> , <b>aw</b> , <b>ew</b> , and <b>ow</b>	Week 19, Day 1, page 291, #2: <i>stayed</i>
doubling exception for <b>x</b>	Week 19, Day 3, page 298, #4: <i>fixed</i>
dropping <b>e</b> before adding an ending	Week 13, Day 1, page 209, #2: <i>chased</i>
homophones	Week 2, Day 2, page 39, #8: <i>there</i>

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<b>SPELLING CONCEPT (continued)</b>	<b>LOCATION OF FULL GUIDING</b>
long vowel sound at the end of a syllable (open syllable)	Week 8, Day 3, page 138, #2: <i>lazy</i>
polysyllabic words	Week 8, Day 1, page 131, #1: <i>fifty</i>
possessives, plural, for nouns ending in s	Week 26, Day 1, page 393, #2: <i>boys'</i>
possessives, plural, for nouns not ending in s	Week 26, Day 1, page 393, #3: <i>men's</i>
possessives, singular	Week 26, Day 1, page 393, #1: <i>boy's</i>
preconsonantal nasals	Week 2, Day 1, page 32, #4: <i>sand</i>
<b>SPELLING</b>	<b>LOCATION OF FULL GUIDING</b>
<b>a</b> (short)	Week 1, Day 1, page 8, #1: <i>add</i>
<b>a-consonant-e</b>	Week 9, Day 1, page 148, #1: <i>gave</i>
<b>ai</b>	Week 16, Day 1, page 252, #1: <i>wait</i>
<b>all</b>	Week 29, Day 1, page 437, #3: <i>fall</i>
<b>ar</b>	Week 15, Day 1, page 238, #1: <i>March</i>
<b>au</b>	Week 29, Day 1, page 436, #1: <i>August</i>
<b>aw</b> at the end of a word	Week 29, Day 1, page 437, #2: <i>draw</i>
<b>ay</b> at the end of a word	Week 16, Day 1, page 252, #2: <i>May</i>
<b>c</b> in a vowel-consonant- <b>e</b> spelling	Week 10, Day 2, page 169, #5: <i>rice</i>
<b>ce, ci, cy</b>	Week 10, Day 1, pages 166–167, #1–3: <i>cent, city, fancy</i>
<b>ch</b>	Week 1, Day 1, page 9, #4: <i>rich</i>
<b>-ck</b>	Week 1, Day 2, page 12, #3: <i>thick</i>
<b>cl</b>	Week 3, Day 3, page 62, #2: <i>clocks</i>
<b>-cle</b> at the end of a word	Week 28, Day 2, page 423, #1: <i>uncle</i>
<b>cr</b>	Week 2, Day 3, page 42, #2: <i>crust</i>
<b>-dge</b>	Week 7, Day 1, page 119, #2: <i>edge</i>
<b>e</b> (short)	Week 1, Day 1, page 8, #2: <i>led</i>
<b>ea</b>	Week 11, Day 1, page 182, #2: <i>mean</i>
<b>-ed</b> ending on consonant- <b>e</b> words	Week 13, Day 1, page 209, #2: <i>chased</i>
<b>-ed</b> ending on consonant- <b>y</b> words	Week 23, Day 1, page 350, #2: <i>cried</i>
<b>-ed</b> ending with doubling	Week 5, Day 1, page 89, #1: <i>planned</i>
<b>ee</b>	Week 11, Day 1, page 182, #1: <i>feet</i>

*continues*

SPELLING (continued)	LOCATION OF FULL GUIDING
<b>er</b>	Week 14, Day 1, page 223, #1: <i>under</i>
-es ending	Week 4, Day 1, page 72, #1: <i>passes</i>
-es ending on consonant-y words	Week 23, Day 1, page 350, #1: <i>fries</i>
<b>ew</b>	Week 20, Day 1, page 307, #2: <i>grew</i>
-ful	Week 26, Day 3, page 399, #4: <i>powerful</i>
g after a long vowel	Week 9, Day 1, page 149, #3: <i>page</i>
i (short)	Week 1, Day 1, page 9, #3: <i>with</i>
i-consonant-e	Week 9, Day 1, page 148, #2: <i>nine</i>
<b>igh</b>	Week 22, Day 1, page 336, #1: <i>light</i>
-ing ending on consonant-e words	Week 13, Day 1, page 209, #3: <i>writing</i>
-ing ending on consonant-y words	Week 23, Day 1, page 350, #3: <i>flying</i>
-ing ending with doubling	Week 5, Day 1, page 89, #4: <i>sitting</i>
<b>ir</b>	Week 14, Day 1, page 223, #2: <i>bird</i>
k after a long vowel	Week 10, Day 2, page 169, #7: <i>spoke</i>
k after r	Week 15, Day 2, page 241, #5: <i>spark</i>
-kle at the end of a word	Week 28, Day 4, page 430, #7: <i>wrinkle</i>
<b>kn</b>	Week 17, Day 2, page 270, #6: <i>know</i>
-ll	Week 2, Day 2, page 37, #2: <i>still</i>
-ly	Week 16, Day 4, page 262, #5: <i>mainly</i>
-ng	Week 2, Day 2, page 37, #1: <i>song</i>
o (short)	Week 2, Day 1, page 31, #1: <i>box</i>
o-consonant-e	Week 9, Day 1, page 149, #4: <i>phone</i>
<b>oa</b>	Week 17, Day 1, page 267, #1: <i>boat</i>
<b>oi</b>	Week 27, Day 1, page 407, #1: <i>oil</i>
<b>oo</b> (/ōō/)	Week 20, Day 1, page 307, #1: <i>soon</i>
<b>oo</b> (/ōō/)	Week 21, Day 1, page 321, #1: <i>book</i>
<b>or</b>	Week 15, Day 1, page 238, #2: <i>horse</i>
<b>ore</b>	Week 15, Day 1, page 239, #3: <i>store</i>
<b>ou</b> as in <i>found</i>	Week 25, Day 1, page 378, #3: <i>house</i>
<b>ow</b> as in <i>clown</i>	Week 25, Day 1, page 378, #2: <i>town</i>

*continues*

SPELLING (continued)	LOCATION OF FULL GUIDING
<b>ow</b> at the end of a word, as in <i>blow</i>	Week 17, Day 1, page 267, #2: <i>low</i>
<b>ow</b> at the end of a word, as in <i>cow</i>	Week 25, Day 1, page 378, #1: <i>now</i>
<b>oy</b> at the end of a word	Week 27, Day 1, page 407, #2: <i>enjoy</i>
<b>ph</b>	Week 9, Day 1, page 149, #4: <i>phone</i>
<b>re-</b> (prefix)	Week 21, Day 4, page 330, #7: <i>reheated</i>
<b>s</b> in a vowel-consonant- <b>e</b> spelling	Week 11, Day 2, page 186, #7: <i>wise</i>
<b>-s</b> ending on consonant- <b>e</b> words	Week 13, Day 1, page 209, #1: <i>shapes</i>
<b>-s</b> ending on short vowel words	Week 3, Day 1, page 56, #1–2: <i>plants, stands</i>
<b>sh</b>	Week 1, Day 2, page 11, #1: <i>fresh</i>
<b>-ss</b>	Week 1, Day 2, page 12, #5: <i>pass</i>
<b>-tch</b>	Week 7, Day 1, page 118, #1: <i>match</i>
<b>th</b>	Week 1, Day 1, page 9, #3: <i>with</i>
<b>-tion</b>	Week 17, Day 4, page 274, #4: <i>operation</i>
<b>u</b> (short)	Week 2, Day 1, page 32, #2: <i>must</i>
<b>u-consonant-e</b> (/ōō/)	Week 20, Day 1, page 308, #3: <i>June</i>
<b>ur</b>	Week 14, Day 1, page 224, #3: <i>burn</i>
<b>wh</b>	Week 1, Day 2, page 11, #2: <i>which</i>
<b>wr</b>	Week 7, Day 1, page 119, #3: <i>wrong</i>
<b>y</b> (/ē/) at the end of a polysyllabic word	Week 8, Day 1, page 131, #1: <i>fifty</i>
<b>y</b> (/ī/) at the end of a single-syllable word	Week 22, Day 1, page 336, #2: <i>fry</i>
<b>y</b> (/ī/) in the middle of a word	Week 27, Day 4, page 415, #4: <i>type</i>

# Index of Words Taught at Grade 3

The words listed below are the words that are specifically taught, studied, and tested at grade 3 of the *Guided Spelling* program. The number after each word below indicates the week in which the word is first introduced. Sight words are underlined. For teachers who are differentiating instruction for students at different levels, asterisks (\*) indicate the words that below-grade-level spellers learn; the letters “ch” signify optional challenge words for advanced spellers.

## A

able 28\*  
about 25  
above 27  
across 13  
add 1\*  
afraid 16 ch  
almost 29  
alone 27 ch  
along 17  
already 22 ch  
also 4\*  
always 16 ch  
angry 8 ch  
any 2\*  
April 29  
around 29 ch  
August 29\*  
aunt 29\*  
author 29

## B

become 23  
before 15

began 2 ch  
begin 2 ch  
below 17 ch  
beside 22 ch  
between 11 ch  
bird 14\*  
board 17  
boat 17\*  
body 8  
book 21\*  
bottom 4 ch  
bought 4\*  
box 2\*  
boy's 26\*  
boys' 26\*  
bread 25\*  
break 8  
breath 11  
bridge 7  
brings 5  
broken 7 ch  
brown 25  
burn 14\*  
business 26 ch

busy 27

## C

capital 28 ch  
cares 13  
carry 22  
cattle 28 ch  
cent 10\*  
center 10 ch  
century 10 ch  
chance 10\*  
change 9  
chased 13\*  
check 1  
chief 9\*  
children 4 ch  
choose 20  
circle 28  
city 10\*  
climb 15\*  
closing 19\*  
clothes 9  
cold 1\*  
common 13 ch

complete 9 ch  
corner 7 ch  
country 11\*  
cried 23\*  
cross 7\*

## D

dead 5\*  
December 28  
deep 27  
describe 21 ch  
develop 21 ch  
die 5\*  
difficult 21 ch  
dishes 5\*  
doctor 15 ch  
dollar 15 ch  
draw 29\*  
due 17\*  
during 14

## E

early 21  
easily 11 ch  
easy 11 ch  
eat 14  
edge 7\*  
eggs 4  
eighteen 16  
either 19 ch  
eleven 29  
empty 8  
energy 26 ch  
English 22  
enjoy 27\*  
enough 26  
example 28 ch  
except 10 ch  
explain 16 ch

## F

face 29\*  
facts 4\*  
fall 29\*  
family 3 ch  
famous 5 ch  
fancy 10\*  
father 4  
February 28\*  
feel 14  
feet 11\*  
felt 7  
few 10  
field 5  
fifteen 11  
fifty 8\*  
figure 27 ch  
fine 22  
finger 3 ch  
fire 21  
first 14  
flat 3  
floor 8  
flour 25 ch  
flower 25 ch  
flying 23\*  
fold 19  
follow 17 ch  
foot 21\*  
forest 5 ch  
forty 15  
fourteen 15\*  
fourth 15  
fresh 1  
Friday 19\*  
fries 23\*  
fruit 20\*  
fry 22\*  
full 1  
funny 8

## G

gave 9\*  
general 27 ch  
girl's 26  
glad 2\*  
glasses 4\*  
gold 8\*  
grass 5  
grew 20\*  
ground 27  
group 3  
grow 17\*  
guard 21\*  
guess 21\*  
guide 21

## H

hair 16  
half 11\*  
hands 4\*  
happy 8\*  
head 7\*  
health 11  
heated 21  
heavy 26  
held 3  
history 20 ch  
hold 1\*  
horse 15\*  
hour 25\*  
house 25\*  
human 20 ch  
hundred 3 ch  
hungry 8 ch  
hurrying 23

## I

industry 8 ch  
information 15 ch  
inside 9

instead 19\*  
interest 14 ch  
island 5 ch

## J

January 29  
judge 8  
July 28  
June 20\*

## K

kept 3  
key 22\*  
kings 3\*  
kitchen 7 ch  
knew 20

## L

land 3  
large 15\*  
laugh 2  
learn 2  
leave 27  
led 1\*  
length 4  
level 23 ch  
light 22\*  
listen 23  
live 9  
living 13  
loose 13\*  
lose 13\*  
lost 5  
low 17\*

## M

machine 17 ch  
main 16  
many 2\*  
March 15\*

marked 19  
match 7\*  
May 16\*  
maybe 16 ch  
mean 11\*  
meant 25\*  
men's 26\*  
method 26 ch  
middle 28\*  
milk 3\*  
mind 3\*  
minute 22 ch  
missing 5\*  
modern 14 ch  
moment 19 ch  
Monday 16\*  
money 22\*  
month 2  
moon 20  
mother 2\*  
motion 7 ch  
mountains 25 ch  
must 2\*

## N

near 11  
need 11\*  
night 22\*  
nine 9\*  
none 16\*  
north 15  
note 17  
nothing 26\*  
November 17\*  
now 25\*

## O

object 20 ch  
ocean 4 ch  
October 15

often 23\*  
oil 27\*  
opposite 29 ch  
other 2\*  
over 16

## P

page 9\*  
pair 29  
paragraph 9 ch  
passes 4\*  
pencil 10  
perhaps 9 ch  
person 3 ch  
phone 9\*  
picture 5 ch  
planned 5\*  
plants 3\*  
please 26  
plenty 8\*  
position 23 ch  
possible 29 ch  
post 29\*  
practice 22 ch  
present 19 ch  
pretty 9\*  
probably 26 ch  
problem 13 ch  
produce 29 ch  
product 19 ch  
prove 15  
pull 1  
puppies 23\*  
puppies' 26  
puppy's 26\*  
push 8\*

## Q

quickly 8\*  
quite 22

## R

racing 13  
raised 19  
rather 23 ch  
read 11\*  
ready 23\*  
real 27\*  
reason 11 ch  
result 21 ch  
return 14 ch  
rich 1\*  
rocks 10  
rough 26\*

## S

sand 2\*  
Saturday 16\*  
school 7  
science 10 ch  
scratch 7  
sea 11  
search 14  
seem 26  
send 4  
sense 25  
sent 5  
September 13\*  
shapes 13\*  
shared 13  
shoes 9  
should 7  
sight 22  
sign 10\*  
similar 15 ch  
simple 28\*  
since 10  
single 28 ch  
sitting 5\*  
sixty 10\*  
sky 22

snow 17  
soft 2  
sold 19\*  
song 2  
soon 20\*  
sorry 8 ch  
sound 25  
south 25  
speak 23  
special 9 ch  
speed 23  
spent 4  
square 27\*  
stands 3\*  
starring 19\*  
states 19  
stayed 19\*  
sticks 7  
still 2  
stood 21\*  
store 15\*  
straight 16  
strange 9  
street 21  
strong 10  
subject 20 ch  
suddenly 13 ch  
suit 20  
Sunday 20\*  
suppose 27 ch  
surface 14 ch  
system 23 ch

## T

tail 19  
team 20  
thick 1  
thin 10  
third 14\*  
thirteen 21

those 16  
thousand 25 ch  
three 11  
throat 17  
Thursday 16\*  
tie 5  
title 28\*  
toe 17  
touch 28  
toward 4  
town 25\*  
travel 4 ch  
trip 2

trouble 28  
truth 17\*  
Tuesday 20\*

**U**  
uncle 28  
under 14\*  
until 2 ch  
upon 2 ch  
used 13

**V**  
voice 27

**W, X, Y, Z**  
wait 16\*  
wear 14\*  
weather 25  
Wednesday 28\*  
week 23  
which 1  
white 22\*  
whose 20  
wind 3  
window 17 ch  
with 1\*  
woman 27\*

women 27\*  
won't 3\*  
woods 21\*  
worse 14\*  
worst 14  
worth 19  
would 7\*  
writing 13\*  
written 13 ch  
wrong 7\*

# Index of Words in Grades 1–6

This is a complete list of the words that are specifically taught, studied, and tested in grades 1–6 of the *Guided Spelling* program. The grade or grades at which each word is taught is listed next to the word. (Note that this list does not include the optional challenge words.)

<b>A</b>	almost 3	ask 2	beginner 4
a 1	alone 4	assignment 6	beginning 4
abilities 6	along 3	assistants 5	behavior 6
able 3	a lot 4, 6	associate 6	behind 4
about 3	aloud 6	atmosphere 6	believe 4
above 3	alphabetize 6	attach 5	belong 5
absent 5	already 4	attack 6	below 4
absorb 6	also 3	attempt 6	beneath 5
acceptable 5	although 4	attendance 5	better 4
accidentally 5	always 4	attention 4	between 4
according to 6	ambulance 5	audience 4	beyond 4
across 3	America 4	August 3	bicycle 4
action 4	among 4	aunt 3	big 2
activities 4	amount 4	author 3	billion 6
actor 4	ancient 6	automobile 6	bird 3
actually 5	angrily 6	autumn 6	birth 4
add 3	angry 6	available 6	black 2
addition 4	animal 4	average 6	blindness 5
address 5	announce 5	avoid 6	blood 4
admitted 6	another 4	awareness 5	blue 2
adulthood 6	answer 4	away 4	board 3
advantage 5	antibacterial 6	<b>B</b>	boat 3
adventure 5	antislavery 6	babies 4	body 3
advertise 6	any 2, 3	back 2	book 3
advice 5	apart 5	background 5	border 5
affect 6	apartment 5	backward 6	born 4
affordable 6	apparently 6	badge 4	borrow 6
afraid 4	applied 5	balance 5	both 2
after 4	applying 5	banana 6	bottom 4
afternoon 4	appointment 6	basement 6	bought 3
again 4	approach 4	bay 6	bowl 5
against 4	April 3	be 2	box 3
age 4	are 1, 2	beach 6	boy 2
ago 4	area 4	bear 2	boy's 3
ahead 4	argument 6	beautiful 5	boys' 3
aid 4	armies 5	became 4	brain 4
air 2	around 4	because 4	bread 3
airplane 5	arrange 6	because 2	break 3
alarm 5	arrive 6	become 3, 4	breakable 5
allow 4	article 5	been 2	breakfast 4
all ready 4	artistic 5	before 3	breath 3
all right 4, 6	as 1	began 4	bridge 3

brief 6  
brightness 4  
brings 3  
broad 5  
broken 5  
brother 4  
brought 2  
brown 3  
buffalo 5  
build 2  
built 2  
burn 3  
burying 6  
busy 3  
buy 2

**C**  
cage 5  
call 2  
calm 5  
came 2  
camel 5  
camera 5  
camping 5  
canal 6  
cannot 4  
canoe 6  
can't 2, 4  
capital 5  
captain's 5  
capturing 5  
cares 3  
carry 3  
case 4  
castle 5  
catch 4  
caught 2  
cause 2  
cent 3  
center 4  
centimeter 6  
centuries 5  
certain 4  
chair 4  
chance 3  
change 3  
chapter 5  
character 5  
chased 3  
check 3  
chemicals 6  
chief 3  
child 2  
children's 4, 5  
chocolate 6  
choice 5  
choose 3  
chose 6  
circle 3  
citizen 6  
city 3  
civilian 6

claimed 6  
clapped 4  
classes 2  
clay 4  
cleanest 4  
clear 4  
climate 6  
climb 3  
closing 3  
clothes 3  
cloudiness 6  
clue 4  
coal 6  
coast 4  
cold 3  
collect 5  
college 6  
colonial 5  
colonies 4  
colorless 4  
column 6  
combination 6  
come 1, 2  
comfortable 5  
command 6  
common 6  
communication 6  
communities 6  
companies 6  
comparing 6  
complete 4  
compound 6  
computer 5  
concentrate 6  
concern 5  
conclusion 6  
conditions 4  
conference 5  
confidence 5  
conflict 5  
constant 6  
consumer 6  
contact 6  
container 6  
content 5  
control 4  
controlled 4  
conversation 6  
cool 4  
cooperating 5  
copying 4  
corner 4  
correct 6  
cotton 5  
could 2  
couldn't 5  
council 6  
country 3  
county 5  
couple 6  
courage 5  
court 6

cover 4  
cow 4  
creative 6  
creativity 6  
creature 6  
cried 3  
crops 5  
cross 3  
culture 6  
curious 5  
curve 6  
customer 6  
cutting 4

**D**  
daily 5  
damaged 5  
dance 4  
danger 4  
darkness 4  
daughter 5  
dead 3  
deal 5  
death 6  
December 3  
decide 4  
decision 4, 6  
declared 5  
deep 3  
deer 5  
defining 5  
degrees 5  
demand 6  
department 5  
departmentalization 6  
dependable 6  
depth 5  
describing 5  
desert 6  
design 6  
desirable 6  
destroy 4  
details 5  
detective 5  
determine 6  
developed 6  
dictionary 5  
didn't 2  
die 3  
difference 5  
different 4  
difficult 4  
digestion 6  
dimmer 6  
direct 6  
direction 4  
dirty 5  
disagree 4  
disagreeable 4  
disappear 4  
disconnected 4  
discontinue 6

discount 5  
discover 4  
discussion 4, 6  
disease 6  
dishes 3  
disobey 4  
disposable 5, 6  
disrespect 5  
distance 5  
dividing 4  
division 5  
do 1, 2  
doctor 4  
does 2  
dollar 6  
done 2  
don't 2, 4  
door 2  
double 5  
doubtful 6  
down 2  
dozen 5  
drank 6  
draw 3  
drawer 6  
dreamer 5  
dressed 4  
drew 4  
dripped 6  
driving 4  
dropped 4  
due 3  
during 3

**E**  
each 2  
eagerly 5  
earlier 4  
early 3  
earn 5  
earring 6  
earth 2  
easiest 4  
easily 5  
eat 3  
echoes 5  
edge 3  
education 4  
effect 6  
effortless 5  
eggs 3  
eight 2  
eighteen 3  
eightieth 6  
either 4  
eject 6  
electricity 6  
eleven 3  
else 2  
emperor 6  
empire 6  
empty 3

encode 5  
encourage 6  
encyclopedia 6  
ended 2  
enemies 5  
energy 4  
enforcement 6  
engineer 5  
English 3  
enjoy 3  
enormous 5  
enough 3  
entire 5  
entrance 6  
environment 4  
environmentally 6  
equal 5  
equaled 6  
equality 6  
equator 6  
equipment 6  
escaping 4  
even 4  
evening 5  
event 5  
everything 4  
evidence 6  
evil 6  
exact 4  
examine 5  
example 4  
excellent 5  
except 4  
exchangeable 6  
excitable 5  
exercise 6  
expand 6  
expect 4  
expensive 5  
experience 5  
experiment 5  
expert 6  
explain 4  
explanation 5  
express 6  
expression 5  
extend 6  
extra 5  
extremely 5  
eye 2

## F

face 3  
factories 4  
facts 3  
fall 3  
familiar 6  
family 4  
fancy 3  
far 2  
farther 5  
fashion 5

father 3  
fault 4  
favorite 6  
fearful 4  
feathery 5  
February 3  
federal 6  
feel 3  
feet 3  
felt 3  
female 6  
fence 5  
few 3  
field 3, 4  
fifteen 3  
fifth 6  
fifty 3  
fight 4  
figure 4  
filled 2  
find 1, 2  
fine 3  
finish 4  
fire 3  
firm 4  
first 3  
fish 2  
five 2  
fixing 5  
flat 3  
flatten 6  
flew 5  
flexible 6  
floor 3  
flower 4  
flying 3  
foggy 6  
fold 3  
follow 4  
food 2  
foolish 6  
foot 3  
football 5  
for 2  
forbidden 6  
force 4  
forearm 5  
forefinger 6  
foreign 6  
forest 4  
forgetting 4  
forgotten 5  
form 4  
forth 5  
fortieth 5  
forty 3  
forward 4  
fossil 6  
fought 5  
found 2  
four 2  
fourteen 3

fourth 3  
freedom 6  
frequently 6  
fresh 3  
Friday 3  
friend 2  
friendliness 4  
fries 3  
fright 4  
from 2  
front 2  
fruit 3  
fry 3  
full 3  
funny 3  
furniture 5  
furry 5  
further 4  
future 4

## G

garbage 5  
gardener 5  
gasoline 6  
gave 3  
general 4  
gentle 5  
get 2  
getting 2  
giant's 5  
giants' 5  
girl 2  
girl's 3  
give 2  
glad 3  
glance 5  
glasses 3  
global 6  
go 1, 2  
goals 5  
goes 2  
gold 3  
gone 2  
gong 6  
good 2  
government 6  
gradually 6  
grain 6  
graph 6  
grass 3  
gravity 6  
great 2  
green 2  
grew 3  
ground 3  
group 3  
grow 3  
growth 4  
guard 3  
guess 3  
guide 3

## H

habit 6  
hair 3  
half 3  
halfway 5  
halves 4  
handle 5  
hands 3  
happened 4  
happy 3  
harbor 6  
hardness 4  
has 1, 2  
hatches 6  
have 1, 2  
he 1  
head 3  
health 3  
hear 2  
heard 2  
heart 2  
heated 3  
heavy 3  
he'd 6  
height 4  
held 3  
helps 2  
hemisphere 6  
her 2  
here 2  
heroes 5  
hers 5  
hidden 5  
high 2  
hiring 5  
his 1, 2  
history 4  
hitting 4  
hold 3  
hollow 6  
home 2  
honey 5  
hook 6  
hoped 2  
horrible 5  
horse 3  
hospital 5  
hottest 6  
hour 3  
house 3  
how 2  
huge 4  
hundred 4  
hungrier 5  
hurrying 3  
hurt 4  
husband's 5

## I

I 1  
ice 4  
idea 4

identified 6  
I'll 2  
illegal 6  
I'm 2, 5  
imaginary 6  
immediately 5  
immigrant 5  
impatient 6  
importance 5  
impossibility 6  
impossible 4  
impression 6  
improve 5  
inaccurate 6  
inches 2  
include 4  
increase 6  
independent 5  
individual 6  
indivisible 6  
industrial 6  
ineffective 6  
inexcusable 6  
influence 6  
information 4  
injection 6  
injustice 5  
innocent 5  
insect 4  
insensitivity 6  
inside 3  
instant 6  
instead 3  
instructions 5  
instruments 5  
intelligent 6  
intend 5  
interchangeable 5  
intercontinental 5  
interfere 6  
internationalization 6  
interplanetary 6  
intertribal 6  
into 6  
introduce 5  
involve 6  
iron 4  
irregular 6  
irresponsible 6  
is 1  
island 4  
issue 6  
item 5  
it's 2, 4, 5  
its 5, 6

**J**  
January 3  
jogger 6  
join 4  
journey 5  
judge 3

July 3  
June 3  
jungle 6  
just 2  
justifiable 6

**K**  
keep 4  
kept 3  
ketchup 6  
key 3  
kind 2  
kindergarten 6  
kings 3  
kitchen 5  
knees 5  
knew 3  
knives 5  
knock 5  
knots 6  
know 2, 5  
knowledge 4  
known 4

**L**  
labor 6  
ladies' 6  
lady's 6  
laid 5  
lake's 4  
land 3  
language 4  
large 3  
lateness 4  
laugh 3  
law 4  
layer 5  
leader 4  
learn 2, 3  
least 4  
leave 3  
leaves 5  
led 3  
left 2  
legs 2  
length 3  
let's 4  
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# Guided Spelling™

Developing Thoughtful Spellers

The *Guided Spelling* program is a research-based, yearlong curriculum for grades 1–6. Students learn to become thoughtful spellers and master the high-frequency words they will need in their writing. The 15-minute daily lessons are teacher-directed, multisensory, and interactive. In grade 3 of the *Guided Spelling* program, the students learn vowel patterns in both single-syllable and polysyllabic words. They spell endings that involve doubling the final consonant, dropping **e**, changing **y** to **i**, and forming possessives. Students learn strategies for spelling and memorizing single-syllable, polysyllabic, and irregular words.

Grade 3 Content	Examples
<b>Phonemic Spelling Knowledge</b>	
Consonant digraphs and clusters	kept, drip, match, bridge
Short vowels	flat, fresh, which, box, must
Long vowel-consonant-e	phone, nine, strange
Vowel digraphs	mean, stood, south, wait
r-controlled vowels	under, bird, burn, large, forty
Introduction to types of syllables	under, October, inside, during, fifteen, simple
<b>Morphemic Spelling Knowledge</b>	
Doubling the final consonant	planned, sitting
Adding <b>s</b> , <b>ed</b> , and <b>ing</b> to final- <b>e</b> words	shapes, chased, writing
Adding endings to consonant- <b>y</b> words	puppies, cried, flying
Spelling possessives	boy's, girls', men's
Introduction to prefixes and suffixes	re-, un-, -ly, -ful
<b>Other Spelling Knowledge</b>	
Homophones	tail/tale, knew/new, week/weak
Compound words	anywhere, thunderstorm
Contractions	who's, she'll
Abbreviations	St., Wed., Aug.
Weekdays, months, numbers	Thursday, December, fourteen
<b>Spelling Strategies</b>	
Spelling think words	scratches, clapping, cat's, tries
Spelling pattern words	main ("which /ā/?"); loan ("which /ō/?")
Spelling irregular words by letter name	guess, g-u-e-s-s; climb, c-l-i-m-b
Polysyllabic spelling	fifty → fif-ty; over → o-ver
<b>Studying and Memorizing High-frequency Words</b> (200 regular words and 100 irregular words)	(regular words) sight, noise, simple (irregular words) guide, prove, worth



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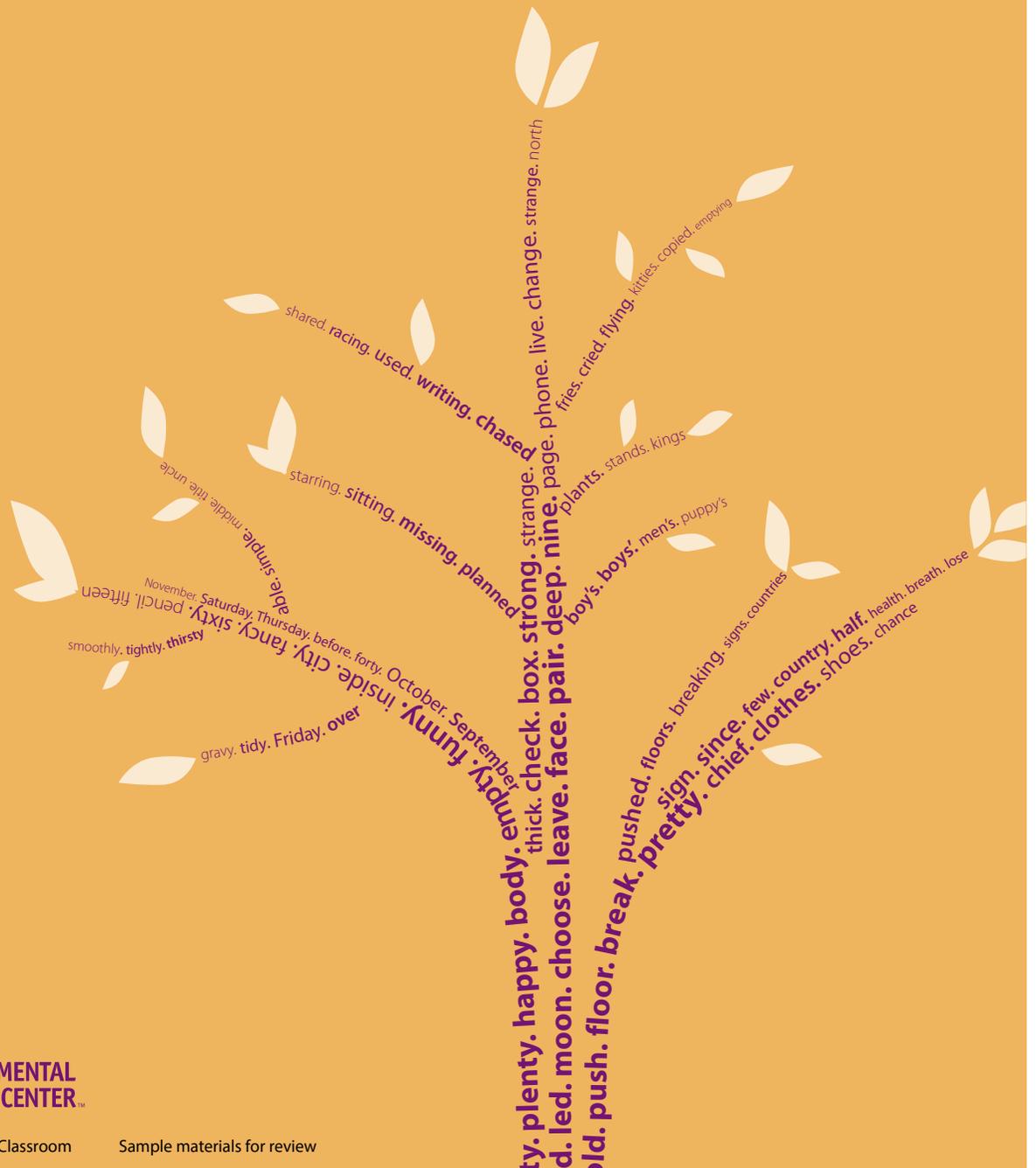
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Developing Thoughtful Spellers



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Grade 3

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Developing Thoughtful Spellers

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# Daily Guided Spelling Form

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 1 Homework Practice

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

\*1. add

7. thick

\*2. led

8. check

\*3. with

\*9. cold

\*4. rich

\*10. hold

5. fresh

11. pull

6. which

12. full

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

# Week 2 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

TEKS 2.A.xv  
TEKS 2.A.xvi  
TEKS 2.A.xxxi  
TEKS 2.A.xxxii  
Student/Teacher Activity  
Homework Week 2 (Words: hold, cold,  
full, pull)

## NEW WORDS

- \*1. box
- \*2. must
- \*3. glad
- \*4. sand
- 5. song
- 6. still
- 7. trip
- 8. soft
- \*9. mother
- \*10. other
- 11. month
- 12. laugh

## REVIEW WORDS

- \*13. led
- \*14. rich
- \*15. add
- \*16. with
- 17. which
- 18. fresh
- 19. check
- 20. thick
- \*21. hold
- \*22. cold
- 23. full
- 24. pull

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

Challenge Words: until, upon, begin, began

# Week 3 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

TEKS 2.A.x  
Student/Teacher Activity  
Homework Week 3 (Word:  
won't)

## NEW WORDS

- |            |              |
|------------|--------------|
| *1. plants | 7. land      |
| *2. stands | 8. held      |
| *3. kings  | *9. won't    |
| *4. milk   | *10. mind    |
| 5. flat    | 11. wind (2) |
| 6. kept    | 12. group    |

## REVIEW WORDS

- |           |             |
|-----------|-------------|
| *13. box  | 19. still   |
| *14. sand | 20. song    |
| *15. glad | *21. other  |
| *16. must | *22. mother |
| 17. soft  | 23. laugh   |
| 18. trip  | 24. month   |

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

Challenge Words: person, hundred, family, finger

# Week 4 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

## NEW WORDS

- \*1. passes
- \*2. glasses
- \*3. facts
- \*4. hands
- 5. length
- 6. send
- 7. eggs
- 8. spent
- \*9. also
- \*10. bought
- 11. father
- 12. toward

## REVIEW WORDS

- \*13. stands
- \*14. milk
- \*15. kings
- \*16. plants
- 17. land
- 18. flat
- 19. held
- 20. kept
- \*21. mind
- \*22. won't
- 23. group
- 24. wind (2)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

**Challenge Words:** children, bottom, travel, ocean

# Week 5 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

## NEW WORDS

- |             |           |
|-------------|-----------|
| *1. planned | 7. sent   |
| *2. missing | 8. lost   |
| *3. dishes  | *9. dead  |
| *4. sitting | *10. die  |
| 5. brings   | 11. tie   |
| 6. grass    | 12. field |

## REVIEW WORDS

- |              |             |
|--------------|-------------|
| *13. hands   | 19. spent   |
| *14. glasses | 20. send    |
| *15. passes  | *21. bought |
| *16. facts   | *22. also   |
| 17. length   | 23. toward  |
| 18. eggs     | 24. father  |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_

**Challenge Words:** island, picture, forest, famous

**Week 6-A Homework**

**Name** \_\_\_\_\_

**Practice the memory steps for each word.**

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

\*1. led

5. which

\*9. box

13. soft

\*2. rich

6. fresh

\*10. sand

14. trip

\*3. add

7. check

\*11. glad

15. still

\*4. with

8. thick

\*12. must

16. song

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

16. \_\_\_\_\_

**Challenge Words:** upon, began, until, begin

# Week 6-B Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

\*1. stands

5. land

\*9. hands

13. length

\*2. milk

6. flat

\*10. glasses

14. eggs

\*3. kings

7. held

\*11. passes

15. spent

\*4. plants

8. kept

\*12. facts

16. send

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

16. \_\_\_\_\_

**Challenge Words:** finger, family, hundred, person

# Week 6-C Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

\*1. hold

\*5. other

\*9. mind

\*13. bought

\*2. cold

\*6. mother

\*10. won't

\*14. also

3. full

7. laugh

11. group

15. toward

4. pull

8. month

12. wind (2)

16. father

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

16. \_\_\_\_\_

**Challenge Words:** bottom, children, travel, ocean

# Week 7 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

## NEW WORDS

- \*1. match
- \*2. edge
- \*3. wrong
- \*4. cross
- 5. bridge
- 6. sticks
- 7. felt
- 8. scratch
- \*9. head
- \*10. would
- 11. should
- 12. school

## REVIEW WORDS

- \*13. dishes
- \*14. planned
- \*15. sitting
- \*16. missing
- 17. grass
- 18. brings
- 19. lost
- 20. sent
- \*21. die
- \*22. dead
- 23. field
- 24. tie

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

**Challenge Words:** broken, kitchen, motion, corner

# Week 8 Homework

Name \_\_\_\_\_

TEKS 2.A.ii  
Student/Teacher Activity  
Week 8 Homework  
(Words: fifty, plenty, empty, funny)

TEKS 2.A.xii  
TEKS 2.A.xxviii  
Student/Teacher Activity  
Week 8 Homework  
(Words: fifty, plenty, quickly, empty)

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

## NEW WORDS

- \*1. fifty
- \*2. plenty
- \*3. happy
- \*4. quickly
- 5. body
- 6. empty
- 7. funny
- 8. judge
- \*9. gold
- \*10. push
- 11. floor
- 12. break

## REVIEW WORDS

- \*13. wrong
- \*14. cross
- \*15. edge
- \*16. match
- 17. sticks
- 18. bridge
- 19. scratch
- 20. felt
- \*21. would
- \*22. head
- 23. school
- 24. should

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

Challenge Words: hungry, angry, sorry, industry

# Week 9 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

- Step 1: Read, spell out loud, and study.
- Step 2: Cover, say, spell out loud, and check.
- Step 3: Cover, say, write, and check.

TEKS 2.A.xx  
Student/Teacher Activity  
Homework Week 9 (Word: inside)

### NEW WORDS

- \*1. gave
- \*2. nine
- \*3. page
- \*4. phone
- 5. live (2)
- 6. inside
- 7. change
- 8. strange
- \*9. pretty
- \*10. chief
- 11. clothes
- 12. shoes

### REVIEW WORDS

- \*13. plenty
- \*14. quickly
- \*15. happy
- \*16. fifty
- 17. empty
- 18. body
- 19. judge
- 20. funny
- \*21. push
- \*22. gold
- 23. break
- 24. floor

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

Challenge Words: perhaps, special, complete, paragraph

# Week 10 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

TEKS 2.A.xviii  
Student/Teacher Activity  
Homework Week 10  
(Words: city, pencil)

## NEW WORDS

- \*1. cent
- \*2. city
- \*3. fancy
- \*4. sixty
- 5. rocks
- 6. strong
- 7. thin
- 8. pencil
- \*9. chance
- \*10. sign
- 11. since
- 12. few

## REVIEW WORDS

- \*13. gave
- \*14. phone
- \*15. page
- \*16. nine
- 17. inside
- 18. live (2)
- 19. strange
- 20. change
- \*21. chief
- \*22. pretty
- 23. shoes
- 24. clothes

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

Challenge Words: center, science, except, century

# Week 11 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

TEKS 2.A.v  
Student/Teacher  
Activity Homework  
Week 11 (Word: fifteen)

## NEW WORDS

- \*1. feet
- \*2. mean
- \*3. read (2)
- \*4. need
- 5. near
- 6. fifteen
- 7. three
- 8. sea
- \*9. country
- \*10. half
- 11. health
- 12. breath

## REVIEW WORDS

- \*13. sixty
- \*14. cent
- \*15. fancy
- \*16. city
- 17. pencil
- 18. strong
- 19. thin
- 20. rocks
- \*21. sign
- \*22. chance
- 23. few
- 24. since

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

**Challenge Words:** between, reason, easy, easily

# Week 12-A Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

\*1. dishes

6. brings

\*11. edge

16. felt

\*2. planned

7. lost

\*12. match

\*17. plenty

\*3. sitting

8. sent

13. sticks

\*18. quickly

\*4. missing

\*9. wrong

14. bridge

\*19. happy

5. grass

\*10. cross

15. scratch

\*20. fifty

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

**Challenge Words:** forest, island, famous, picture, motion, kitchen, corner

# Week 12-B Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

- 
- |          |              |             |            |
|----------|--------------|-------------|------------|
| 1. empty | *6. phone    | 11. strange | *16. city  |
| 2. body  | *7. page     | 12. change  | 17. pencil |
| 3. judge | *8. nine     | *13. sixty  | 18. strong |
| 4. funny | 9. inside    | *14. cent   | 19. thin   |
| *5. gave | 10. live (2) | *15. fancy  | 20. rocks  |

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Challenge Words:** broken, industry, hungry, sorry, angry, special, complete

# Week 12-C Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

- 
- |           |           |             |             |
|-----------|-----------|-------------|-------------|
| *1. die   | *6. head  | 11. break   | 16. clothes |
| *2. dead  | 7. school | 12. floor   | *17. sign   |
| 3. field  | 8. should | *13. chief  | *18. chance |
| 4. tie    | *9. push  | *14. pretty | 19. few     |
| *5. would | *10. gold | 15. shoes   | 20. since   |

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Challenge Words:** perhaps, paragraph, except, center, science, century

# Week 13 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

## NEW WORDS

- |               |            |
|---------------|------------|
| *1. shapes    | 7. racing  |
| *2. chased    | 8. shared  |
| *3. writing   | *9. lose   |
| *4. September | *10. loose |
| 5. cares      | 11. living |
| 6. used (2)   | 12. across |

## REVIEW WORDS

- |               |              |
|---------------|--------------|
| *13. feet     | 19. near     |
| *14. read (2) | 20. three    |
| *15. need     | *21. half    |
| *16. mean     | *22. country |
| 17. fifteen   | 23. breath   |
| 18. sea       | 24. health   |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_

**Challenge Words:** common, problem, written, suddenly

# Week 14 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

TEKS 2.A.xxiii

Student/Teacher Activity

Homework Week 14 (Words:

under, during, September)

## NEW WORDS

- |           |            |
|-----------|------------|
| *1. under | 7. feel    |
| *2. bird  | 8. eat     |
| *3. burn  | *9. wear   |
| *4. third | *10. worse |
| 5. first  | 11. worst  |
| 6. during | 12. search |

## REVIEW WORDS

- |                |              |
|----------------|--------------|
| *13. chased    | 19. used (2) |
| *14. September | 20. shared   |
| *15. shapes    | *21. loose   |
| *16. writing   | *22. lose    |
| 17. cares      | 23. across   |
| 18. racing     | 24. living   |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_

**Challenge Words:** surface, return, modern, interest

# Week 15 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

TEKS 2.A.iv  
Student/Teacher Activity  
Week 15 Homework  
(Word: before)

TEKS 2.A.vii  
Student/Teacher Activity  
Week 15 Homework  
(Word: before, forty)

## NEW WORDS

- \*1. March
- \*2. horse
- \*3. store
- \*4. large
- 5. October
- 6. forty
- 7. before
- 8. north
- \*9. fourteen
- \*10. climb
- 11. prove
- 12. fourth

## REVIEW WORDS

- \*13. third
- \*14. burn
- \*15. bird
- \*16. under
- 17. during
- 18. eat
- 19. first
- 20. feel
- \*21. worse
- \*22. wear
- 23. search
- 24. worst

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

Challenge Words: dollar, similar, doctor, information

# Week 16 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

TEKS 2.A.xvii  
Student/Teacher Activity  
Homework Week 16  
(Words: Thursday,  
Saturday, Monday,  
eighteen)

TEKS 2.A.xxi  
Student/Teacher  
Activity  
Homework Week 16  
(Words: Monday,  
eighteen)

## NEW WORDS

- |              |              |
|--------------|--------------|
| *1. wait     | 7. over      |
| *2. May      | 8. those     |
| *3. Thursday | *9. Monday   |
| *4. Saturday | *10. none    |
| 5. main      | 11. eighteen |
| 6. hair      | 12. straight |

## REVIEW WORDS

- |            |               |
|------------|---------------|
| *13. horse | 19. before    |
| *14. large | 20. October   |
| *15. store | *21. climb    |
| *16. March | *22. fourteen |
| 17. north  | 23. fourth    |
| 18. forty  | 24. prove     |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_

**Challenge Words:** explain, afraid, always, maybe

# Week 17 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

## NEW WORDS

- |              |            |
|--------------|------------|
| *1. boat     | 7. board   |
| *2. low      | 8. note    |
| *3. grow     | *9. due    |
| *4. November | *10. truth |
| 5. throat    | 11. toe    |
| 6. snow      | 12. along  |

## REVIEW WORDS

- |               |              |
|---------------|--------------|
| *13. Thursday | 19. over     |
| *14. wait     | 20. hair     |
| *15. Saturday | *21. none    |
| *16. May      | *22. Monday  |
| 17. those     | 23. straight |
| 18. main      | 24. eighteen |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_

**Challenge Words:** below, follow, window, machine

# Week 18-A Homework

Name \_\_\_\_\_

**Practice the memory steps for each word.**

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

- 
- |              |                |              |            |
|--------------|----------------|--------------|------------|
| *1. feet     | 6. sea         | *11. shapes  | 16. shared |
| *2. read (2) | 7. near        | *12. writing | *17. third |
| *3. need     | 8. three       | 13. cares    | *18. burn  |
| *4. mean     | *9. chased     | 14. racing   | *19. bird  |
| 5. fifteen   | *10. September | 15. used (2) | *20. under |

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Challenge Words:** easily, between, easy, reason, problem, common, suddenly

# Week 18-B Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

- 
- |           |           |               |           |
|-----------|-----------|---------------|-----------|
| 1. during | *6. large | 11. before    | *16. May  |
| 2. eat    | *7. store | 12. October   | 17. those |
| 3. first  | *8. March | *13. Thursday | 18. main  |
| 4. feel   | 9. north  | *14. wait     | 19. over  |
| *5. horse | 10. forty | *15. Saturday | 20. hair  |

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Challenge Words:** written, surface, modern, interest, return, dollar, doctor

**Week 18-C Homework**

**Name** \_\_\_\_\_

**Practice the memory steps for each word.**

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

- 
- |             |           |               |              |
|-------------|-----------|---------------|--------------|
| *1. half    | *6. lose  | 11. search    | 16. prove    |
| *2. country | 7. across | 12. worst     | *17. none    |
| 3. breath   | 8. living | *13. climb    | *18. Monday  |
| 4. health   | *9. worse | *14. fourteen | 19. straight |
| *5. loose   | *10. wear | 15. fourth    | 20. eighteen |

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Challenge Words:** information, similar, maybe, always, afraid, explain

# Week 19 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

TEKS 2.A.iii  
Student/Teacher Activity  
Week 19 Homework  
(Word: closing)

## NEW WORDS

- \*1. starring
- \*2. stayed
- \*3. closing
- \*4. Friday
- 5. marked
- 6. states
- 7. raised
- 8. tail
- \*9. instead
- \*10. sold
- 11. fold
- 12. worth

## REVIEW WORDS

- \*13. boat
- \*14. November
- \*15. grow
- \*16. low
- 17. note
- 18. throat
- 19. board
- 20. snow
- \*21. truth
- \*22. due
- 23. along
- 24. toe

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

Challenge Words: either, moment, product, present (2)

# Week 20 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

## NEW WORDS

- \*1. soon
- \*2. grew
- \*3. June
- \*4. Sunday
- 5. moon
- 6. choose
- 7. team
- 8. knew
- \*9. Tuesday
- \*10. fruit
- 11. suit
- 12. whose

## REVIEW WORDS

- \*13. closing
- \*14. starring
- \*15. Friday
- \*16. stayed
- 17. marked
- 18. tail
- 19. states
- 20. raised
- \*21. sold
- \*22. instead
- 23. worth
- 24. fold

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

**Challenge Words:** history, human, object, subject

# Week 21 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

TEKS 2.A.i

Student/Teacher Activity

Week 21 Homework (Words:  
thirteen, heated, street, Tuesday,  
choose)

## NEW WORDS

- |             |            |
|-------------|------------|
| *1. book    | 7. heated  |
| *2. stood   | 8. street  |
| *3. foot    | *9. guess  |
| *4. woods   | *10. guard |
| 5. fire     | 11. guide  |
| 6. thirteen | 12. early  |

## REVIEW WORDS

- |             |              |
|-------------|--------------|
| *13. Sunday | 19. moon     |
| *14. June   | 20. knew     |
| *15. grew   | *21. fruit   |
| *16. soon   | *22. Tuesday |
| 17. choose  | 23. whose    |
| 18. team    | 24. suit     |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_

**Challenge Words:** describe, difficult, develop, result

**Practice the memory steps for each word.**

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

---

**NEW WORDS**

**REVIEW WORDS**

- \*1. light
- \*2. fry
- \*3. night
- \*4. white
- 5. quite
- 6. fine

- 7. sight
- 8. sky
- \*9. key
- \*10. money
- 11. English
- 12. carry

- \*13. foot
- \*14. book
- \*15. woods
- \*16. stood
- 17. thirteen
- 18. heated

- 19. fire
- 20. street
- \*21. guard
- \*22. guess
- 23. early
- 24. guide

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

**Challenge Words:** already, beside, practice, minute

# Week 23 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

TEKS 2.A.xiv  
TEKS 2.A.xxx  
Student/Teacher Activity  
Homework Week 23 (Words, fries,  
cried, flying, puppies, hurrying)

## NEW WORDS

- \*1. fries
- \*2. cried
- \*3. flying
- \*4. puppies
- 5. hurrying
- 6. speed
- 7. week
- 8. speak
- \*9. ready
- \*10. often
- 11. listen
- 12. become

## REVIEW WORDS

- \*13. night
- \*14. fry
- \*15. white
- \*16. light
- 17. fine
- 18. quite
- 19. sky
- 20. sight
- \*21. money
- \*22. key
- 23. carry
- 24. English

1. \_\_\_\_\_

13. \_\_\_\_\_

2. \_\_\_\_\_

14. \_\_\_\_\_

3. \_\_\_\_\_

15. \_\_\_\_\_

4. \_\_\_\_\_

16. \_\_\_\_\_

5. \_\_\_\_\_

17. \_\_\_\_\_

6. \_\_\_\_\_

18. \_\_\_\_\_

7. \_\_\_\_\_

19. \_\_\_\_\_

8. \_\_\_\_\_

20. \_\_\_\_\_

9. \_\_\_\_\_

21. \_\_\_\_\_

10. \_\_\_\_\_

22. \_\_\_\_\_

11. \_\_\_\_\_

23. \_\_\_\_\_

12. \_\_\_\_\_

24. \_\_\_\_\_

Challenge Words: level, rather, system, position

# Week 24-A Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

\*1. boat

6. throat

\*11. Friday

16. raised

\*2. November

7. board

\*12. stayed

\*17. Sunday

\*3. grow

8. snow

13. marked

\*18. June

\*4. low

\*9. closing

14. tail

\*19. grew

5. note

\*10. starrng

15. states

\*20. soon

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

**Challenge Words:** follow, window, machine, below, product, moment, present (2)

# Week 24-B Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

- 
- |           |             |            |            |
|-----------|-------------|------------|------------|
| 1. choose | *6. book    | 11. fire   | *16. light |
| 2. team   | *7. woods   | 12. street | 17. fine   |
| 3. moon   | *8. stood   | *13. night | 18. quite  |
| 4. knew   | 9. thirteen | *14. fry   | 19. sky    |
| *5. foot  | 10. heated  | *15. white | 20. sight  |

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Challenge Words:** either, history, subject, human, object, difficult, develop

# Week 24-C Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

\*1. truth

\*6. instead

11. whose

16. guide

\*2. due

7. worth

12. suit

\*17. money

3. along

8. fold

\*13. guard

\*18. key

4. toe

\*9. fruit

\*14. guess

19. carry

\*5. sold

\*10. Tuesday

15. early

20. English

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

**Challenge Words:** describe, result, already, minute, practice, beside

# Week 25 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

## NEW WORDS

- \*1. now
- \*2. town
- \*3. house
- \*4. hour
- 5. brown
- 6. about
- 7. south
- 8. sound
- \*9. bread
- \*10. meant
- 11. sense
- 12. weather

## REVIEW WORDS

- \*13. flying
- \*14. fries
- \*15. puppies
- \*16. cried
- 17. week
- 18. hurrying
- 19. speak
- 20. speed
- \*21. often
- \*22. ready
- 23. become
- 24. listen

1. \_\_\_\_\_

13. \_\_\_\_\_

2. \_\_\_\_\_

14. \_\_\_\_\_

3. \_\_\_\_\_

15. \_\_\_\_\_

4. \_\_\_\_\_

16. \_\_\_\_\_

5. \_\_\_\_\_

17. \_\_\_\_\_

6. \_\_\_\_\_

18. \_\_\_\_\_

7. \_\_\_\_\_

19. \_\_\_\_\_

8. \_\_\_\_\_

20. \_\_\_\_\_

9. \_\_\_\_\_

21. \_\_\_\_\_

10. \_\_\_\_\_

22. \_\_\_\_\_

11. \_\_\_\_\_

23. \_\_\_\_\_

12. \_\_\_\_\_

24. \_\_\_\_\_

**Challenge Words:** mountains, thousand, flower, flour

**Practice the memory steps for each word.**

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

**NEW WORDS**

- \*1. boy's (one boy's hand)
- \*2. boys' (two boys' jackets)
- \*3. men's
- \*4. puppy's (one puppy's nose)
- 5. puppies' (three puppies' toys)
- 6. girl's (one girl's friend)
- 7. please
- 8. seem
- \*9. nothing
- \*10. rough
- 11. enough
- 12. heavy

**REVIEW WORDS**

- \*13. town
- \*14. hour
- \*15. now
- \*16. house
- 17. about
- 18. sound
- 19. brown
- 20. south
- \*21. meant
- \*22. bread
- 23. weather
- 24. sense

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

**Challenge Words:** method, probably, business, energy

# Week 27 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

Step 1: Read, spell out loud, and study.

Step 2: Cover, say, spell out loud, and check.

Step 3: Cover, say, write, and check.

TEKS 2.A.vi  
TEKS 2.A.xxii  
Student/Teacher Activity  
Week 27 Homework  
(Word: enjoy)

## NEW WORDS

- |            |            |
|------------|------------|
| *1. oil    | 7. ground  |
| *2. enjoy  | 8. deep    |
| *3. square | *9. woman  |
| *4. real   | *10. women |
| 5. leave   | 11. above  |
| 6. voice   | 12. busy   |

## REVIEW WORDS

- |                                   |   |
|-----------------------------------|---|
| *13. boys' (all the boys' desks)  | 19. seem                                |
| *14. men's                        | 20. puppies' (the five puppies' father) |
| *15. boy's (one boy's pencils)    | *21. rough                              |
| *16. puppy's (one puppy's weight) | *22. nothing                            |
| 17. please                        | 23. heavy                               |
| 18. girl's (one girl's house)     | 24. enough                              |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_

**Challenge Words:** general, alone, figure, suppose

# Week 28 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

TEKS 2.A.viii  
TEKS 2.A.xxiv  
Student/Teacher Activity  
Homework Week 28  
(Words: able, simple,  
middle, title, uncle, circle,  
trouble)

## NEW WORDS

- \*1. able
- \*2. simple
- \*3. middle
- \*4. title
- 5. uncle
- 6. circle
- 7. July
- 8. December
- \*9. Wednesday
- \*10. February
- 11. trouble
- 12. touch

## REVIEW WORDS

- \*13. enjoy
- \*14. square
- \*15. real
- \*16. oil
- 17. leave
- 18. ground
- 19. voice
- 20. deep
- \*21. women
- \*22. woman
- 23. busy
- 24. above

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

**Challenge Words:** single, example, cattle, capital

# Week 29 Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

## NEW WORDS

- \*1. August
- \*2. draw
- \*3. fall
- \*4. face
- 5. pair
- 6. April
- 7. eleven
- 8. author
- \*9. aunt
- \*10. post
- 11. almost
- 12. January

## REVIEW WORDS

- \*13. title
- \*14. able
- \*15. simple
- \*16. middle
- 17. uncle
- 18. December
- 19. July
- 20. circle
- \*21. February
- \*22. Wednesday
- 23. touch
- 24. trouble

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_

**Challenge Words:** opposite, produce, possible, around

**Practice the memory steps for each word.**

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

\*1. flying

6. hurrying

\*11. now

\*17. boys' (the

\*2. fries

7. speak

\*12. house

boys' chairs)

\*3. puppies

8. speed

13. about

\*18. men's

\*4. cried

\*9. town

14. sound

\*19. boy's (one

5. week

\*10. hour

15. brown

boy's height)

16. south

\*20. puppy's (one  
puppy's tail)

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

**Challenge Words:** rather, level, position, system, mountains, flour, flower

# Week 30-B Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

- |                                    |            |             |              |
|------------------------------------|------------|-------------|--------------|
| 1. please                          | *5. enjoy  | 11. voice   | *16. middle  |
| 2. girl's (one girl's hat)         | *6. square | 12. deep    | 17. uncle    |
| 3. seem                            | *7. real   | *13. title  | 18. December |
| 4. puppies' (two puppies' leashes) | *8. oil    | *14. able   | 19. July     |
|                                    | 9. leave   | *15. simple | 20. circle   |
|                                    | 10. ground |             |              |

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Challenge Words:** thousand, business, method, energy, probably, figure, alone

# Week 30-C Homework

Name \_\_\_\_\_

Practice the memory steps for each word.

**Step 1:** Read, spell out loud, and study.

**Step 2:** Cover, say, spell out loud, and check.

**Step 3:** Cover, say, write, and check.

\*1. often

\*6. bread

11. heavy

16. above

\*2. ready

7. weather

12. enough

\*17. February

3. become

8. sense

\*13. women

\*18. Wednesday

4. listen

\*9. rough

\*14. woman

19. touch

\*5. meant

\*10. nothing

15. busy

20. trouble

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

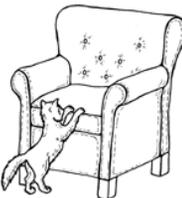
**Challenge Words:** general, suppose, example, capital, single, cattle

**One vowel,**  
**One consonant**  
**after the vowel,**  
**Then double.**

# Spelling-Sound Chart



a \_



e \_



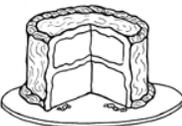
i \_



o \_



u \_



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a



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o



u \_e  
u



oo-oo-oo  
oo  
u \_e  
u \_ew



oo



ou \_  
ow



oi \_  
\_oy



au \_  
aw  
a(I)  
a(II)



er  
ir  
ur



ar



or  
\_ore



girl's  
hat



cats'  
dish



men's  
dog



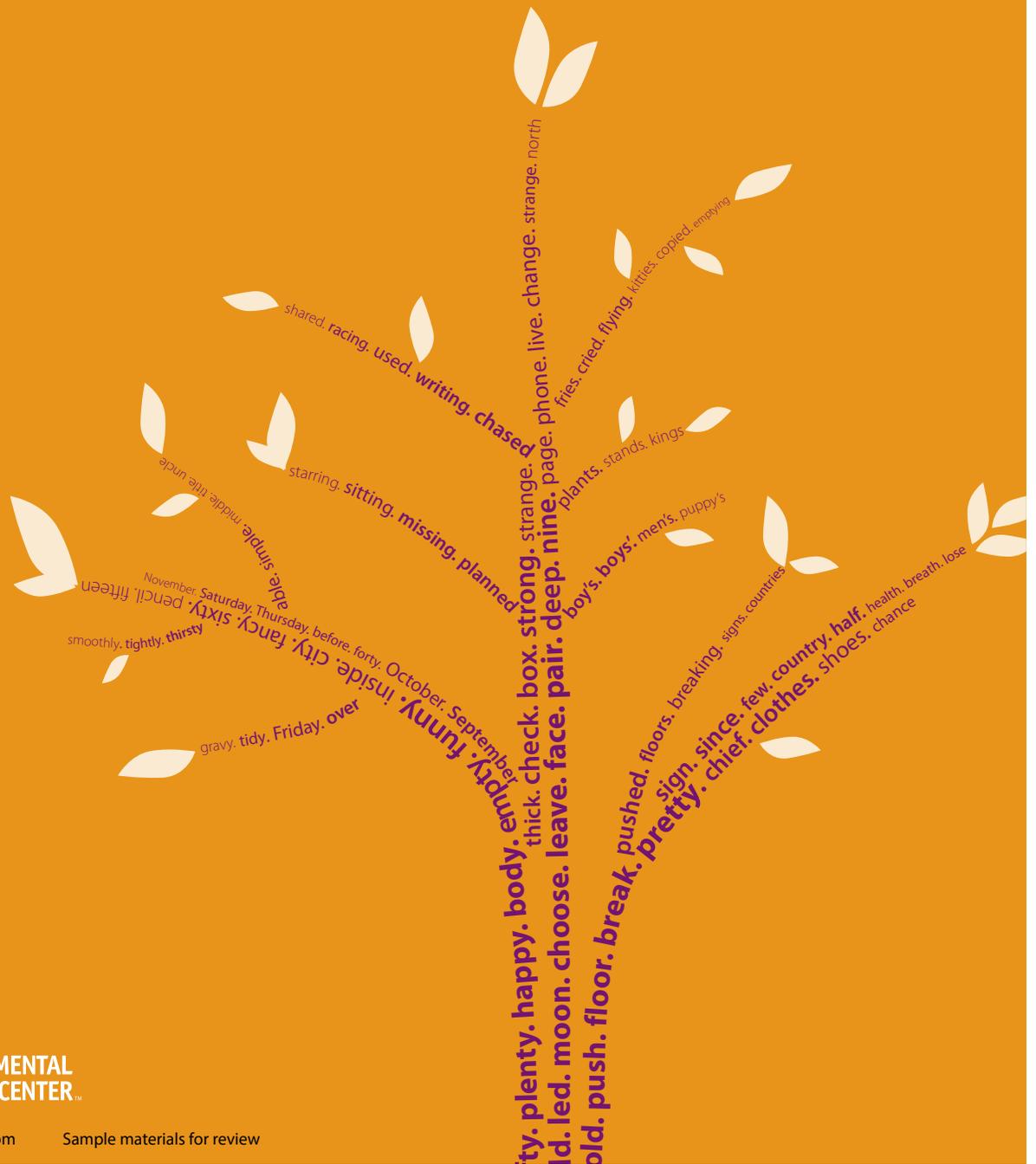
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GS-BM3

# Guided Spelling™





# Guided Spelling™



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## **Dictionary and Personal Word List . . . . . 173**



# Guided Spelling Lessons



Name: \_\_\_\_\_

TEKS 2.A.xv  
TEKS 2.A.xvi  
TEKS 2.A.xxxi  
TEKS 2.A.xxxii  
Student/Teacher Activity  
New Words (Words: cold,  
hold, pull, full)

# Week 1

## NEW WORDS

- |               |   |
|---------------|---|
| ___ *1. add   | When I add blue paint to yellow, I get green. |
| ___ *2. led   | The girl with the red hat led the way.        |
| ___ *3. with  | He came to school with his sister.            |
| ___ *4. rich  | The rich king had gold and silver.            |
| ___ 5. fresh  | Eat fresh fruits and vegetables.              |
| ___ 6. which  | She wondered which book to choose.            |
| ___ 7. thick  | They put on a thick coat of paint.            |
| ___ 8. check  | We will all check our work.                   |
| ___ *9. cold  | Mom told us it was cold outside.              |
| ___ *10. hold | Fold the paper and hold it up.                |
| ___ 11. pull  | We'll pull the wagon to the park.             |
| ___ 12. full  | The glass is half full.                       |

# Week 1, Day 1

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 1, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

# Week 1, Day 3

Name: \_\_\_\_\_

hold  
pull  
full  
cold

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 1, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

holds  
pulls  
full

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 1

## Short e and Short i

Write words that have short e.

best

Write words that have short i.

drip

Name: \_\_\_\_\_

TEKS 2.A.xii  
Student/Teacher Activity  
New Words (Words: mother,  
other, until, upon)

# Week 2

## NEW WORDS

- |                |   |
|----------------|---|
| ___ *1. box    | The pencils are in a box.                   |
| ___ *2. must   | Dad said we must be careful.                |
| ___ *3. glad   | They talked about being mad, sad, and glad. |
| ___ *4. sand   | I like to stand in the sand.                |
| ___ 5. song    | We listened to a long song.                 |
| ___ 6. still   | They are still working in the garden.       |
| ___ 7. trip    | His trip to the Grand Canyon was exciting.  |
| ___ 8. soft    | The kitty loves her soft pillow.            |
| ___ *9. mother | His mother and brother waited for him.      |
| ___ *10. other | Choose one or the other.                    |
| ___ 11. month  | The month of June has thirty days.          |
| ___ 12. laugh  | Our funny baby makes us laugh.              |

## REVIEW WORDS

- |               |               |               |
|---------------|---------------|---------------|
| ___ *13. led  | ___ 17. which | ___ *21. hold |
| ___ *14. rich | ___ 18. fresh | ___ *22. cold |
| ___ *15. add  | ___ 19. check | ___ 23. full  |
| ___ *16. with | ___ 20. thick | ___ 24. pull  |

## Challenge Words

- |               |  |
|---------------|--|
| ___ 25. until | We talked until the bell rang.             |
| ___ 26. upon  | Once upon a time there were seven sisters. |
| ___ 27. begin | The picnic will begin at 11:00.            |
| ___ 28. began | Last year school began in September.       |

# Week 2, Day 1

Name: \_\_\_\_\_

laugh  
month  
other  
mother

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 2, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

there

pull

hold

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 2, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

mother

other

anyone

TEKS 2.A.xxv

Student/Teacher Activity

Practice (Word: anyone)

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 2, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

month

Dr.

laugh

TEKS 2.A.xi

TEKS 2.B.xi

Student/Teacher Activity

Practice (Word: Dr.)

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Consonant Clusters

Name: \_\_\_\_\_

Write words that have a short vowel and begin with one of these consonant clusters: **br-**, **cl-**, **cr-**, **dr-**, **fl-**, **fr-**, **gl-**, **gr-**, **pl-**, **pr-**, **sl-**, **sp-**, **st-**, **tr-**, **spl-**, or **str-**.

glass

splint

Name: \_\_\_\_\_

TEKS 2.A.x  
Student/Teacher Activity  
New Words (Word: won't)

Week 3

## NEW WORDS

- |                  |  |
|------------------|--|
| ___ *1. plants   | The plants in the pots are growing well.         |
| ___ *2. stands   | The dancer stands up straight.                   |
| ___ *3. kings    | The kings rode out on their horses.              |
| ___ *4. milk     | Please pour the milk.                            |
| ___ 5. flat      | That flat mat is at the door.                    |
| ___ 6. kept      | They kept the old books.                         |
| ___ 7. land      | The pioneers crossed miles and miles of land.    |
| ___ 8. held      | I have held the puppy. Now you hold her.         |
| ___ *9. won't    | If you don't hurry, you won't finish on time.    |
| ___ *10. mind    | Use your mind to find the answer.                |
| ___ 11. wind (2) | Wind up this plane and watch it fly in the wind. |
| ___ 12. group    | Every group solved the problem.                  |

## REVIEW WORDS

- |               |               |                 |
|---------------|---------------|-----------------|
| ___ *13. box  | ___ 17. soft  | ___ *21. other  |
| ___ *14. sand | ___ 18. trip  | ___ *22. mother |
| ___ *15. glad | ___ 19. still | ___ 23. laugh   |
| ___ *16. must | ___ 20. song  | ___ 24. month   |

## Challenge Words

- |                 |   |
|-----------------|---|
| ___ 25. person  | Hand your paper to the person on your left. |
| ___ 26. hundred | One hundred centimeters equal one meter.    |
| ___ 27. family  | Their family went to the museum.            |
| ___ 28. finger  | She put the ring on her finger.             |

# Week 3, Day 1

Name: \_\_\_\_\_

wind  
mind  
won't  
group

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 3, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

mother  
laugh  
others

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 3, Day 3

Name: \_\_\_\_\_

TEKS 2.A.ix

Student/Teacher Activity

Practice (Word: anybody)

anybody

won't

mind

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

8. \_\_\_\_\_

6. \_\_\_\_\_

9. \_\_\_\_\_

7. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 3, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

winds

Mr.

group

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Clusters at the End

Name: \_\_\_\_\_

Write words that end with one of these consonant clusters: **-ft**, **-ld**, **-lk**, **-mp**, **-nch**, **-nd**, **-nk**, **-nt**, or **-st**.

bench

silk

Name: \_\_\_\_\_

Week 4

### NEW WORDS

- |                 |   |
|-----------------|---|
| ___ *1. passes  | The group leader passes out the paper.    |
| ___ *2. glasses | She sees better with glasses.             |
| ___ *3. facts   | The class has read facts about the ocean. |
| ___ *4. hands   | The volunteers raised their hands.        |
| ___ 5. length   | The length of the field is 100 yards.     |
| ___ 6. send     | They like to send messages.               |
| ___ 7. eggs     | One of the eggs was cracked.              |
| ___ 8. spent    | They spent a month studying reptiles.     |
| ___ *9. also    | Their grandparents came also.             |
| ___ *10. bought | We brought the food that we bought.       |
| ___ 11. father  | Their father showed them a new game.      |
| ___ 12. toward  | The bus came toward the bus stop.         |

### REVIEW WORDS

- |                 |              |                  |
|-----------------|--------------|------------------|
| ___ *13. stands | ___ 17. land | ___ *21. mind    |
| ___ *14. milks  | ___ 18. flat | ___ *22. won't   |
| ___ *15. kings  | ___ 19. held | ___ 23. group    |
| ___ *16. plants | ___ 20. kept | ___ 24. wind (2) |

### Challenge Words

- |                  |                                      |
|------------------|--------------------------------------|
| ___ 25. children | The children cut out decorations.    |
| ___ 26. bottom   | Tom swam to the bottom of the pool.  |
| ___ 27. travel   | Immigrants travel a long, long way.  |
| ___ 28. ocean    | Some parts of the ocean are shallow. |

# Week 4, Day 1

Name: \_\_\_\_\_

bought  
also  
toward  
father

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 4, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

won't  
group  
mind

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 4, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

also  
bought  
anywhere

TEKS 2.B.xxiv  
Student/Teacher Activity  
Practice (anywhere)

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 4, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

toward

father

Miss

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Endings **s** and **es**

Name: \_\_\_\_\_

Write words that have the ending **s**.  
Underline each base word.

sits

wants

---

---

---

---

---

---

---

---

---

---

Write words that have the ending **es**.  
Underline each base word.

classes

brushes

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

TEKS 2.A.xii  
Student/Teacher Activity  
New Words (Words: missing,  
dishes, sitting, picture)

Week 5

### NEW WORDS

- |                 |  |
|-----------------|--|
| ___ *1. planned | The class planned a science experiment.    |
| ___ *2. missing | His pencil is missing again.               |
| ___ *3. dishes  | They put the dishes on the shelf.          |
| ___ *4. sitting | The cat was sitting by the fire.           |
| ___ 5. brings   | The bird brings food to the nest.          |
| ___ 6. grass    | The grass turned brown in the fall.        |
| ___ 7. sent     | They sent a package to their grandparents. |
| ___ 8. lost     | She lost her jacket at school.             |
| ___ *9. dead    | Some of the flowers were dead.             |
| ___ *10. die    | They watered the plant so it wouldn't die. |
| ___ 11. tie     | Tie your shoelaces.                        |
| ___ 12. field   | The soccer field was wet and muddy.        |

### REVIEW WORDS

- |                  |                |                 |
|------------------|----------------|-----------------|
| ___ *13. hands   | ___ 17. length | ___ *21. bought |
| ___ *14. glasses | ___ 18. eggs   | ___ *22. also   |
| ___ *15. passes  | ___ 19. spent  | ___ 23. toward  |
| ___ *16. facts   | ___ 20. send   | ___ 24. father  |

### Challenge Words

- |                 |  |
|-----------------|--|
| ___ 25. island  | They took a boat to the island.              |
| ___ 26. picture | She drew a picture of the main character.    |
| ___ 27. forest  | The wind blew through the forest trees.      |
| ___ 28. famous  | Some people are famous for their inventions. |

# Week 5, Day 1

Name: \_\_\_\_\_

dead  
field  
tie  
die

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 5, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

who's  
toward  
father

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 5, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

dead

ties

anything

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 5, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Ms.  
field  
dies

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Consonant Digraphs

Name: \_\_\_\_\_

Write words that begin or end with **sh**, **ch**, **th**, or **wh**.

thank

Name: \_\_\_\_\_

## Week 1

- \_\_\_ \*1. led
- \_\_\_ \*2. rich
- \_\_\_ \*3. add
- \_\_\_ \*4. with
- \_\_\_ 5. which
- \_\_\_ 6. fresh
- \_\_\_ 7. check
- \_\_\_ 8. thick
- \_\_\_ \*9. hold
- \_\_\_ \*10. cold
- \_\_\_ 11. full
- \_\_\_ 12. pull

## Week 3

- \_\_\_ \*25. stands
- \_\_\_ \*26. milk
- \_\_\_ \*27. kings
- \_\_\_ \*28. plants
- \_\_\_ 29. land
- \_\_\_ 30. flat
- \_\_\_ 31. held
- \_\_\_ 32. kept
- \_\_\_ \*33. mind
- \_\_\_ \*34. won't
- \_\_\_ 35. group
- \_\_\_ 36. wind (2)

## Week 2

- \_\_\_ \*13. box
- \_\_\_ \*14. sand
- \_\_\_ \*15. glad
- \_\_\_ \*16. must
- \_\_\_ 17. soft
- \_\_\_ 18. trip
- \_\_\_ 19. still
- \_\_\_ 20. song
- \_\_\_ \*21. other
- \_\_\_ \*22. mother
- \_\_\_ 23. laugh
- \_\_\_ 24. month

## Week 4

- \_\_\_ \*37. hands
- \_\_\_ \*38. glasses
- \_\_\_ \*39. passes
- \_\_\_ \*40. facts
- \_\_\_ 41. length
- \_\_\_ 42. eggs
- \_\_\_ 43. spent
- \_\_\_ 44. send
- \_\_\_ \*45. bought
- \_\_\_ \*46. also
- \_\_\_ 47. toward
- \_\_\_ 48. father

## Challenge Words

### Week 2

upon, began, until, begin

### Week 3

finger, family, hundred, person

### Week 4

bottom, children, travel, ocean

# Week 6

## Pretest

Name: \_\_\_\_\_

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

Name: \_\_\_\_\_

---

1. They bougt fresh milk and eggs.

---

2. The box held a thick, soft pillow for the cat.

---

3. Wich math facs have you learned this munth?

---

4. My fother and muther wo'nt mind if I hold the snake.

---

5. She lost her glases, and they are stil missing.

# Alphabetical Order

Name: \_\_\_\_\_

Write these words in alphabetical order:

**length, facts, pull, bought, month, won't, hands, eggs, glasses, kept**

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 7

## NEW WORDS

- |                |  |
|----------------|--|
| ___ *1. match  | We need a match to light the fire.           |
| ___ *2. edge   | The swimmers dove from the edge of the pool. |
| ___ *3. wrong  | She called the wrong number.                 |
| ___ *4. cross  | Cross every t.                               |
| ___ 5. bridge  | We cross the bridge to go to the city.       |
| ___ 6. sticks  | This tape sticks well.                       |
| ___ 7. felt    | It felt hot in the sun.                      |
| ___ 8. scratch | The new desk did not have a scratch on it.   |
| ___ *9. head   | We have read about the owl's head.           |
| ___ *10. would | I would go if I could.                       |
| ___ 11. should | You should be careful on the monkey bars.    |
| ___ 12. school | Fifth and sixth graders go to that school.   |

## REVIEW WORDS

- |                  |                |               |
|------------------|----------------|---------------|
| ___ *13. dishes  | ___ 17. grass  | ___ *21. die  |
| ___ *14. planned | ___ 18. brings | ___ *22. dead |
| ___ *15. sitting | ___ 19. lost   | ___ 23. field |
| ___ *16. missing | ___ 20. sent   | ___ 24. tie   |

## Challenge Words

- |                 |   |
|-----------------|---|
| ___ 25. broken  | The old bicycle was broken.                 |
| ___ 26. kitchen | He went to the kitchen for a snack.         |
| ___ 27. motion  | They watched the motion of the fish's fins. |
| ___ 28. corner  | The pointer is kept in the corner.          |

# Week 7, Day 1

Name: \_\_\_\_\_

head  
should  
would  
school

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 7, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

field  
you'll  
dies

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 7, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

head

would

someone

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 7, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Mrs.  
should  
would

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Words That End with **ng**

Name: \_\_\_\_\_

Write words that end with **ang**.

sprang \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write words that end with **ing**.

wing \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write words that end with **ong**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write words that end with **ung**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

TEKS 2.A.ii  
Student/Teacher Activity  
New Words (Word: empty)

Week 8

## NEW WORDS

- |                 |   |
|-----------------|---|
| ___ *1. fifty   | Two times fifty equals one hundred.       |
| ___ *2. plenty  | There is plenty of food for everyone.     |
| ___ *3. happy   | She was happy when school started.        |
| ___ *4. quickly | The class lined up quickly.               |
| ___ 5. body     | The body of a whale is huge.              |
| ___ 6. empty    | The bottle was empty.                     |
| ___ 7. funny    | Their uncle tells funny jokes.            |
| ___ 8. judge    | The judge listened carefully to everyone. |
| ___ *9. gold    | He told me I could hold a piece of gold.  |
| ___ *10. push   | Push the desks to the side.               |
| ___ 11. floor   | They cleaned the door and the floor.      |
| ___ 12. break   | The plastic cup won't break.              |

## REVIEW WORDS

- |                |                 |                |
|----------------|-----------------|----------------|
| ___ *13. wrong | ___ 17. sticks  | ___ *21. would |
| ___ *14. cross | ___ 18. bridge  | ___ *22. head  |
| ___ *15. edge  | ___ 19. scratch | ___ 23. school |
| ___ *16. match | ___ 20. felt    | ___ 24. should |

## Challenge Words

- |                  |   |
|------------------|---|
| ___ 25. hungry   | The food was nibbled by hungry mice.            |
| ___ 26. angry    | The angry child stamped his foot.               |
| ___ 27. sorry    | I'm sorry that I dropped the glass.             |
| ___ 28. industry | The footwear industry produces shoes and boots. |

# Week 8, Day 1

Name: \_\_\_\_\_

push  
gold  
break  
floor

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 8, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

head  
you're  
would

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 8, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

break  
goldfish  
pushes

TEKS 2.A.xxv  
Student/Teacher Activity  
Practice (Word: goldfish)

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Week 8, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

floors

Ave.

gold

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# How Many Syllables?

Name: \_\_\_\_\_

Write words that have more than one syllable. After each word, write the number of syllables in the word.

kangaroo 3

chapter 2

Name: \_\_\_\_\_

TEKS 2.A.xx  
Student/Teacher Activity  
New Words (Word: inside)

Week 9

## NEW WORDS

- |                 |  |
|-----------------|--|
| ___ *1. gave    | I gave my dog a biscuit.                       |
| ___ *2. nine    | Her sister turned nine today.                  |
| ___ *3. page    | The page had a beautiful illustration.         |
| ___ *4. phone   | The ringing phone woke us up.                  |
| ___ 5. live (2) | Live snails can live in the tank.              |
| ___ 6. inside   | We stayed inside because of the rain.          |
| ___ 7. change   | They always change their clothes after school. |
| ___ 8. strange  | The sudden change in weather was strange.      |
| ___ *9. pretty  | The flowers by the road are pretty.            |
| ___ *10. chief  | The chief is the leader.                       |
| ___ 11. clothes | Clothes are usually made of cloth.             |
| ___ 12. shoes   | I tied my little brother's shoes.              |

## REVIEW WORDS

- |                  |               |               |
|------------------|---------------|---------------|
| ___ *13. plenty  | ___ 17. empty | ___ *21. push |
| ___ *14. quickly | ___ 18. body  | ___ *22. gold |
| ___ *15. happy   | ___ 19. judge | ___ 23. break |
| ___ *16. fifty   | ___ 20. funny | ___ 24. floor |

## Challenge Words

- |                   |                                       |
|-------------------|---------------------------------------|
| ___ 25. perhaps   | Perhaps we'll go to the zoo.          |
| ___ 26. special   | The bus was towed by a special truck. |
| ___ 27. complete  | He didn't complete his work on time.  |
| ___ 28. paragraph | The last paragraph was a surprise.    |

clothes  
pretty  
shoes  
chief

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 9, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

push  
gold  
weren't

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 9, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

wristwatch

2. \_\_\_\_\_

shoes

3. \_\_\_\_\_

chief

4. \_\_\_\_\_

5. \_\_\_\_\_

8. \_\_\_\_\_

6. \_\_\_\_\_

9. \_\_\_\_\_

7. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 9, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

pretty  
clothes  
St.

TEKS 2.A.xi  
Student/Teacher Activity  
Practice (Word: St.)

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Short or Long Vowels

Name: \_\_\_\_\_

Write words that have a short vowel.

odd

split

Write words that have a long vowel *and* have **e** at the end.

rope

prize

Name: \_\_\_\_\_

TEKS 2.A.ii  
TEKS 2.A.xviii  
Student/Teacher Activity  
New Words (Words: city, fancy, pencil)

# Week 10

## NEW WORDS

- |                |   |
|----------------|---|
| ___ *1. cent   | He didn't have a cent left.                   |
| ___ *2. city   | The city of New York has many tall buildings. |
| ___ *3. fancy  | They made fancy decorations for the party.    |
| ___ *4. sixty  | Sixty divided by two equals thirty.           |
| ___ 5. rocks   | There were many rocks in the geology display. |
| ___ 6. strong  | A strong wind blew the tree over.             |
| ___ 7. thin    | We can use thin paper for tracing.            |
| ___ 8. pencil  | This pencil has a new eraser.                 |
| ___ *9. chance | There is a chance of rain.                    |
| ___ *10. sign  | The sign told the name of the street.         |
| ___ 11. since  | It was a long time since the prince had left. |
| ___ 12. few    | She threw a few vegetables into the stew.     |

## REVIEW WORDS

- |                |                  |                 |
|----------------|------------------|-----------------|
| ___ *13. gave  | ___ 17. inside   | ___ *21. chief  |
| ___ *14. phone | ___ 18. live (2) | ___ *22. pretty |
| ___ *15. page  | ___ 19. strange  | ___ 23. shoes   |
| ___ *16. nine  | ___ 20. change   | ___ 24. clothes |

## Challenge Words

- |                 |  |
|-----------------|--|
| ___ 25. center  | The game starts in the center.                 |
| ___ 26. science | Many scientists study science all their lives. |
| ___ 27. except  | She spelled all the words except one.          |
| ___ 28. century | A century is 100 years.                        |

# Week 10, Day 1

Name: \_\_\_\_\_

chance

sign

few

since

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 10, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

what's  
clothes  
chief

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 10, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

since

somebody

chance

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 10, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Rd.  
few  
sign

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Write words that have the letter **c**. Underline every **c** that has the sound of **s**.

space

color

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

TEKS 2.A.v  
Student/Teacher Activity  
New Words (Words: fifteen, country,  
between, reason, easy, easily)

# Week 11

## NEW WORDS

- |                  |  |
|------------------|--|
| ___ *1. feet     | Hippopotamuses' feet are good for walking in mud.    |
| ___ *2. mean     | You mean you want us to clean?                       |
| ___ *3. read (2) | Now we'll read again what we read yesterday.         |
| ___ *4. need     | We need to feed seeds to our bird.                   |
| ___ 5. near      | He is near enough to hear you.                       |
| ___ 6. fifteen   | Fifteen and thirty-five are fifty.                   |
| ___ 7. three     | Three bees buzzed around my knees.                   |
| ___ 8. sea       | The seals swam in the sea.                           |
| ___ *9. country  | They came from a country far away.                   |
| ___ *10. half    | The calf ate half the hay.                           |
| ___ 11. health   | After her broken leg healed, she was in good health. |
| ___ 12. breath   | She took a big breath of fresh air.                  |

## REVIEW WORDS

- |                |                |                 |
|----------------|----------------|-----------------|
| ___ *13. sixty | ___ 17. pencil | ___ *21. sign   |
| ___ *14. cent  | ___ 18. strong | ___ *22. chance |
| ___ *15. fancy | ___ 19. thin   | ___ 23. few     |
| ___ *16. city  | ___ 20. rocks  | ___ 24. since   |

## Challenge Words

- |                 |  |
|-----------------|--|
| ___ 25. between | A bookmark is between the pages.         |
| ___ 26. reason  | Bad weather was the reason we stayed in. |
| ___ 27. easy    | That puzzle isn't easy!                  |
| ___ 28. easily  | We just can't do it easily.              |

# Week 11, Day 1

Name: \_\_\_\_\_

half  
country  
breath  
health

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 11, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

chance

I'm

since

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 11, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

health

half

chance

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 11, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

country

lb.

breath

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 11

## Words to Study

Name: \_\_\_\_\_

Which words this week did you need to study?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_

## Week 5

- \_\_\_ \*1. dishes
- \_\_\_ \*2. planned
- \_\_\_ \*3. sitting
- \_\_\_ \*4. missing
- \_\_\_ 5. grass
- \_\_\_ 6. brings
- \_\_\_ 7. lost
- \_\_\_ 8. sent
- \_\_\_ \*9. die
- \_\_\_ \*10. dead
- \_\_\_ 11. field
- \_\_\_ 12. tie

## Week 9

- \_\_\_ \*37. gave
- \_\_\_ \*38. phone
- \_\_\_ \*39. page
- \_\_\_ \*40. nine
- \_\_\_ 41. inside
- \_\_\_ 42. live (2)
- \_\_\_ 43. strange
- \_\_\_ 44. change
- \_\_\_ \*45. chief
- \_\_\_ \*46. pretty
- \_\_\_ 47. shoes
- \_\_\_ 48. clothes

## Week 7

- \_\_\_ \*13. wrong
- \_\_\_ \*14. cross
- \_\_\_ \*15. edge
- \_\_\_ \*16. match
- \_\_\_ 17. sticks
- \_\_\_ 18. bridge
- \_\_\_ 19. scratch
- \_\_\_ 20. felt
- \_\_\_ \*21. would
- \_\_\_ \*22. head
- \_\_\_ 23. school
- \_\_\_ 24. should

## Week 10

- \_\_\_ \*49. sixty
- \_\_\_ \*50. cent
- \_\_\_ \*51. fancy
- \_\_\_ \*52. city
- \_\_\_ 53. pencil
- \_\_\_ 54. strong
- \_\_\_ 55. thin
- \_\_\_ 56. rocks
- \_\_\_ \*57. sign
- \_\_\_ \*58. chance
- \_\_\_ 59. few
- \_\_\_ 60. since

## Week 8

- \_\_\_ \*25. plenty
- \_\_\_ \*26. quickly
- \_\_\_ \*27. happy
- \_\_\_ \*28. fifty
- \_\_\_ 29. empty
- \_\_\_ 30. body
- \_\_\_ 31. judge
- \_\_\_ 32. funny
- \_\_\_ \*33. push
- \_\_\_ \*34. gold
- \_\_\_ 35. break
- \_\_\_ 36. floor

## Challenge Words

### Week 5

forest, island, famous, picture

### Week 7

motion, kitchen, corner, broken

### Week 8

industry, hungry, sorry, angry

### Week 9

special, complete, perhaps, paragraph

### Week 10

except, center, science, century

# Week 12

## Pretest

Name: \_\_\_\_\_

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 12

## Proofreading

---

1. The dishes may fall off the edge and brake on the flore.

---

2. They went to the city to buy new close and shoos for school.

---

3. We thought we had pletty of pincels but the box was emty.

---

4. Change your answer if it is wrong.

---

5. Strage lizards liv among the rocks.

# Alphabetical Order

Name: \_\_\_\_\_

Write these words in alphabetical order. In some words, you will need to look at the first and second letters:

**strange, pencil, clothes, body, would, city, head, phone, wrong, bridge**

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**NEW WORDS**

- |                   |  |
|-------------------|--|
| ___ *1. shapes    | We cut out five-sided shapes.                    |
| ___ *2. chased    | The kitten chased the ball across the room.      |
| ___ *3. writing   | She is writing a report about windmills.         |
| ___ *4. September | The first day of fall is in September.           |
| ___ 5. cares      | He cares for his brother, so he shares with him. |
| ___ 6. used (2)   | He used the hammer that used to be his dad's.    |
| ___ 7. racing     | The runners were racing toward the finish line.  |
| ___ 8. shared     | She shared the cherries with everyone.           |
| ___ *9. lose      | I didn't want to lose my locket, but it's lost.  |
| ___ *10. loose    | The goose got loose.                             |
| ___ 11. living    | The family was living in Rhode Island.           |
| ___ 12. across    | The store is across the street.                  |

**REVIEW WORDS**

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| ___ *13. feet     | ___ 17. fifteen | ___ *21. half    |
| ___ *14. read (2) | ___ 18. sea     | ___ *22. country |
| ___ *15. need     | ___ 19. near    | ___ 23. breath   |
| ___ *16. mean     | ___ 20. three   | ___ 24. health   |

**Challenge Words**

- |                  |  |
|------------------|--|
| ___ 25. common   | Robins are common in many places.              |
| ___ 26. problem  | One multiplication problem was very difficult. |
| ___ 27. written  | We have written in our journals each week.     |
| ___ 28. suddenly | Suddenly we heard a loud noise.                |

# Week 13, Day 1

Name: \_\_\_\_\_

living

lose

loose

across

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

Week 13, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

half

he'll

country

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 13, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

lose

somewhere

loose

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Week 13, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

living  
across  
Sept.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Rhymes for **squeak**

Name: \_\_\_\_\_

Write words that rhyme with **squeak**. They may end with **eak** or **eek**. Underline each word that ends with **eak**.

creak \_\_\_\_\_

sleek \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

TEKS 2.A.xxiii  
Student/Teacher Activity  
New Words (Words: under,  
during)

Week 14

## NEW WORDS

- |                |   |
|----------------|---|
| ___ *1. under  | The bug lived under the rock.                     |
| ___ *2. bird   | The bird flew hundreds of miles.                  |
| ___ *3. burn   | They watched the candle burn.                     |
| ___ *4. third  | The third chapter is about wheels.                |
| ___ 5. first   | We hung up our jackets first.                     |
| ___ 6. during  | He hurt his foot during recess.                   |
| ___ 7. feel    | Does your sister feel better today?               |
| ___ 8. eat     | Their mother told them to be neat when they eat.  |
| ___ *9. wear   | She wants to wear this shirt, but it has a tear.  |
| ___ *10. worse | The weather was bad yesterday but is worse today. |
| ___ 11. worst  | It was the worst weather they had ever seen.      |
| ___ 12. search | Let's search for the lost toy.                    |

## REVIEW WORDS

- |                    |                  |                |
|--------------------|------------------|----------------|
| ___ *13. chased    | ___ 17. cares    | ___ *21. loose |
| ___ *14. September | ___ 18. racing   | ___ *22. lose  |
| ___ *15. shapes    | ___ 19. used (2) | ___ 23. across |
| ___ *16. writing   | ___ 20. shared   | ___ 24. living |

## Challenge Words

- |                  |  |
|------------------|--|
| ___ 25. surface  | The surface of the water was smooth.           |
| ___ 26. return   | Return the permission slip to the teacher.     |
| ___ 27. modern   | A modern building was beside the old building. |
| ___ 28. interest | The class read about bats with interest.       |

# Week 14, Day 1

Name: \_\_\_\_\_

search

worse

worst

wear

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 14, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

we're

across

loose

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 14, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

searches

living

wears

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 14, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

USA  
worst  
worse

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Week 14

# Words I Already Knew

Name: \_\_\_\_\_

Which words this week did you already know how to spell?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_

TEKS 2.A.iv  
TEKS 2.A.xix  
Student/Teacher Activity  
New Words (Word: before)

# Week 15

TEKS 2.A.vii  
Student/Teacher Activity  
New Words (Word: forty)

## NEW WORDS

- |                  |   |
|------------------|---|
| ___ *1. March    | The first day of spring is in March.                        |
| ___ *2. horse    | She wished she had her own horse.                           |
| ___ *3. store    | The hardware store sells many kinds of tools.               |
| ___ *4. large    | Large clouds filled the sky.                                |
| ___ 5. October   | The weather was cool in October.                            |
| ___ 6. forty     | Bring forty forks for the picnic.                           |
| ___ 7. before    | Wash your hands before you eat.                             |
| ___ 8. north     | The compass needle always points north.                     |
| ___ *9. fourteen | <i>Fourteen</i> begins like <i>four</i> and <i>fourth</i> . |
| ___ *10. climb   | She likes to climb the bars to the top.                     |
| ___ 11. prove    | They wanted to prove that they were right.                  |
| ___ 12. fourth   | He was fourth in line.                                      |

## REVIEW WORDS

- |                |                |                |
|----------------|----------------|----------------|
| ___ *13. third | ___ 17. during | ___ *21. worse |
| ___ *14. burn  | ___ 18. eat    | ___ *22. wear  |
| ___ *15. bird  | ___ 19. first  | ___ 23. search |
| ___ *16. under | ___ 20. feel   | ___ 24. worst  |

## Challenge Words

- |                     |  |
|---------------------|--|
| ___ 25. dollar      | A dollar can be a bill or a coin.              |
| ___ 26. similar     | A donkey is similar to a horse.                |
| ___ 27. doctor      | A veterinarian is an animal doctor.            |
| ___ 28. information | We looked for information in the encyclopedia. |

# Week 15, Day 1

Name: \_\_\_\_\_

prove  
fourteen  
climb  
fourth

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 15, Day 2

1. \_\_\_\_\_

search

2. \_\_\_\_\_

worse

3. \_\_\_\_\_

she'll

4. \_\_\_\_\_

5. \_\_\_\_\_

8. \_\_\_\_\_

6. \_\_\_\_\_

9. \_\_\_\_\_

7. \_\_\_\_\_

10. \_\_\_\_\_

# Week 15, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

fourteen  
something  
climbed

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 15, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Mar.

proves  
fourth

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 15

## Words I Use

Name: \_\_\_\_\_

Which words in this week do you use the most in your writing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_

TEKS 2.A.v  
Student/Teacher Activity  
New Words and Review Words (Words:  
eighteen, straight, explain, afraid )

# Week 16

TEKS 2.A.xxi  
Student/Teacher Activity  
New Words (Words: eighteen,  
Monday)

## NEW WORDS

- |                  |   |
|------------------|---|
| ___ *1. wait     | Please wait in a straight line.           |
| ___ *2. May      | April showers bring May flowers.          |
| ___ *3. Thursday | He has a dentist appointment on Thursday. |
| ___ *4. Saturday | We went to the game on Saturday.          |
| ___ 5. main      | The brain is the main part of the head.   |
| ___ 6. hair      | Feel the air blow through your hair.      |
| ___ 7. over      | She taught her dog to roll over.          |
| ___ 8. those     | I chose those roses.                      |
| ___ *9. Monday   | We're presenting our play on Monday.      |
| ___ *10. none    | Three, two, one, none!                    |
| ___ 11. eighteen | Its weight is eighteen pounds.            |
| ___ 12. straight | Use the ruler to draw a straight line.    |

## REVIEW WORDS

- |                |                 |                   |
|----------------|-----------------|-------------------|
| ___ *13. horse | ___ 17. north   | ___ *21. climb    |
| ___ *14. large | ___ 18. forty   | ___ *22. fourteen |
| ___ *15. store | ___ 19. before  | ___ 23. fourth    |
| ___ *16. March | ___ 20. October | ___ 24. prove     |

## Challenge Words

- |                 |  |
|-----------------|--|
| ___ 25. explain | Please explain this sentence to us.          |
| ___ 26. afraid  | She's not afraid to dive into the pool.      |
| ___ 27. always  | It's always daylight somewhere on earth.     |
| ___ 28. maybe   | Maybe the new supplies will arrive tomorrow. |

# Week 16, Day 1

Name: \_\_\_\_\_

none

Monday

straight

eighteen

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 16, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

fourth

let's

proved

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 16, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

climb

straight

eighteen

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Week 16, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Oct.  
Monday  
none

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Week 16

# Rhymes for **fin** and **fine**

Name: \_\_\_\_\_

Write words that rhyme with **fin**.

grin

Write words that rhyme with **fine**.

whine

Name: \_\_\_\_\_

# Week 17

## NEW WORDS

- |                  |  |
|------------------|--|
| ___ *1. boat     | I hope my paper boat will float.               |
| ___ *2. low      | We searched high and low for the missing book. |
| ___ *3. grow     | Some trees grow very slowly.                   |
| ___ *4. November | The month of November has 30 days.             |
| ___ 5. throat    | The doctor looked at my sore throat.           |
| ___ 6. snow      | The wind may blow the snow away.               |
| ___ 7. board     | He sawed the board into four pieces.           |
| ___ 8. note      | My mother wrote a note to the teacher.         |
| ___ *9. due      | The library book is due on Tuesday.            |
| ___ *10. truth   | She always tells the truth.                    |
| ___ 11. toe      | My dog stepped on my toe.                      |
| ___ 12. along    | Sing the song along with me.                   |

## REVIEW WORDS

- |                   |               |                  |
|-------------------|---------------|------------------|
| ___ *13. Thursday | ___ 17. those | ___ *21. none    |
| ___ *14. wait     | ___ 18. main  | ___ *22. Monday  |
| ___ *15. Saturday | ___ 19. over  | ___ 23. straight |
| ___ *16. May      | ___ 20. hair  | ___ 24. eighteen |

## Challenge Words

- |                 |                                       |
|-----------------|---------------------------------------|
| ___ 25. below   | Below ground the seeds began to grow. |
| ___ 26. follow  | Follow me!                            |
| ___ 27. window  | The sun shines through the window.    |
| ___ 28. machine | One machine may do several jobs.      |

Name: \_\_\_\_\_

due  
toe  
truth  
along

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 17, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

can't  
straight  
Monday

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 17, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

eighteen  
along  
toenail

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Week 17, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

due  
Nov.  
truth

# Rhymes for **stair**

Name: \_\_\_\_\_

Write words that rhyme with **stair**. They may end with **air** or **are**. Underline each word that ends with **air**.

flare \_\_\_\_\_

fair \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

## Week 11

- \_\_\_ \*1. feet
- \_\_\_ \*2. read (2)
- \_\_\_ \*3. need
- \_\_\_ \*4. mean
- \_\_\_ 5. fifteen
- \_\_\_ 6. sea
- \_\_\_ 7. near
- \_\_\_ 8. three
- \_\_\_ \*9. half
- \_\_\_ \*10. country
- \_\_\_ 11. breath
- \_\_\_ 12. health

## Week 15

- \_\_\_ \*37. horse
- \_\_\_ \*38. large
- \_\_\_ \*39. store
- \_\_\_ \*40. March
- \_\_\_ 41. north
- \_\_\_ 42. forty
- \_\_\_ 43. before
- \_\_\_ 44. October
- \_\_\_ \*45. climb
- \_\_\_ \*46. fourteen
- \_\_\_ 47. fourth
- \_\_\_ 48. prove

## Week 13

- \_\_\_ \*13. chased
- \_\_\_ \*14. September
- \_\_\_ \*15. shapes
- \_\_\_ \*16. writing
- \_\_\_ 17. cares
- \_\_\_ 18. racing
- \_\_\_ 19. used (2)
- \_\_\_ 20. shared
- \_\_\_ \*21. loose
- \_\_\_ \*22. lose
- \_\_\_ 23. across
- \_\_\_ 24. living

## Week 16

- \_\_\_ \*49. Thursday
- \_\_\_ \*50. wait
- \_\_\_ \*51. Saturday
- \_\_\_ \*52. May
- \_\_\_ 53. those
- \_\_\_ 54. main
- \_\_\_ 55. over
- \_\_\_ 56. hair
- \_\_\_ \*57. none
- \_\_\_ \*58. Monday
- \_\_\_ 59. straight
- \_\_\_ 60. eighteen

## Week 14

- \_\_\_ \*25. third
- \_\_\_ \*26. burn
- \_\_\_ \*27. bird
- \_\_\_ \*28. under
- \_\_\_ 29. during
- \_\_\_ 30. eat
- \_\_\_ 31. first
- \_\_\_ 32. feel
- \_\_\_ \*33. worse
- \_\_\_ \*34. wear
- \_\_\_ 35. search
- \_\_\_ 36. worst

## Challenge Words

### Week 11

easily, between, easy, reason

### Week 13

problem, common, suddenly, written

### Week 14

surface, modern, interest, return

### Week 15

dollar, doctor, information, similar

### Week 16

maybe, always, afraid, explain

# Week 18

## Pretest

Name: \_\_\_\_\_

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 18

## Proofreading

---

1. Last thirsdays we saw a large bird neer the store.

---

2. We used a ruler to draw forteen straiht lines.

---

3. Their goose got loose, so they had to serch far and nere.

---

4. They were driving accross the cuntry from Munday until Saturday.

---

5. We nead to read our writing carefully.

# Alphabetical Order

Name: \_\_\_\_\_

Write these words in alphabetical order. In some words, you will need to look at the first, second, and third letters:

**need, fourth, straight, lose, search, loose, country, near, forty, eighteen**

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

TEKS 2.A.iii  
Student/Teacher Activity  
New Words (Word: closing)

# Week 19

## NEW WORDS

- |                  |  |
|------------------|--|
| ___ *1. starring | Our favorite actor is starring in the movie.     |
| ___ *2. stayed   | The cat stayed indoors.                          |
| ___ *3. closing  | We're closing the door now.                      |
| ___ *4. Friday   | Friday was the last day of our science unit.     |
| ___ 5. marked    | The teacher's assistant marked the papers.       |
| ___ 6. states    | They saw license plates from 50 states.          |
| ___ 7. raised    | The flags were raised each morning.              |
| ___ 8. tail      | The monkey was hanging by its tail.              |
| ___ *9. instead  | We read one long book instead of two short ones. |
| ___ *10. sold    | The store sold clothes and shoes.                |
| ___ 11. fold     | Fold your paper from bottom to top.              |
| ___ 12. worth    | He thought the old jar was worth nothing.        |

## REVIEW WORDS

- |                   |                |                |
|-------------------|----------------|----------------|
| ___ *13. boat     | ___ 17. note   | ___ *21. truth |
| ___ *14. November | ___ 18. throat | ___ *22. due   |
| ___ *15. grow     | ___ 19. board  | ___ 23. along  |
| ___ *16. low      | ___ 20. snow   | ___ 24. toe    |

## Challenge Words

- |                     |  |
|---------------------|--|
| ___ 25. either      | You may choose either or neither of them.                    |
| ___ 26. moment      | We saw the shooting star for a moment.                       |
| ___ 27. product     | That factory produces several products.                      |
| ___ 28. present (2) | They wanted to present a beautiful present to their teacher. |

# Week 19, Day 1

Name: \_\_\_\_\_

fold  
instead  
sold  
worth

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 19, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

it'll  
along  
truth

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 19, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

instead

toe

worth

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 19, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

sold  
folding  
Fri.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 19

## Easy Words to Learn

Name: \_\_\_\_\_

Which words this week were easy for you to learn?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_

# Week 20

## NEW WORDS

- |                 |  |
|-----------------|--|
| ___ *1. soon    | Spring would soon arrive.                      |
| ___ *2. grew    | The bird grew strong and flew away.            |
| ___ *3. June    | The longest day of the year is in June.        |
| ___ *4. Sunday  | Sunday afternoon they went for a run.          |
| ___ 5. moon     | The moon was in the sky at noon.               |
| ___ 6. choose   | Which color of paint shall we choose?          |
| ___ 7. team     | The team practiced long and hard.              |
| ___ 8. knew     | She knew all the presidents in order.          |
| ___ *9. Tuesday | On Tuesday they began studying machines.       |
| ___ *10. fruit  | Oranges and lemons are citrus fruit.           |
| ___ 11. suit    | He likes his new suit.                         |
| ___ 12. whose   | Whose team will win, and whose team will lose? |

## REVIEW WORDS

- |                   |                |                  |
|-------------------|----------------|------------------|
| ___ *13. closing  | ___ 17. marked | ___ *21. sold    |
| ___ *14. starring | ___ 18. tail   | ___ *22. instead |
| ___ *15. Friday   | ___ 19. states | ___ 23. worth    |
| ___ *16. stayed   | ___ 20. raised | ___ 24. fold     |

## Challenge Words

- |                 |   |
|-----------------|---|
| ___ 25. history | History is the story of people.           |
| ___ 26. human   | Every woman and man is human.             |
| ___ 27. object  | Our assignment was to describe an object. |
| ___ 28. subject | My favorite subject is math.              |

# Week 20, Day 1

Name: \_\_\_\_\_

Tuesday  
fruit  
whose  
suit

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 20, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

doesn't  
folded  
instead

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 20, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

whose  
worth  
suits

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Week 20, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Tuesday  
fruit  
Mon.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 20

## Words to Study

Name: \_\_\_\_\_

Which words this week did you need to study?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_

TEKS 2.A.i  
TEKS 2.A.xvii  
Student/Teacher Activity  
New Words (Words: thirteen, Tuesday)

# Week 21

## NEW WORDS

- |                 |  |
|-----------------|--|
| ___ *1. book    | Did you look through the book?                               |
| ___ *2. stood   | They stood quietly and waited.                               |
| ___ *3. foot    | He hurt his foot in the game.                                |
| ___ *4. woods   | There was an old cabin in the woods.                         |
| ___ 5. fire     | The fire in the fireplace kept them warm.                    |
| ___ 6. thirteen | <i>Thirteen</i> begins like <i>third</i> and <i>thirty</i> . |
| ___ 7. heated   | Our mother heated our supper in the oven.                    |
| ___ 8. street   | The street had tall trees on both sides.                     |
| ___ *9. guess   | Just make a good guess.                                      |
| ___ *10. guard  | My puppy likes to guard the yard.                            |
| ___ 11. guide   | The teacher will guide us in spelling.                       |
| ___ 12. early   | The sky is gray in the early morning.                        |

## REVIEW WORDS

- |                 |                |                  |
|-----------------|----------------|------------------|
| ___ *13. Sunday | ___ 17. choose | ___ *21. fruit   |
| ___ *14. June   | ___ 18. team   | ___ *22. Tuesday |
| ___ *15. grew   | ___ 19. moon   | ___ 23. whose    |
| ___ *16. soon   | ___ 20. knew   | ___ 24. suit     |

## Challenge Words

- |                   |  |
|-------------------|--|
| ___ 25. describe  | Describe the habitat of penguins.            |
| ___ 26. difficult | The last math problem is always difficult.   |
| ___ 27. develop   | We wondered how the plot would develop.      |
| ___ 28. result    | The result of the experiment was a surprise. |

# Week 21, Day 1

Name: \_\_\_\_\_

guide  
guard  
early  
guess

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 21, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

she's  
Tuesday  
fruit

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 21, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

guesses  
whose  
early

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Week 21, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Sun.  
guided  
guards

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 21

## Words I Already Knew

Name: \_\_\_\_\_

Which words this week did you already know how to spell?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_

# Week 22

## NEW WORDS

- |                 |  |
|-----------------|--|
| ___ *1. light   | We needed a bright light.                            |
| ___ *2. fry     | He likes to fry vegetables.                          |
| ___ *3. night   | The stars shone beautifully that night.              |
| ___ *4. white   | Write on white paper today.                          |
| ___ 5. quite    | The baby took quite a long nap.                      |
| ___ 6. fine     | Everyone did a fine job on the recycling project.    |
| ___ 7. sight    | Many people without sight use guide dogs.            |
| ___ 8. sky      | The sky grew dark and stormy.                        |
| ___ *9. key     | The right key will unlock the door.                  |
| ___ *10. money  | His grandfather gave him money to spend at the fair. |
| ___ 11. English | English spelling can be a challenge.                 |
| ___ 12. carry   | Their job is to carry the play equipment.            |

## REVIEW WORDS

- |                |                  |                |
|----------------|------------------|----------------|
| ___ *13. foot  | ___ 17. thirteen | ___ *21. guard |
| ___ *14. book  | ___ 18. heated   | ___ *22. guess |
| ___ *15. woods | ___ 19. fire     | ___ 23. early  |
| ___ *16. stood | ___ 20. street   | ___ 24. guide  |

## Challenge Words

- |                  |   |
|------------------|---|
| ___ 25. already  | I had already left when I remembered my backpack. |
| ___ 26. beside   | The dictionary is beside the encyclopedia.        |
| ___ 27. practice | Let's practice our lines for the play.            |
| ___ 28. minute   | Please wait a minute.                             |

# Week 22, Day 1

Name: \_\_\_\_\_

carry  
key  
English  
money

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 22, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

early  
guard  
they're

TEKS 2.B.x  
Student/Teacher Activity  
Practice (Word: they're)

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 22, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

carry

guessed

money

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 22, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

keys  
Tues.  
English

# Week 22

## Easy Words to Learn

Name: \_\_\_\_\_

Which words this week were easy for you to learn?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_

TEKS 2.A.iii  
TEKS 2.A.iv  
Student/Teacher Activity  
New Words (Word: become)

# Week 23

TEKS 2.A.xiv  
TEKS 2.A.xxx  
Student/Teacher Activity  
New Words (Words: cried, flying, puppies, hurrying)

## NEW WORDS

- |                 |  |
|-----------------|--|
| ___ *1. fries   | She fries tomatoes and eggs for breakfast.     |
| ___ *2. cried   | The baby cried when he was hungry.             |
| ___ *3. flying  | Many geese were flying south.                  |
| ___ *4. puppies | The puppies were asleep beside their mother.   |
| ___ 5. hurrying | They were hurrying to school.                  |
| ___ 6. speed    | A cheetah runs at a fast speed.                |
| ___ 7. week     | They fed the neighbor's cat all week.          |
| ___ 8. speak    | The teacher asked us to speak softly.          |
| ___ *9. ready   | We were ready on time today.                   |
| ___ *10. often  | Planets can often be seen at night.            |
| ___ 11. listen  | Service dogs listen carefully to instructions. |
| ___ 12. become  | A tadpole will become a frog.                  |

## REVIEW WORDS

- |                |               |                 |
|----------------|---------------|-----------------|
| ___ *13. night | ___ 17. fine  | ___ *21. money  |
| ___ *14. fry   | ___ 18. quite | ___ *22. key    |
| ___ *15. white | ___ 19. sky   | ___ 23. carry   |
| ___ *16. light | ___ 20. sight | ___ 24. English |

## Challenge Words

- |                  |  |
|------------------|--|
| ___ 25. level    | The old floor was no longer level.           |
| ___ 26. rather   | I would rather sing than dance.              |
| ___ 27. system   | Our heart is part of our circulatory system. |
| ___ 28. position | I am in a sitting position.                  |

# Week 23, Day 1

Name: \_\_\_\_\_

listen  
ready  
often  
become

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 23, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

it's  
English  
money

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 23, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

listens  
ready  
nobody

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Week 23, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

often  
Thurs.  
becomes

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 23

## Words to Study

Name: \_\_\_\_\_

Which words this week did you need to study?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_

## Week 17

- \_\_\_ \*1. boat
- \_\_\_ \*2. November
- \_\_\_ \*3. grow
- \_\_\_ \*4. low
- \_\_\_ 5. note
- \_\_\_ 6. throat
- \_\_\_ 7. board
- \_\_\_ 8. snow
- \_\_\_ \*9. truth
- \_\_\_ \*10. due
- \_\_\_ 11. along
- \_\_\_ 12. toe

## Week 21

- \_\_\_ \*37. foot
- \_\_\_ \*38. book
- \_\_\_ \*39. woods
- \_\_\_ \*40. stood
- \_\_\_ 41. thirteen
- \_\_\_ 42. heated
- \_\_\_ 43. fire
- \_\_\_ 44. street
- \_\_\_ \*45. guard
- \_\_\_ \*46. guess
- \_\_\_ 47. early
- \_\_\_ 48. guide

## Week 19

- \_\_\_ \*13. closing
- \_\_\_ \*14. starring
- \_\_\_ \*15. Friday
- \_\_\_ \*16. stayed
- \_\_\_ 17. marked
- \_\_\_ 18. tail
- \_\_\_ 19. states
- \_\_\_ 20. raised
- \_\_\_ \*21. sold
- \_\_\_ \*22. instead
- \_\_\_ 23. worth
- \_\_\_ 24. fold

## Week 22

- \_\_\_ \*49. night
- \_\_\_ \*50. fry
- \_\_\_ \*51. white
- \_\_\_ \*52. light
- \_\_\_ 53. fine
- \_\_\_ 54. quite
- \_\_\_ 55. sky
- \_\_\_ 56. sight
- \_\_\_ \*57. money
- \_\_\_ \*58. key
- \_\_\_ 59. carry
- \_\_\_ 60. English

## Week 20

- \_\_\_ \*25. Sunday
- \_\_\_ \*26. June
- \_\_\_ \*27. grew
- \_\_\_ \*28. soon
- \_\_\_ 29. choose
- \_\_\_ 30. team
- \_\_\_ 31. moon
- \_\_\_ 32. knew
- \_\_\_ \*33. fruit
- \_\_\_ \*34. Tuesday
- \_\_\_ 35. whose
- \_\_\_ 36. suit

## Challenge Words

### Week 17

follow, window, machine,  
below

### Week 19

product, moment, present (2),  
either

### Week 20

history, subject, human,  
object

### Week 21

difficult, develop, describe,  
result

### Week 22

already, minute, practice,  
beside

# Week 24

## Pretest

Name: \_\_\_\_\_

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

Name: \_\_\_\_\_

---

1. That night the fier heeted the cabin and gave us lite.

---

2. Guess whose teem won on Friday.

---

3. Use this mony to buy the frute before it is all sold.

---

4. Your book is do on Friday, November 2.

---

5. The mune was shining on the wight snow along our streat.

# Alphabetical Order

Name: \_\_\_\_\_

Write these words in alphabetical order. In some words, you will need to look at the first, second, third, and fourth letters:

**guide, whose, English, board, raised, boat, starring, guard, early, stayed**

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

TEKS 2.A.vi  
Student/Teacher Activity  
New, Review, and Challenge Words  
(Words: hour, flour, about,  
thousand, mountains)

# Week 25

## NEW WORDS

- |                 |   |
|-----------------|---|
| ___ *1. now     | Now we know the answer.                   |
| ___ *2. town    | They moved to another town.               |
| ___ *3. house   | The story was about a mouse in a house.   |
| ___ *4. hour    | The program lasted one hour.              |
| ___ 5. brown    | The new boots were brown.                 |
| ___ 6. about    | What were they shouting about?            |
| ___ 7. south    | He searched north, south, east, and west. |
| ___ 8. sound    | The sound of the traffic was very loud.   |
| ___ *9. bread   | She spread jam on her bread.              |
| ___ *10. meant  | They figured out what the message meant.  |
| ___ 11. sense   | Taste is one sense.                       |
| ___ 12. weather | We expected hot weather in summer.        |

## REVIEW WORDS

- |                  |                  |                |
|------------------|------------------|----------------|
| ___ *13. flying  | ___ 17. week     | ___ *21. often |
| ___ *14. fries   | ___ 18. hurrying | ___ *22. ready |
| ___ *15. puppies | ___ 19. speak    | ___ 23. become |
| ___ *16. cried   | ___ 20. speed    | ___ 24. listen |

## Challenge Words

- |                   |  |
|-------------------|--|
| ___ 25. mountains | The mountains were covered with snow.        |
| ___ 26. thousand  | Two thousand pounds equals a ton.            |
| ___ 27. flower    | Bees carry pollen from flower to flower.     |
| ___ 28. flour     | The bread was made from wheat and oat flour. |

# Week 25, Day 1

Name: \_\_\_\_\_

sense

bread

weather

meant

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 25, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

ready  
we'll  
often

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 25, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

listening  
senses  
meant

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Week 25, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Sat.

bread

weather

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Write words that rhyme with **ound**.

mound  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write words that rhyme with **own**.

gown  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write words that rhyme with **ow**.

plow  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

# Week 26

## NEW WORDS

- |                 |   |
|-----------------|---|
| ___ *1. boy's   | The boy's pencil is sharp.                        |
| ___ *2. boys'   | The boys' dog followed them.                      |
| ___ *3. men's   | The men's team played every week.                 |
| ___ *4. puppy's | The puppy's paws are white.                       |
| ___ 5. puppies' | The puppies' mother protected them.               |
| ___ 6. girl's   | Everyone in the girl's family came to the show.   |
| ___ 7. please   | Please don't tease your sister.                   |
| ___ 8. seem     | The plants seem dry today. Let's water them.      |
| ___ *9. nothing | There was nothing in the bag.                     |
| ___ *10. rough  | They wore tough boots to hike on the rough trail. |
| ___ 11. enough  | The sink is full enough.                          |
| ___ 12. heavy   | We moved all the heavy boxes.                     |

## REVIEW WORDS

- |                |               |                 |
|----------------|---------------|-----------------|
| ___ *13. town  | ___ 17. about | ___ *21. meant  |
| ___ *14. hour  | ___ 18. sound | ___ *22. bread  |
| ___ *15. now   | ___ 19. brown | ___ 23. weather |
| ___ *16. house | ___ 20. south | ___ 24. sense   |

## Challenge Words

- |                  |   |
|------------------|---|
| ___ 25. method   | What is the best method to solve the problem? |
| ___ 26. probably | It will probably be sunny tomorrow.           |
| ___ 27. business | The family owned a clock repair business.     |
| ___ 28. energy   | The sun and the wind are sources of energy.   |

# Week 26, Day 1

Name: \_\_\_\_\_

enough  
nothing  
rough  
heavy

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 26, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

weather  
don't  
bread

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 26, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

nothing  
heavy  
nowhere

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 26, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

rough  
enough  
A.M.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Ending **ing**

Name: \_\_\_\_\_

Write words with the ending **ing** by doubling the last consonant of the base word.

stepping

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write words with the ending **ing** by dropping the final **e** of the base word.

driving

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write words with the ending **ing** by just adding **ing**.

chewing

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

TEKS 2.A.i  
Student/Teacher Activity  
New Words: (Words: above, alone)

# Week 27

TEKS 2.A.xxii  
Student/Teacher Activity  
New Words (Word: enjoy)

## NEW WORDS

- |                |  |
|----------------|--|
| ___ *1. oil    | Many machines need oil often.                |
| ___ *2. enjoy  | They will enjoy the new book.                |
| ___ *3. square | He drew a circle inside a square.            |
| ___ *4. real   | Real gems were on display in the museum.     |
| ___ 5. leave   | Please leave your shoes at the door.         |
| ___ 6. voice   | Her voice was too loud for the classroom.    |
| ___ 7. ground  | She found an interesting rock on the ground. |
| ___ 8. deep    | The children fell into a deep sleep.         |
| ___ *9. woman  | I saw one man and one woman.                 |
| ___ *10. women | I saw two men and two women.                 |
| ___ 11. above  | Look on the shelf above the books.           |
| ___ 12. busy   | He was busy doing his homework.              |

## REVIEW WORDS

- |                  |                  |                  |
|------------------|------------------|------------------|
| ___ *13. boys'   | ___ 17. please   | ___ *21. rough   |
| ___ *14. men's   | ___ 18. girl's   | ___ *22. nothing |
| ___ *15. boy's   | ___ 19. seem     | ___ 23. heavy    |
| ___ *16. puppy's | ___ 20. puppies' | ___ 24. enough   |

## Challenge Words

- |                 |  |
|-----------------|--|
| ___ 25. general | You expressed the general idea. Now add details. |
| ___ 26. alone   | He was alone in the room.                        |
| ___ 27. figure  | Each artist drew the figure of an animal.        |
| ___ 28. suppose | I suppose you already know the answer.           |

# Week 27, Day 1

Name: \_\_\_\_\_

women

busy

above

woman

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 27, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

haven't  
nothing  
enough

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 27, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

heavy

above

woman

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 27, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

busy

women

P.M.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Homophones

Name: \_\_\_\_\_

Write homophone pairs. You may want to use some of these words:

**feat, knead, sea, right, weight, mane, hare, close, tale, new, weak, our**

by

buy

two

too

Name: \_\_\_\_\_

TEKS 2.A.viii  
TEKS 2.A.xxiv  
Student/Teacher Activity  
New Words (able, simple,  
middle, title, uncle, circle,  
trouble)

# Week 28

## NEW WORDS

- |                   |   |
|-------------------|---|
| ___ *1. able      | Horses are able to pull great weights.        |
| ___ *2. simple    | Two plus two? That's simple!                  |
| ___ *3. middle    | He is the middle son in his family.           |
| ___ *4. title     | The title made her want to read the book.     |
| ___ 5. uncle      | Their uncle took them on the train.           |
| ___ 6. circle     | A large circle was painted on the playground. |
| ___ 7. July       | The annual picnic was held in July.           |
| ___ 8. December   | December 31 is the last day of the year.      |
| ___ *9. Wednesday | I went to a wedding on Wednesday.             |
| ___ *10. February | February is the shortest month.               |
| ___ 11. trouble   | Use common sense to avoid trouble.            |
| ___ 12. touch     | It felt strange to touch the lizard.          |

## REVIEW WORDS

- |                 |                |                |
|-----------------|----------------|----------------|
| ___ *13. enjoy  | ___ 17. leave  | ___ *21. women |
| ___ *14. square | ___ 18. ground | ___ *22. woman |
| ___ *15. real   | ___ 19. voice  | ___ 23. busy   |
| ___ *16. oil    | ___ 20. deep   | ___ 24. above  |

## Challenge Words

- |                 |                                      |
|-----------------|--------------------------------------|
| ___ 25. single  | A single fish was in the tank.       |
| ___ 26. example | Please give an example.              |
| ___ 27. cattle  | The cattle ate grasses on the range. |
| ___ 28. capital | Austin is the capital of Texas.      |

# Week 28, Day 1

Name: \_\_\_\_\_

Wednesday  
touch  
trouble  
February

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 28, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

won't  
above  
woman

TEKS 2.A.xxvi  
Student/Teacher Activity  
Practice (Word: won't)

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Week 28, Day 3

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

February  
Wednesday  
busy

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 28, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

trouble

Wed.

touched

TEKS 2.A.xxvii

TEKS 2.B.xxvi

Student/Teacher Activity

Practice (Word: Wed.)

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Ending **ed**

Name: \_\_\_\_\_

Write words with the ending **ed** by doubling the last consonant of the base word.

tugged

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write words with the ending **ed** by dropping the final **e** of the base word.

skated

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write words with the ending **ed** by just adding **ed**.

melted

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

TEKS 2.A.vi  
Student/Teacher Activity  
New, Review, and Challenge Words  
(Words: author, January, around)

# Week 29

## NEW WORDS

- |                 |   |
|-----------------|---|
| ___ *1. August  | August is his favorite month.                 |
| ___ *2. draw    | They will draw illustrations for the chapter. |
| ___ *3. fall    | Don't fall off the wall.                      |
| ___ *4. face    | Feel the sun on your face.                    |
| ___ 5. pair     | She wore a pair of bows in her hair.          |
| ___ 6. April    | The weather grew warm in April.               |
| ___ 7. eleven   | Four plus seven equals eleven.                |
| ___ 8. author   | The author spoke to a large audience.         |
| ___ *9. aunt    | Her aunt and uncle live in Florida.           |
| ___ *10. post   | We mailed the package at the post office.     |
| ___ 11. almost  | They have finished almost all their work.     |
| ___ 12. January | They started the new calendar on January 1.   |

## REVIEW WORDS

- |                 |                  |                    |
|-----------------|------------------|--------------------|
| ___ *13. title  | ___ 17. uncle    | ___ *21. February  |
| ___ *14. able   | ___ 18. December | ___ *22. Wednesday |
| ___ *15. simple | ___ 19. July     | ___ 23. touch      |
| ___ *16. middle | ___ 20. circle   | ___ 24. trouble    |

## Challenge Words

- |                  |   |
|------------------|---|
| ___ 25. opposite | Rough is the opposite of smooth.          |
| ___ 26. produce  | Midwestern states produce corn and wheat. |
| ___ 27. possible | Two answers seemed possible.              |
| ___ 28. around   | Put tape around the package.              |

# Week 29, Day 1

Name: \_\_\_\_\_

post  
almost  
January  
aunt

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

# Week 29, Day 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

you'll  
touch

Wednesday

TEKS 2.A.xxvi

Student/Teacher Activity

Practice (Word: you'll)

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

February  
aunt  
postcard

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name: \_\_\_\_\_

Week 29, Day 4

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

January  
almost  
Aug.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Rhymes for **all**

Name: \_\_\_\_\_

Write words that rhyme with **all**. They may end with **all**, **aul**, or **awl**. Underline each word that ends with **all**.

squall

Paul

Name: \_\_\_\_\_

## Week 23

- \_\_\_ \*1. flying
- \_\_\_ \*2. fries
- \_\_\_ \*3. puppies
- \_\_\_ \*4. cried
- \_\_\_ 5. week
- \_\_\_ 6. hurrying
- \_\_\_ 7. speak
- \_\_\_ 8. speed
- \_\_\_ \*9. often
- \_\_\_ \*10. ready
- \_\_\_ 11. become
- \_\_\_ 12. listen

## Week 27

- \_\_\_ \*37. enjoy
- \_\_\_ \*38. square
- \_\_\_ \*39. real
- \_\_\_ \*40. oil
- \_\_\_ 41. leave
- \_\_\_ 42. ground
- \_\_\_ 43. voice
- \_\_\_ 44. deep
- \_\_\_ \*45. women
- \_\_\_ \*46. woman
- \_\_\_ 47. busy
- \_\_\_ 48. above

## Week 25

- \_\_\_ \*13. town
- \_\_\_ \*14. hour
- \_\_\_ \*15. now
- \_\_\_ \*16. house
- \_\_\_ 17. about
- \_\_\_ 18. sound
- \_\_\_ 19. brown
- \_\_\_ 20. south
- \_\_\_ \*21. meant
- \_\_\_ \*22. bread
- \_\_\_ 23. weather
- \_\_\_ 24. sense

## Week 28

- \_\_\_ \*49. title
- \_\_\_ \*50. able
- \_\_\_ \*51. simple
- \_\_\_ \*52. middle
- \_\_\_ 53. uncle
- \_\_\_ 54. December
- \_\_\_ 55. July
- \_\_\_ 56. circle
- \_\_\_ \*57. February
- \_\_\_ \*58. Wednesday
- \_\_\_ 59. touch
- \_\_\_ 60. trouble

## Week 26

- \_\_\_ \*25. boys' (two boys' heads)
- \_\_\_ \*26. men's
- \_\_\_ \*27. boy's (one boy's nose)
- \_\_\_ \*28. puppy's  
(one puppy's tail)
- \_\_\_ 29. please
- \_\_\_ 30. girl's (one girl's hat)
- \_\_\_ 31. seem
- \_\_\_ 32. puppies'  
(five puppies' mother)
- \_\_\_ \*33. rough
- \_\_\_ \*34. nothing
- \_\_\_ 35. heavy
- \_\_\_ 36. enough

## Challenge Words

### Week 23

rather, level, position, system

### Week 25

mountains, flour, flower, thousand

### Week 26

business, method, energy, probably

### Week 27

figure, alone, general, suppose

### Week 28

example, capital, single, cattle

# Week 30

## Pretest

Name: \_\_\_\_\_

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

Name: \_\_\_\_\_

---

1. The women were hurrying to be redly on time.

---

2. The plane was flying high abuv the grownd at a very fast spede.

---

3. The mother dog had four brown puppies. One puppy's ear was white.

---

4. Her unkle offen speeks in a loud voice.

---

5. The two boy's house is in the midle of toun.

# Alphabetical Order

Name: \_\_\_\_\_

Write these words in alphabetical order. In some words, you will need to look at the first, second, third, fourth, and fifth letters:

**speak, above, women, leave, means, brown, week, circle, woman, hour, puppies, house, uncle, speed, trouble, bread, February, busy, meant, Wednesday**

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

# Dictionary and Personal Word List



Name: \_\_\_\_\_

# Dictionary and Personal Word List

## A

— able  
— about  
— above  
— across  
— add  
— almost  
— along  
— also  
— any  
— April  
— August  
— aunt  
— author

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## B

— become  
— before  
— bird  
— board  
— boat  
— body  
— book  
— bought  
— box  
— boy's  
— boys'  
— bread  
— break  
— breath  
— bridge  
— brings  
— brown  
— burn  
— busy

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

## C

— cares  
— carry  
— cent  
— chance  
— change  
— chased  
— check  
— chief  
— choose  
— circle  
— city  
— climb  
— closing  
— clothes  
— cold  
— country  
— cried  
— cross

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

## D

— dead  
— December  
— deep  
— die  
— dishes  
— draw  
— due  
— during

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# Dictionary and Personal Word List

Name: \_\_\_\_\_

## E

— early  
— eat  
— edge  
— eggs  
— eighteen  
— eleven  
— empty  
— English  
— enjoy  
— enough

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## F

— face  
— facts  
— fall  
— fancy  
— father  
— February  
— feel  
— feet  
— felt  
— few  
— field  
— fifteen  
— fifty  
— fine  
— fire  
— first  
— flat  
— floor  
— flying  
— foot  
— fold  
— forty  
— fourteen  
— fourth

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## G

— gave  
— girl's  
— glad  
— glasses  
— gold  
— grass  
— ground  
— group  
— grow  
— grew  
— guard  
— guess  
— guide

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\_\_\_\_\_

Name: \_\_\_\_\_

# Dictionary and Personal Word List

## H

— hair  
— half  
— hands  
— happy  
— head  
— health  
— heated  
— heavy  
— held  
— hold  
— horse  
— hour  
— house  
— hurrying

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

## I, J, K

— inside  
— instead  
— January  
— judge  
— July  
— June  
— kept  
— key  
— kings  
— knew

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
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## L

— land  
— large  
— laugh  
— learn  
— leave  
— led  
— length  
— light  
— listen  
— live  
— living  
— loose  
— lose  
— lost  
— low

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

## M

— main  
— many  
— March  
— marked  
— match  
— May  
— mean  
— meant  
— men's  
— middle  
— milk  
— mind  
— missing  
— Monday  
— money  
— month  
— moon  
— mother  
— must

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

# Dictionary and Personal Word List

Name: \_\_\_\_\_

## N, O

- near
- need
- night
- nine
- none
- north
- note
- nothing
- November
- now
- October
- often
- oil
- other
- over
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## P

- page
- pair
- passes
- pencil
- phone
- planned
- plants
- please
- plenty
- post
- pretty
- prove
- pull
- puppies
- puppies'
- puppy's
- push
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Q, R

- quickly
- quite
- racing
- raised
- read
- ready
- real
- rich
- rocks
- rough
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## S

- sand
- Saturday
- school
- scratch
- sea
- search
- seem
- send
- sense
- sent
- September
- shapes
- shared
- shoes
- should
- sight
- sign
- simple
- since
- sitting
- sixty
- sky
- snow
- soft

Name: \_\_\_\_\_

# Dictionary and Personal Word List

## T

— <u>sold</u>	_____	— tail	_____
— song	_____	— team	_____
— soon	_____	— thick	_____
— sound	_____	— thin	_____
— south	_____	— third	_____
— speak	_____	— thirteen	_____
— speed	_____	— those	_____
— spent	_____	— three	_____
— square	_____	— throat	_____
— stands	_____	— Thursday	_____
— starring	_____	— <u>tie</u>	_____
— states	_____	— title	_____
— stayed	_____	— <u>toe</u>	_____
— sticks	_____	— <u>touch</u>	_____
— still	_____	— <u>toward</u>	_____
— stood	_____	— town	_____
— store	_____	— trip	_____
— <u>straight</u>	_____	— <u>trouble</u>	_____
— strange	_____	— <u>truth</u>	_____
— street	_____	— <u>Tuesday</u>	_____
— strong	_____	_____	_____
— <u>suit</u>	_____	_____	_____
— Sunday	_____	_____	_____
_____	_____	_____	_____





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